Challenging Homophobia in Primary Schools

by Andrew Moffat
The books used in this resource:

Red Rockets and rainbow Jelly by Sue Heap and Nick Sharratt
Picnic in the park- Joe Griffiths and Tony Pilgrim
This is our house- Michael Rosen
And Tango makes three – Justin Richardson and Peter Parnell
Prince Henry – Olly Pike (available from www.popnolly.com)
Nanny Fox- Georgie Adams and Selina Young
King and King- Linda de Hann and Stern Nijland
Dad, David, Baba Chris and me by Ed Merchant
Are you a boy or are you a girl? - Sarah savage and Fox Fisher (available from www.sarah-savage.com)
We are all born free- Amnesty
10,000 dresses by Marcus Ewert and Rex Ray

This resource was originally “Challenging Homophobia In Primary Schools: An early years resource” by Andrew Moffat, 2007. “Challenging Homophobia In Primary Schools” (CHIPS) 2012.

Andrew has written a new book on how to develop a school ethos where the Equality Act is celebrated, with 35 lesson plans based on children’s books; “No Outsiders in our school: Teaching the Equality Act in Primary Schools” (Speechmark) includes new versions of some of the plans in this resource with detailed narrative on how to develop an inclusive whole school ethos and how to engage parents. Andrew advises schools teach about LGBT equality as part of a curriculum where all protected characteristics in the Equality Act are covered.
http://www.speechmark.net/shop/no-outsiders-our-school-teaching-equality-act-primary-schools

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See www.equalitiesprimary.com for more lesson plans and ideas on how to teach the Equality Act in Primary Schools.
Challenging Homophobia in Primary schools Year 1

| Text: | Red Rockets and rainbow Jelly by Sue Heap and Nick Sharratt |

| Resources: |

| SEAL Outcomes: | New beginnings: I like belonging to my class/ I like the way we are all different / I can tell you something special about me |

| LO: | To know we are all different |

| Starter: | Have pictures of different animals on the carpet. Ask children to choose one and talk to their partner about what it is, what noise it makes and why they like it. |

| Main: | Read text. Ask children in pairs to recall things that Nick liked and things that Sue liked. Reinforce: what a lot of different things! Were Nick and Sue friends? So even though they liked different things, they still liked each other! Role play: Ask children in pairs to think of one thing they both like. Feed back to classes. Then put children in to fours and ask them to think of one thing they all like, repeat for larger groups until you have one whole class group. Remark to the class that if we look around we can see there are lots of ways we are different here; our skin, our hair, our heights etc. Can we find one thing that we all like, even though we are all different? Ask for suggestions and identify one thing the whole class likes (do not allow names to be used). |

| Activity: | Put the children in to pairs; each child records one thing their partner likes and one thing they like, and then “We can get along” or “We can still be friends”. e.g. “Ahmed likes Jelly, I like apples, we can still be friends”. |

| Plenary: | There are lots of ways we are alike, and there are lots of ways we are different. Can you be friends with someone different to you? Of course you can! That’s what is great about this class; we are all different but we can all still get along! |

| AFL questions: | What would life be like if we were all the same? Is it good to be different? |

Adapted from “No Outsiders in our school: Teaching the Equality Act in Primary Schools” by Andrew Moffat
### Challenging Homophobia Year 2

**Andrew Moffat**

<table>
<thead>
<tr>
<th><strong>Text:</strong> Picnic in the park - Joe Griffiths and Tony Pilgrim</th>
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<tbody>
<tr>
<td><strong>Resources:</strong> large picnic rug. If possible a piece of food for every child – fruit or a biscuit or a sandwich. Something small that can be eaten quickly.</td>
</tr>
<tr>
<td><strong>SEAL Outcomes:</strong> <strong>New beginnings:</strong> I feel good about the ways we are similar in the group and the ways we are different/ I can tell you how I am the same as and different from my friends. <strong>Say no to bullying:</strong> I am proud of the ways I am different.</td>
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<tr>
<td><strong>LO:</strong> To understand families can be different.</td>
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<tr>
<td><strong>Starter:</strong> Put the word “family” on the board- what does it mean? Who is in a family? Is there one kind of family?</td>
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<tr>
<td><strong>Main:</strong> Read “Picnic in the park”. Who comes to Jason’s picnic? Why do they come? How many different families can you remember? What did the families bring to the party? Why did they bring things?</td>
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<tr>
<td><strong>Role play:</strong> Place a large rug on the carpet and say we are going to have our own picnic. Show the children the food they are going to bring and ask them to think about who is going to be in their family. Children can put themselves in to any group and be a family or they could come by themselves. Each group / person needs to bring some food to the rug when they come. Choose a child to be Jason (or a girl) and have them welcome each “family” to the rug. Each family should introduce themselves as they arrive- this is Mum, this is auntie etc before placing their gift on to a large tray and then sitting on the carpet. Once everyone is on the carpet share the food.</td>
</tr>
<tr>
<td><strong>Activity:</strong> Who is in your role –play family? Children draw and label each person.</td>
</tr>
<tr>
<td><strong>Plenary:</strong> Did Jason turn anyone away from his picnic in the park? No! he made sure there were no outsiders! And there were lots of different families there- some with one Mum, two dads, a mum and dad, foster children etc Everyone was welcome! Return to the family used in the starter. Who can be in a family? Is there only one kind of family?</td>
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<tr>
<td><strong>Suggested AFL questions:</strong> Today I have learned/ A family can be...</td>
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**Text:** This is our house- Michael Rosen

**Resources:**

**SEAL Outcomes:** New beginnings: I know how to make someone feel welcomed and valued at school

**LO:** To show kindness and ensure no one is left out

**Starter:** Show image of young children on a playground. Use skills of empathy to make judgements about who is happy, lonely, angry etc. Write a list of feelings demonstrated in the image.

**Main:** Discuss the story; what different reasons does George give for not allowing children in to his house? What does discrimination mean? Who is being discriminatory in the story? How is George discriminating against people? How do you think the children feel when George turns them away? What does the word Outsider mean? Who is made to feel like an outsider in the story? Why does George change his mind at the end?

**Role play:** Ask children to write on a label something about them and wear it. The word could be the religion the child practices, their ethnicity or Nationality, or it could be their hobby. All children are now wearing labels to describe something about them. Ask for someone to play the part of George in the role play. George should wear a hat to make the distinction between George the character and the child playing him. Reinforce it’s going to be a hard job for someone to play George because in our school we would never behave like he does; emphasis the child will have to be a good actor. George sets up his house on a PE mat or overturned table. One by one children approach George to ask to come in and he turns them away using their label as a means of discrimination; “People who are ___ aren't allowed in”. After a few children have been turned away ask children what it feels like to be discriminated against. Turn the role play around, tell the child to take off the George hat and be themselves. Reinforce how hard it must have been for the child to pretend to be so discriminatory and you are relieved they can be themselves again. Get the children back and have George welcome them in. Discuss the different atmosphere in the room when George is welcoming.

**Activity:** Design a poster with the title “This is our school”. The poster should detail the groups of people who are welcome in our school and why. Use the seven characteristics in the Equality Act 2010 as guidance. Include persuasive statements with beginnings such as, “We believe...” and “Your child should come here because....”

**Plenary:** What can we learn form this book? How can we make sure there are no outsiders in our school?

**Suggested AFL questions:** Today I have learned today/ George should come to our School because

Adapted from “No Outsiders in our school: Teaching the Equality Act in Primary Schools” by Andrew Moffat
**Text:** Prince Henry – Olly Pike  buy this book or watch the animated story on www.popnolly.com

**Learning Intention:** To speak up when I think something is wrong

**Success Criteria:** I know why we have rules / I know I can speak up if I think something is unfair / I can discuss rules with my friends

**Starter:** Put “the law” on the board. In talk partners discuss:
1. What laws or rules do we have in our school
2. Why are laws important?
3. Can laws be changed?

**Main:** Read “Prince Henry” or watch it on the PopnOlly website: [http://popnolly.com/episodes/4559460378](http://popnolly.com/episodes/4559460378) stop after Thomas says no to Prince Henry so the last line is “Who knows, maybe in one year or five or ten I will ask you to marry me”

**Discuss:** In talk partners children discuss, what was the story about?
- Who does Prince Henry want to marry?
- Why doesn’t the king want Prince Henry to marry Thomas? Is that fair?
- How does Prince Henry change his father’s mind?
- Why doesn’t Thomas say yes to Prince Henry?
- What do you think of this ending?

**Role play:** In the story the king changes his mind about the law in his land, and he then makes things fair by ripping up the old laws and writing new ones. Show the children a pile of papers and say these are some laws for our school but they have got mixed up.
- Some of the ideas don’t belong in our school, and some of the ideas do belong. Can the children help you to sort the laws out? Keep the laws we agree with in our school and rip up the laws we don’t agree with.
- Put the laws face down in a pile in the middle of a circle. Children come to the centre of the circle one at a time, pick up the top one and read it out. For each law the class decide, do we agree or should it be ripped up? After discussing each, ask the children, “What shall we do with it?” and have the children shout either, “Keep it” or “Rip it up!”
- Use the following laws: (simple answers in brackets)
- **In our school there must be only one religion** (no, we welcome all religions)
- **In our school everyone must have the same eye colour** (no, all eye colours welcome)
- **In our school you can be Black, White or Asian** (yes, everyone welcome)
- **In our school all families must be the same** (no, different families welcome - mum and dad, two mums, one mum, one dad, two
dads, grandparents, foster families etc)
In our school girls can only be friends with other girls (no we are friends with everyone)
In our school football is only for boys (no, football is for everyone)
In our school we must all look the same (no, we are all different)
People who are different do not belong in our school (no, we like everyone and we are all different in some way)
People who speak a different language are welcome in our school (yes, it’s great to be friends with different people)
Prince Henry and Thomas are welcome in our school (yes, everyone is welcome in our school. Ask the children what’s different about Prince Henry and Thomas and ensure children use the word gay. Reinforce that gay people, along with any people are welcome at our school)
People born in another country are not welcome in our school (yes they are. Everyone is welcome)
In our school there are no outsiders (correct, no one is left out or excluded)

Activity: Choose and record three rules for our school that you think are important, or re-write the rules we ripped up so that they fit in our school.

Plenary: Do you think Prince Henry and Thomas ever did get married? Why didn’t Thomas want to get married? When might he be ready?
Read or watch the rest of the story. What does “Their love was always equal” mean?
A few years ago people who were gay were not allowed to get married in the UK but now the law has changed. Why did the law change? Why is it important to allow everyone to get married if they want to?

AFL questions: Children complete the following sentences:
Sometimes laws need to be changed because….
I am proud of the laws in our school because we say…
I use this book in year 3 and 4. Below are examples of activities for children to complete over a week in guided reading sessions when using “Prince Henry” by Olly Pike as a text. Prince Henry can be ordered from [www.popnolly.com](http://www.popnolly.com). Olly offers a discount when ordering 20 or more copies.

<table>
<thead>
<tr>
<th><strong>LI To consider language used in the text</strong></th>
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<tr>
<td><strong>These questions are in order as you read the book.</strong></td>
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<tr>
<td>Find the word which shows that Prince Henry did not live near us. (faraway)</td>
</tr>
<tr>
<td>Find the words that show Henry loved being a Prince. (awesome/ cool)</td>
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<tr>
<td>Find the word which shows Prince Henry trusted Thomas. (Loyal)</td>
</tr>
<tr>
<td>Find the words that describe the gifts Prince Henry gave to Thomas. (ridiculously cool)</td>
</tr>
<tr>
<td>Find the word that describes how the crowd outside the window looked. (impressive)</td>
</tr>
<tr>
<td>Find the word that the King uses to describe something that has happened in the same way for a long time. (tradition)</td>
</tr>
<tr>
<td>Find the word Prince Henry uses to describe all people being worth the same. (priceless/ equal)</td>
</tr>
<tr>
<td>Find the word to describe how the King tore up the royal law. (ripped)</td>
</tr>
<tr>
<td>Find the word in the poem at the end that describes love between the two men being the same as any other love. (equal)</td>
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<tr>
<th><strong>LI To order events</strong></th>
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<tr>
<td><strong>These events have been mixed up. Can you put them in the correct order?</strong></td>
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<tr>
<td>Some years later Henry and Thomas get married.</td>
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<tr>
<td>The King is angry and says Thomas is a servant so Henry cannot marry him.</td>
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<tr>
<td>Henry asks Thomas to marry him but Thomas says they should wait.</td>
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<tr>
<td>A large crowd waits outside Henry’s bedroom window.</td>
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<tr>
<td>Henry tells the King he does not want to be a Prince anymore.</td>
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</table>
Thomas helps Henry to get ready and go outside.
Prince Henry tells the King he wants to marry Thomas.
The King and Queen send out invitations to princes and princesses.
The King listens to Henry and rips up the royal law.
The King asks Henry to choose someone to marry.

**LI To identify the main events in a text**

In five boxes outline and describe the main events in Prince Henry under the following headings:
Introduction, build up, problem, resolution, conclusion

**LI To use adjectives to up-level sentences**
Rewrite these sentences, up-levelling them using another adjective

Prince Henry lived in a big, _______________ castle with his parents.
Prince Henry and Thomas liked to ride ______, fire breathing dragons.
Prince Henry and Thomas enjoyed rescuing lots of __________, woodland animals.
Prince Henry cared for his faithful, ____________ servant, Thomas.
Prince Henry was woken by a ________ crowd outside his window.
Prince Henry sleepily climbed out of his ______ bed and opened the _____ curtains.
The ____ King was surprised when Prince Henry said he wanted to marry Thomas.
Prince Henry’s ________________ speech made the King feel very proud.
The King ripped the law in to a hundred ______________ pieces.
The ____________ crowd of princes and princesses cheered.

**LI To recognise and explain feelings**
How did the King and Queen feel when they sent out invitations?
How did Henry feel when he was awoken by a huge buzz of noise beneath his bedroom window?
How did Henry feel when he saw the crowd of princes and princesses?
Why did the crowd look puzzled when Henry asked why they were there?
How did Henry feel when he told the King he wanted to marry Thomas?
How did the King feel when Henry said he wanted to marry Thomas? Why?
How did the King feel when Henry said he did not want to be a prince anymore?
How did the King feel after Henry’s speech?
How did the King feel as he ripped up the royal law?
How did Thomas feel when Henry asked to marry him?
How did the crowd feel when Thomas said he did not want to marry Henry?
How do you think Henry and Thomas felt when they did get married some years later?

LI To consider author viewpoint
What is the story about?
Does this story remind you of any other stories?
Why did the author choose this setting?
What is the moral of this story?
What do you think the author believes? Justify your answer.
What have you learnt from this story?

LI To identify key features of an invitation
Look at the invitation to the Princes and Princesses. What’s wrong with it, what information is missing? What key features does an invite need?
Rewrite an invitation including address, time, place, person it is from.

LI To use adverbs to up-level sentences
Rewrite these sentences, up-levelling them by adding an adverb.
Henry sleepily climbed out of his bed and ___________ opened the curtains.
Thomas helped the Prince get ready _______.
“Er, Hello everyone. Welcome to our Kingdom!” said Henry ______ to the excited crowd.
Henry replied ___________. “Thank you father that was very thoughtful of you”.
The King shouted ____________, “But you can’t marry Thomas! He is your servant!”
The King hugged his son __________ and his son hugged him back.
The King ___________ ripped the royal law in to a hundred pieces.
The crowd of princes and princesses cheered ___________ and everyone was very happy.
Henry took Thomas by the hand and asked __________, “Will you marry me?”

**LI To consider character motives**
Why did Henry love being a prince?
Why did Henry buy Thomas ridiculously cool gifts?
Why did the King and Queen want Henry to marry?
Why are the crowd of princes and princesses all smiling at Henry?
Why did Henry pause for a moment when the King says about the crowd, “They are here, my son, so that you can choose one of them to marry and spend your life with”?
Why did the King turn red when Henry said he wanted to marry Thomas?
Why did Henry say he did not want to be a prince anymore?
Why did Henry’s speech make the King feel proud?
Why did the King keep sniffing as he asked Henry to forgive him?
Why did Thomas want to wait for a while before getting married?
**Text:** And tango makes three- Justin Richardson and Peter Parnell

**Resources:** -

**SEAL Outcomes:** Getting on and falling out: I can see things from someone else’s point of view

**LO:** To accept difference

**Starter:** Discuss how do different animals live; in couples, prides, flocks?

**Main:** Read text. What makes Mr Gramzay realise Roy and Silo are in love? Are Roy and Doll gay? What does gay mean? (When two men or two women love each other) Why does Mr Gramzay give Roy and Soli an egg? Do Roy and Soli do a god job? (yes)

**Role play:** Deal out a pack of animal snap cards so that everyone has one card. Remove one card from the pack so that one card does not have a pair. Children mist move around the circle finding their partner by making the animal noise. When they have found their partner they should sit down. At the end you want one child left on their own. Now ask the class, what shall we do with this animal- they have no family! Children will offer to have the animal join their family and accept the offer, checking first, can we still say this is a family? (Of course! Families can be made up of all sorts of different members. If a dog and a duck want to be a family they can be)

**Activity:** Google gay vultures, Allewater zoo, Munster, Germany. The story is about a zoo who separated a pair of gay vultures because they wanted chicks. Read the story to the children and focus on the quote from the zoo keeper saying the vultures weren’t happy anyway because the other vultures were picking on them. Discuss did the zoo make the right decision? Children write a letter to the zoo either agreeing with their decision or disagreeing. This could be used for persuasive letter writing in literacy.

**Plenary:** This is a true story- reads the back page. Does anyone in the story bully Roy and Silo? Are the other animals bothered that they have gay penguins in their pool? Of course not! What do we say in our school about people being different/ Do we welcome everyone, including gay or lesbian people, in to our school? How do people know they are welcome in our school? What can we do to make sure we have a school where all people are welcome?

**AFL questions:** What have I learned today? What can we learn from Mr Gramzay?

Adapted from “No Outsiders in our school: Teaching the Equality Act in Primary Schools” by Andrew Moffat

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**Text:** Nanny Fox- Georgie Adams and Selina Young
**Resources:**

SEL Outcomes: Getting on and falling out: I can see things from someone else’s point of view

**LO:** To see things from another point of view

**Starter:** Put up an image of a fox on the board. In pairs write down five things you know about foxes and their behaviour.

**Main:** Do you think Arnold finds life hard being different? Are his family nasty to him? What do you think he feels inside? Does he try to tell his family he is different? How do you think Ma Fox feels when he leaves home? Do you think either Ma Fox or Arnold should have done something different? We never find out what happens between Arnold and his family; what do you think happens after the story? Should Arnold change for the sake of his family or should he continue being himself?

**Role play:** Interview for job of being nanny fox. Ask three children to come to the front. All three are now foxes and have applied for the position of nanny fox but two are lying about being caring and they really want the position to eat the chicks. One fox is being honest. Ask the three interviewees to pick one of three cards; two are blank but one has a cross on it; the child with the cross is the honest fox. Class fire interview questions to the foxes who answer as caring nanny fox would. After five minutes ask the class who is being honest; the foxes show their cards. Three of the children who guessed correctly are up next to be interviewed and repeat the process.

**Activity:** Give the children a copy of the “wanted- nanny for chicks” poster. Children to write a letter of application to Mrs Buff from the Fox asking for the job. Explain that you are a fox but give reasons why you would be good at the job.

Or Ma Fox is fed up of Arnold not being a proper fox. Write a list of instructions for Arnold on how to be a proper fox.

**Plenary:** Define key vocab words: Conformity/ expectations/ assertive/ brave

what expectations does Ma Fox have of Arnold. Is Arnold going to change? What advice would you give Ma Fox?

AFL questions: What have we learned about today? / When Arnold grows up I think he will / will not change I think Ma Fox should …

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Challenging Homophobia Year 4

*Text:* King and King- Linda de Hann and Stern Nijland

*Resources:*
**SEAL Outcomes:** Getting on and falling out: I can see things from someone else’s point of view

**LI** To understand why people choose to get married
Success criteria: I know what marriage is/ I know who can get married/ I know why people choose to get married

**Starter:** Put word Marriage on the board. In pairs children discuss what it means and what it is for- who gets married and why?

**Main:** Read and discuss “King and King”. Why does the Queen want her son to marry a princess? Should he marry a princess to please his Mum? What does gay mean? (when two men love each other or two women love each other – also known as lesbian). Does the Queen know her son is gay? Why hasn’t he told her? Is the Queen happy when he gets married to a prince? Why does she shed a tear?

**Activities:**
1. Discussion- Why do people get married? Watch “Royal wedding highlights the best bits” on youtube. [https://www.youtube.com/watch?v=p2ghZp8oih0](https://www.youtube.com/watch?v=p2ghZp8oih0). Children make notes: who is getting married, why are they getting married, why are there so many people watching, how do you think they are feeling.
2. Show image of wedding invite on the board. Children design a wedding invite for either William and Kate or for the two princes in the story. The invite is for a royal wedding so needs to be grand. What information do you need on an invite? Make a list first of what is needed.

**Plenary:** Show some google images of marriages; ensure there is a mix of genders and ethnicities. Some religions say men and men should not get married; what does the law in the UK say? In 2013 the law was passed by the government to say that a man could marry a man and that a woman could marry a woman. At our school we say there are no outsiders; does that include people who are gay? (Yes!).

Suggested AFL questions: today I have learned…. / British marriage law says…. 

Adapted from “No Outsiders in our school: Teaching the Equality Act in Primary Schools” by Andrew Moffat

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**Text:** Dad, David, Baba Chris and me by Ed Merchant

**Resources:** Search for “gay families UK” on google images and prepare a slide show of about 10 families. Include range of people.
Also include in the slide show images of families with a Mum and Dad or one Mum or one Dad. You want a

**SEAL Outcomes:** Say no to bullying: I know some ways to encourage other children who use bullying behaviours to make other choices

**LI** To understand there are different families in the city where I live

**Starter:** in partners define adoption and fostering - who can adopt or foster children?

**Main:** Read Dad, David, Baba Chris and me. Why does Ben want so much for David and Baba Chris to adopt him? What do David and Baba Chris do to show they love Ben? How does Ben feel? What happens when Ben goes to Junior school - what word is he called? What does “gay” mean? (Gay means when two men love each other or when two women love each other – also Lesbian). What did Ben’s teacher Miss Patel say? Why do you think the name calling hasn’t really stopped? What would you do if you heard name calling like that in our school?

**Student led activity: whole class:** Focus on the name calling in the middle of the story. Have you ever heard the word “Gay” used as a put down in our school? What do we say in our school about people being different? Is everyone welcome at our school? The law in the UK says you can be gay or lesbian and that two men or two women can get married. The Equality Act 2010 also says you cannot be discriminated against because you are gay, or because of the colour of your skin, your gender, disability, religion (check understanding of discrimination)

Show the slide show of families. The aim is to demonstrate that there are real families living in the UK today with gay parents and others with one parent or two parents of different gender.

**Activity:** Display the page that begins, “One day I asked my dads if they thought I would grow up gay like them” with jigsaw pieces and arrows. Children to draw their own version of the image with different grown up options recorded and labelled.

**Plenary:** Do we all grow up to be the same as our parents? Show youtube clip of Mikki Willis “How would you feel if your son chose this” showing a Dad’s reaction to his son buying a doll for a birthday. What is the message from Dad here? What kind of Dad is he? How do you think his son feels? What can we learn from this clip?

Suggested AFL questions: Today I have learned…

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**Text:** Are you a boy or are you a girl? By Sarah Savage and Fox Fisher

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Challenging Homophobia Year 5 / 6

Andrew Moffat
### Resources:

**SEAL Outcomes:** Getting on and falling out: I try to recognise when I or other people are prejudging people and I make an effort to overcome my assumptions/ I know how it can feel to be excluded or treated badly because of being different

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<th>Li</th>
<th>To consider how we use pronouns</th>
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**Starter:** Ask children in partners to prepare a description of a police officer, a footballer, a teacher, a doctor, a ballet dancer. Children should describe what the people are wearing, their appearance and location. (when you are explaining this task, use the pronoun ‘they’, although don’t highlight this to the class; the aim is to see if they use he/she pronouns instead)

Ask some children to feedback and ask another child to secretly make a tally for the number of times children use pronouns he or she in their descriptions. Ask the children who are giving their descriptions whether they are describing male or female people, as you didn’t specify. Ask why children have chosen to use pronouns to describe each person.

**Main:** Check understanding of pronouns- what is a pronoun? When is it used? Do we always need to use pronouns? Are there times we don’t need to use pronouns? Does every story need pronouns? What would a story be like if there were no pronouns? Read “Are you a boy or are you a girl?” At the end put children in to small groups and discuss: what is the message in the story, are pronouns used in this story? Are pronouns needed? Describe Tiny.

**Children feedback**

- Look at the page where a boy shouts, “Tiny, what a silly name. I can’t tell if it’s a boy or a girl” Tiny doesn’t answer- why not?
- Are we given a gender for Tiny? Does that matter? How has Tiny chosen to live life?

Put word Transgender on board – what does this mean? Give definition as “When a person is born they are assigned a gender. For a transgender person the gender they have been assigned does not match how they feel inside. So someone who is told they are a boy feels like they are a girl, or someone who is told they are a girl, feels like they are a boy”

What does Tiny feel like? In the story Tiny does not identify as either a boy or a girl. We must respect Tiny’s wishes to be referred to neither as a boy or girl because that is how Tiny feels; it is not our job to assign a gender to Tiny!

**Student led activity: whole class:** If Tiny joined our class we would need to reconsider how we use pronouns. We use them every day without thinking, but we also say at our school, “There are no outsiders” so we need to change our behaviour and our language to make sure Tiny does not feel like an outsider. In small groups give children a list of questions to ask about the story. The children answer and discuss without using the pronouns he or she:

- Why has Tiny moved to a new house?
- What is the name of Tiny’s little sister?
- What do Tiny and Fiona like to pretend to do?
- Fiona is dressed as a cowboy, what is Tiny dressed as?
- What is Dad doing when Tiny and Fiona get back?
- What does Mum give Tiny to wear for school?
- What does the boy at school say to Tiny about her name?
- Why does Tiny show Mia there is a lady driving the fire
Why does Buster say girls can’t play football? How does Charlie answer Buster? What does Buster call Tiny and how does Teacher respond? What does Tiny dress up as to rescue Mia? When Mia asks if Tiny is a boy or a girl, how does Tiny answer?

Activity: Ask children about the Equality Act 2010 legislation. Explain the law is in place to ensure people do not face discrimination (check understanding of discrimination). There are 9 “protected characteristics” in the law and it is against British law to discriminate against a person because of them. They are: age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion and belief, sex, sexual orientation. Children record definitions for each protected characteristic.

Plenary: We say there are no outsiders at our school and that everyone is welcome. Would Tiny feel welcome at our school? What can we do to make our school a safe and welcoming place for everyone including Tiny? British law says a person who is transgender cannot face discrimination, but, for example, which toilets would Tiny use? If we make Tiny use the boys or girls toilets are we discriminating against Tiny? How can we change to make sure Tiny feels welcome? Is there anything else in our school that only boys or only girls do? How can we make our school a place where everyone is welcome?

Suggested AFL questions: Today I have learned… Transgender means…..

For more lesson plans like this and resources that promote the equality Act in schools see www.equalitiesprimary.com
“No Outsiders in our school: Teaching the equality act in Primary Schools” by Andrew Moffat www.speechmark.net
**SEAL Outcomes: New beginnings:** / I know I am valued at school / I understand my rights and responsibilities at school

**LO:** Understand the universal legislation on human rights

**Starter:** What is the declaration of human rights? Why was it written? What is happening around the world to make people want to invent a universal declaration of human rights?

**Main:** Read text.

Activity: The declaration is split into sections; split children in to groups of four and given them copies of the 30 articles. Ask children to consider which of the 30 are most important and to label them 1-10 in order of importance. Glue on to a sheet and present to the class with explanations. AS children are presenting ask a child to count scores for each article mentioned. At the end present a class result – were any missed out completely? Why do you think that is? Was there a clear winner? Why? Does anyone want to change their mind?

**Plenary:** In our activity I forced you to discard a large chunk of declarations but in truth every one of them is important – why? Take the ones that got no points and ask children to say why we need them in the declaration.

Children to pick three of the declarations that got least class points and record in books why they are important.

AFL questions: What have we learned about today? / Pick an article you think is very important and write an explanation in your book.

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**Challenging Homophobia Year 6**

**Text:** 10,000 dresses by Marcus Ewert and Rex Ray

**Resources:**

**SEAL Outcomes:** Getting on and falling out: I try to recognise when I or other people are pre-judging people and I make an effort to overcome my own assumptions

Good to be me: I accept myself for who and what I am
LI To consider what it means to be transgender

**Starter:** Check understanding of LGBT - in small groups children come up with definitions

**Main:** Read 10,000 dresses. At the beginning of the story do we think Bailey is a boy or a girl? What makes us think that? Does Bailey feel like a boy? Does Bailey feel like a girl? At no point in the story does Bailey identify as a boy or a girl; does wearing a dress make a child a girl?
Bailey’s family keep saying Bailey is wrong to want to wear a dress; how do you think this makes Bailey feel? What changes everything for Bailey? (meeting Laurel) Does Laurel make any comment about Bailey being a boy or a girl? Does Laurel care if Bailey is a boy or a girl?
What does transgender mean? (We are all assigned a gender at birth. Some people feel different to the gender they were assigned at birth; they live as the gender they identify with)

**Student led activity: whole class:** watch the CBBC “My Life” series episode 1 “I am Leo” on youtube. 28 minutes long, very positive and perfect for understanding about life as a transgender child. [https://www.youtube.com/watch?v=0x_u2cs8DpI](https://www.youtube.com/watch?v=0x_u2cs8DpI)

Independent activity: In pairs children discuss and answer the following questions:
How does Leo describe what transgender means/ How did Mum feel at first when Lily became Leo? What did she do?/ Why is Leo’s passport so important to him/ What went wrong at primary School and why? / What do you think Primary School should have done differently / How did Steven Whittle change the law?

**Plenary:** If Bailey, or Leo came to our school what would be the response? Do we accept children for who they are without judgement? Remind children of the No Outsiders school ethos. What would you do if you heard others saying negative remarks to Bailey or Leo?

Suggested AFL questions: Today I have learned…/ If someone was Transgender in my class I would…