



just like us

EMPOWERING LGBT+ YOUNG PEOPLE

Thinking about Gender

Session summary		Pupil context
<p>This lesson is adapted from “No Outsiders in our school: Teaching the Equality Act in Primary Schools” by Andrew Moffat.</p> <p>Pupils begin by matching people’s photos to their definitions, with the aim of breaking down gender stereotypes from the beginning of the lesson. You’ll introduce them quickly to pronouns, as these are important in the story. This is followed by the story ‘Are you a boy or are you a girl?’, which features Tiny, who identifies as neither. Pupils discuss how they would make Tiny feel welcome in their school.</p>		Suitable for Key Stage 1 pupils.
Session aims	Resources needed	Link to English curriculum
<ul style="list-style-type: none">▸ Recognise when people are judging others▸ Break down stereotypes about what it means to be a boy or a girl▸ Gain insight into how it feels for your identity not to be respected	<ul style="list-style-type: none">▸ Presentation▸ Book: <i>Are you a boy or are you a girl?</i> by Sarah Savage and Fox Fisher	Statutory guidance for the new PSHE curriculum includes the statement that primary school pupils should understand “the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs”
Link to Welsh curriculum	Link to Scottish curriculum	Link to NI curriculum
“Learners should be given opportunities to empathise with others’ experiences and feelings and develop strategies to resolve conflict and deal with bullying”	“I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.”	“Investigate factors that influence individual and group identity, as well as the ways in which individuals and groups express their identity”
Preparation ahead of the session		

- You may need to let pupils know about School Diversity Week: you can find explainer slides in our resource library.
- Our intro slides contain information explaining the acronym LGBT+

Timing	Activity	Suggestions for differentiation
0-15	Gender stereotypes <ul style="list-style-type: none"> ▸ Ask pupils to match the person to their description. ▸ Reveal the answers - ask how many of them they got right. ▸ Draw out some of the pupils' answers - if they chose non-stereotypical options, let them know that you know they're going to do fantastically in this lesson. If they chose stereotypical answers, ask them why. You don't need to address the ideas of expectations and stereotypes at this point in the lesson. ▸ Introduce the lesson aims. 	
15-20	What are pronouns? <ul style="list-style-type: none"> ▸ Ask pupils the following questions: <ul style="list-style-type: none"> ● 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? 	
20-35	Are you a boy or are you a girl? <ul style="list-style-type: none"> ▸ Read 'Are you a boy or are you a girl?' ▸ Explain that even though it is a picture book, you're going to discuss it at the level of the pupils' age now - the fact it's a simple picture book doesn't mean you can't have complicated discussions around it. ▸ Put pupils in small groups to discuss the following before feeding back to the group: <ul style="list-style-type: none"> ● What is the message in the story? ● Are pronouns used in this story? ● Are pronouns needed? Describe Tiny ● 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" Why doesn't Tiny answer? ● Are we given a gender for Tiny? Does that matter? ● How has Tiny chosen to live life? 	
35-50	What is transgender? <ul style="list-style-type: none"> ▸ Display the word transgender on board and ask pupils if they have heard of it before, and can explain it. 	Give examples as to how a transgender child might know they are transgender, the feelings

	<p>▸ Explain the definition: “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”</p> <p>▸ Ask pupils how Tiny feels. Round of the discussion by explaining that Tiny does not identify as either a boy or a girl. If Tiny were in their class, they should respect Tiny’s wishes to be referred to neither as a boy or girl because that is how Tiny feels; it is not their job to assign a gender to Tiny!</p> <p>▸ Ask pupils in small groups, look at their allocated questions and discuss them without using the pronouns he or she:</p> <ul style="list-style-type: none"> • Why has Tiny moved to a new house? • What is the name of Tiny’s little sister? W • hat 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 engine? • 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? 	<p>or difficulties they might experience, and how that would be expressed in words.</p> <p>Assign questions based on reading comprehension skills. You could also offer tips like ‘use Tiny’s name’ or ‘try using the pronoun “they”’.</p>
50-60	<p>Welcoming people in our school</p> <p>▸ Ask pupils to tell a partner whether they think Tiny would feel welcome at your school.</p> <p>▸ Ask pupils for their suggestions about what they can do to make their school safe and welcoming for everyone, including Tiny. Pupils can write their suggestions on a large piece of paper which can be displayed during School Diversity Week.</p>	<p>Write down or display examples of initiatives which have happened in the schools, or examples of great things you’ve seen or heard students to recently. Ask them how this would have made other people in the situation feel.</p>