![MC900438227[1]]() **PSHE LGBT Inclusive Curriculum Other Documents to look at – Book list and glossaries**

**Year 6**

* To explain ways in which difference can be a source of conflict or a cause for celebration and know how being different could affect someone’s life (Transgenderism).
* I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.

**Books – ‘I am Jazz’ ‘My Princess Boy’ ’10,000 Dresses**

**Year 4**

* To explain why bullying might be difficult to spot and what to do about it if I’m not sure.
* To explain why it is good to accept myself and others for who we are.
* To discuss points around the Book **‘Introducing Teddy’ by Jessica Walton** e.g. trans identity, sterotypes, being yourself.

**Year 3**

* Know some differences and similarities of different families and will be able to note what is positive about those similarities and differences.
* Know that whether you have two mothers or two dads, a big family or a small family, a tidy family or a messy one, the book assures readers that no matter what kind of family you have, every family is special in its own unique way.
* Know what the word gay means and that it should not be used in a derogatory way.

Books - **The Family Book by Tod** and **And Tango Makes Three – (Used to discuss same sex families age appropriately).**

**KS1**

LGBTQ is not mentioned specifically in lessons for children aged 4-7. However, in lessons that explore differences in families, pictorial resources such as those below are used as a discussion focus. Questions such as; ‘Which photos show a family?’ What is important about a family?’ and ‘What does your family mean to you?’ help children understand about their own and other’s families and how a family is founded in love and respect. Should children raise the question about pictures that show a same-gender couple, Jigsaw’s teacher notes suggest this is explained to children in the following way: ‘Some children have two mummies or two daddies.’ Teachers are not expected to go beyond this response, or give more detail, as that would not be age-appropriate. However, this does acknowledge and include any children who have LGBTQ people as part of their family.

Year 2 introduces children to the idea that sometimes people make assumptions about boys and girls (stereotypes); within these lessons, there is the opportunity for children to understand some ways in which boys and girls are similar and feel good about this, as well as being able to understand and accept that this is OK.

**Year 5**

* To explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.
* To explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour. (including discrimination against (LGBTQ)

Books - Book **‘King and King’ by Linda De Haan.** (Supplements discussion/teaching around homophobic language during ‘bullying lessons’)

**PSHE**

**LGBTQ Inclusive Curriculum Overview**

**EYFS**

* identify what is similar and different about their families when comparing to others’ families.
* The book **‘The Hueys in the New Jumper’** by Oliver Jeffers helps children to understand about similarities and differences among families.

**Year 1**

* Identify similarities between people in their class and talk about some ways in which they are the same as their friends.
* Identify differences between people in their class, as well as being able to reveal some ways they are different from their friends.
* Learn that differences make us all special and unique.

Books - **The Sissy Duckling’ by Harvey Fierstein** and **‘It’s OK to be different’ by Todd Parr** (used as a stimulus to discuss the importance of valuing and celebrating difference.)

**Year 2**

* To know that sometimes people make assumptions about boys and girls (stereotypes).
* To understand some ways in which boys and girls are similar and feel good about this, as well as understanding and accepting that this is OK.
* Books - **‘Dogs Don’t Do Ballet’ by Anna Kemp** (as a starting point to discuss different interests and to help children understand that it’s ok to move beyond gender stereotypes).

**KS2**

In materials for 7-11-year olds, some lessons about bullying provide opportunities for teachers to discuss and correct homophobic language the children may be using, such as the inappropriate use of the words ‘gay’ and ‘lesbian’, or the use of slang words that are LGBTQ- phobic. In the same lessons they will also be exploring racist and sexist language, or insulting language that is used about a person’s physical appearance, their abilities, or whether they have special needs. In these lessons, teachers explain that any insult is unkind and hurtful. Teachers explain that being gay is a type of adult relationship where two men or two women love each other in a romantic way, and if they choose, they can get married. Teachers are not expected to go beyond this definition and give more detail. It is simply explaining what being gay means and that the word ‘gay’ (or other LGBTQ -related words) should not be used in an insulting or derogatory way. Children are introduced to the word ‘transgender’ so they understand what it means. This lesson has a focus on prejudice and discrimination where a transgender example is used. The Equality Act is also explained in an age-appropriate way.

To supplement KS2 lessons throughout the ‘Celebrating Differences’ unit, books will be used that contribute to the understanding around LGBTQ.