



# Primary Schools Resource Pack



**Website:**

[http://www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq)

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## Introduction

The Barnardo's Positive Identities Service was funded from 1<sup>st</sup> April 2015 to 31<sup>st</sup> March 2016 to work with schools across 2 clusters in Leeds and Wakefield to tackle **homophobic, biphobic and transphobic (HBT) bullying**. A key aim of this work was to make schools a safer place for students, staff, families and visitors who identify as **Lesbian, Gay, Bisexual, Trans or Questioning (LGBTQ)**. This work was funded by the Government Equalities Office (GEO) and supported by the Department for Education (DfE).

We believe that a key element of tackling HBT bullying is to engender in students a respect for diversity, and an understanding of how their behaviour towards others can have an impact, from an early age. If students have this understanding we would hope that HBT bullying would be encountered less, as diversity would be valued rather than ridiculed.

As such, our service has worked in both primary and secondary schools to deliver assemblies and lessons to young people, as well as training to staff teams. Our work with students focused on the following themes:

### Primary schools:

- **Diversity** – including different families, such as same-sex parents.
- **Respect** – for ourselves and other people.
- **Bullying** – including the use of HBT language, specifically “that’s so gay”.

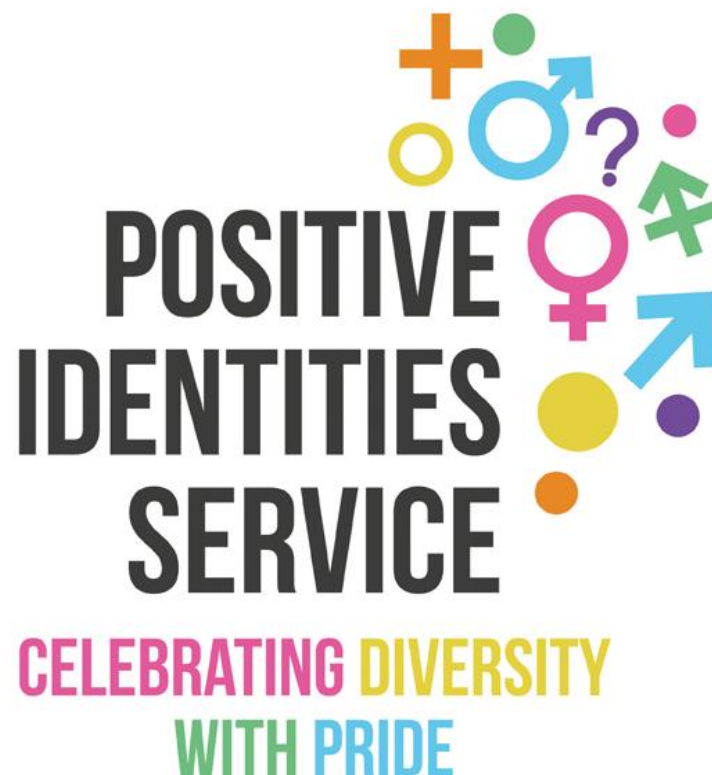
### Secondary schools:

- **Terminology** – relating to sexual and gender identities.
- **Coming out** – looking at experiences of people “coming out” i.e. telling people about their sexual or gender identity.
- **Discrimination** – what this is and the effect it can have.
- **Bullying** – including the use of HBT language, specifically “that’s so gay”.

HBT bullying is, unfortunately, still an issue in schools with 84% of students stating that they often hear the word “gay” being used to mean something stupid\*. We hope that you will use the resources in this pack to support students to have respect for diversity, and empathy for others, so that HBT bullying can eventually be eradicated and LGBTQ students, staff, families and visitors will feel safe and respected in all of our schools.

We hope you find the resources useful; we welcome any feedback to [positive.identities@barnardos.org.uk](mailto:positive.identities@barnardos.org.uk)

\*taken from findings from our baseline survey, June 2015.





# Primary School Resources

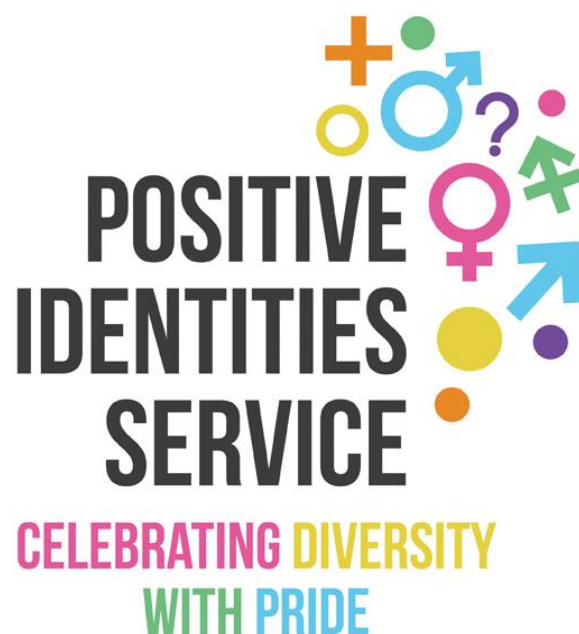


## Using This Resource

The Assembly and Lesson Plan ideas in this resource pack are ways to get your school started on exploring Diversity and HBT Bullying. You may wish to adapt them to suit the needs of your setting or pupils, or simply use them for ideas.

We recommend that they are included as part of a whole-school approach to teaching about diversity and anti-HBT bullying, sitting within a planned programme for PSHE education.

Please ensure that you read the relevant Teacher's notes for both sections before delivering the Assemblies and Lesson plan activities, to ensure a safe and effective teaching and learning environment for all pupils.





# Assemblies

## Teacher's notes:

The Assembly ideas included here are flexible and include suggestions for extensions or additional work with smaller groups of students that can be tied in. We recommend thinking about where the assemblies will fit into a wider stream of work around the topic e.g. by encouraging individual class teachers to follow up with teaching about the topic in classrooms.

### Assembly Plan 1: Diversity and Bullying

#### **Introduction**

- ★ Explain that in today's assembly, you will be talking about **diversity**.
- ★ Ask students to put their hands up if they have any idea what "diversity" is. Take some answers.
- ★ Tell students that before you tell them what diversity is, you're going to get them to do some thinking first!

#### **Diversity**

- ★ Ask students to put their hands up if they can think of something that makes them **the same** as someone sitting near to them (*prompts could be: wearing school uniform, being the same age, living in the same city, etc.*). Take some answers.
- ★ Ask students to put their hands up if they can think of something that makes them **different and unique** from someone sitting near to them (*prompts could be: their name, having an unusual pet, being vegetarian, etc.*). Take some answers.
- ★ Give students the definition of diversity: **"Diversity means that there are lots of different kinds of people"**.

- ★ Ask students to imagine what it would be like if we were all the same (e.g. everyone would know/do/like/dislike the same things; we wouldn't discover anything new or different etc.)
- ★ Ask students to suggest some good things about diversity (e.g. we can learn from each other, it makes life more interesting, we can help each other because we know different things)
- ★ Tell students that diversity is a good thing and should be celebrated!

### ***Bullying***

- ★ Explain to students that sometimes people who are different might get bullied because of this.
- ★ Tell them that bullying is not just a one-off incident, but something that happens over and over again.
- ★ Ask students to put their hands up if they can think of any feelings that victims of bullying might experience. Take some answers.
- ★ Highlight that there were lots of sad feelings stated (based on an assumption that there will be) and nobody should be made to feel like that because they are different.
- ★ Return to the idea that we should celebrate diversity. On the count of 3 ask students to shout out the word "**celebrate**" as loud as they can. Make them do it again if it wasn't loud enough!
- ★ Thank students for listening and thank the students who contributed their ideas.

### **Possible classroom/assembly extensions:**

Using this assembly as a starting point, challenge the whole school to 'celebrate diversity'. Each class/year group could do a piece of work (art, poem, play etc.) to present at a celebration event. The work could be about difference, diversity or how to prevent bullying. The celebration event could be a special assembly or a 'diversity party' that parents/carers are invited to. This event could tie in with Anti-Bullying Week.



## Assembly Plan 2: King and King

For this assembly, you will need the following story book:

**"King and King"** by Linda De Haan and Stern Nijland.

**Before the assembly (optional):** Work with a group of students, such as the school council, to explore the idea of diversity and why it is important e.g. it means we can discover different things from one another. Read through the story **"King and King"**. Explain that this story will be read out in assembly and ask students if they would like to act out the different parts. Spend some time rehearsing this.

### **The Assembly:**

#### ***Introduction***

- ★ Explain that in today's assembly, we will be talking about **diversity**.
- ★ Give or remind students of the definition of diversity: **"Diversity means that there are lots of different kinds of people"**.
- ★ Explain that there are lots of differences between people e.g. the way we look, what we like/don't like. Ask students to put their hands up if you they have blonde hair/brown hair, if they had cereal /toast for breakfast, etc. to demonstrate some differences.
- ★ Stress that we need to respect people for their differences.
- ★ Tell students that one thing that is different is the people we care about and love.
- ★ Explain that, with the help of the school council (or another group of students), we will now be having a story about a Prince who is 'different' and that students will be asked at the end if they spotted what the difference was.

#### ***King and King***

- ★ Story of **"King and King"** to be read out by teacher/read and acted by students
- ★ Ask students if they spotted the difference in the story i.e. that the Prince wanted to marry a prince, not a princess.
- ★ Emphasise that the Prince was **proud and happy** to be himself and that the Queen and wedding guests **loved and respected** the Prince for being himself.

- ★ Explain that unfortunately sometimes people get bullied for being different in relation to who they care about or love, but we hope that at our school, students are like the guests in the story and will **celebrate everyone's differences**.
- ★ Thank students for listening and the school council (or other group of children) for taking part in the story.





## Activities to Include in Lessons

### Teacher's notes

The following activities are designed to be incorporated into a wider programme of teaching about Diversity, Respect and Bullying. They are not intended as full lesson plans.

The activities can also be tailored to your group's particular needs or learning styles. We feel all activities can be used with both primary Key Stages, but you should adapt certain aspects where you feel these would make them more suitable for a particular age group.

When using these activities in planning your lessons, please ensure that you use the following structure:

- **Create a safe and inclusive environment**

#### Ground rules

Before teaching any of the lessons, ensure that you have established a set of age-appropriate ground rules that pupils must follow.

Ground rules are best negotiated and agreed with the pupils themselves, and should be re-visited before each lesson.

Examples of ground rules could include:

- Voluntary participation (people don't have to contribute if they don't want to)
- Respect for other people's views and opinions
- Keep what is said in the room
- Listen to each other
- Anonymise personal experiences



*Note: There may be moments during the lessons where children wish to discuss specific examples of bullying or personal stories. If the teacher is confident that it will be positive for the group, examples can be shared, but must be kept anonymous and should not relate to anyone identifiable in the room or beyond.*

### Personal views and assumptions

Remember that pupils will have a range of different backgrounds, cultures, faiths and experiences. Some may be told by parents or carers that a group of people or behaviours are 'bad' or 'wrong'; others may be exploring their own identity. It is important not to make assumptions about any of this. Always encourage children to listen to each other and do not single out individual children to volunteer suggestions as they may not feel comfortable doing so.

Take the time to check the understanding and preconceptions of the group where possible, challenging negative language or behaviours, and emphasising the key messages about celebrating difference.

### Signposting support

Signpost age-appropriate sources of further support for pupils if they want to question issues further, or look for help. These could be other members of staff within school, other trusted adults, or more formal sources of support such as national organisations. See attached guidance for some suggestions.

- **Set clear and measurable learning objectives and outcomes**

We have listed some intended outcomes for each activity in relation to the different aspects of learning. There may be others that are appropriate for your lesson as a whole, or that fit with your targets/areas of work within school. These outcomes can be used as a way to measure progression in pupils' learning

- **Make a baseline assessment**

We recommend you build in a way to assess the group's understanding about the topic at the start of any lesson

Examples of baseline assessment might be:

- Ask smaller groups to come up with definitions for a word (e.g. diversity, respect, bullying) and share these with the class.

- Use a 'Draw and write' activity to gauge what an individual pupil understands about a topic (e.g. 'Draw a picture of a diverse community. Around the edge, write what makes it diverse')

- **Assess progression of learning**

It is important to assess pupils' progression in learning against your intended learning objectives for the lesson. This can be used as evidence of understanding, and help you plan for next steps.

Examples of ways to assess progression could be:

- Leave up group definitions of concepts and ask them to add to/change them at the end of the lesson.
- Revisit the 'Draw and write' activity and ask pupils to add to it using a different coloured pen.
- Reflection on learning at the end of a lesson.

- **Differentiate**

Make sure that where relevant activities are differentiated to give support to those who might need it, or challenge those who have a better understanding of the concepts being taught.

## **Diversity Activities**

### **1. Diversity Bingo:**

**Resources needed:** *Bingo Cards (page 22/23)*

**Outcomes:**

- *I can describe differences between people*
- *I can explain what diversity means*

Introduction: Ask if anyone has ever played Bingo. This is like Bingo but with people! It will help us get to know each other better and learn what the things about us that are the same as and different to each other.

Main Activity: Using the bingo cards, students to find someone in the room with something the same and different for each item. Students write the other person's name in the relevant box. The first person to fill their sheet is the winner.

Reflection: Ask students what they noticed from this game. Could they have filled the same person's name in for every box? The answer is no, as we are all so different. Remind students that the definition of diversity is that **"there are lots of different types of people"**.

Stress that diversity is a good thing, and that it should be celebrated.

## **2. A Day in the Life of....**

**Resources needed:** *Clive the Panda and Jess the Little Girl stories* (pages 24 – 25)

**Outcomes:**

- *I can describe ways in which people are different from one another*
- *I can describe why diversity is a positive thing*

Introduction: Introduce the idea that we are all different from each other.

Main Activity:

Students to be split into two groups. One group to be given the story of a day in the life of a panda, the other to be give the story of a human child (Jess). Following the stories:

- Make a list of the variety of things that Clive and Jess had eaten that day.
- Make a list of the variety of activities that Clive and Jess had done that day.
- Compare the lists. Are they different?

Reflection:

- Who had the best and worst days? Why?
- Are you more like Clive or like Jess?
- Why is diversity interesting?



### **3. Diversity in Families:**

**Resources needed:** 32 Different families cards (pages 26-41)

**Outcomes:**

- *I can describe ways in which families can be different from one another*
- *I can explain why diversity between families is positive*

**Guidance Note:**

Care has been taken in the family cards to be inclusive of Looked-After Children as well as other forms of family diversity. It is important to remember to be inclusive with language when delivering this session e.g. not to assume that children live with their parents, or that all children live with parents of the opposite sex.

Introduction: Explain that one aspect of diversity is the families that people come from.

Main Activity: Give each student a family member card (or more than one if there are not many young people in the class). Ask them to draw a face onto their family member/s and decorate their card. Then, ask students to find, and sit with, their 'family' using the clues given on the cards.

Reflection: When students are sat with their 'families', look together, and reflect on, how different all of the 'families' are. Stress that it doesn't matter who is in a family, but that the important thing is that families care for one another, whoever they are.

Additional Discussion Questions/Extensions:

- Drama/role play activity. Give the children 10 minutes to role play their 'family' in character. They can then go and meet other families and introduce themselves.

## Respect Activities

### **1. Respect Definition Game:**

**Resources needed:** *Respect definition (copied and cut up into individual words) (page 42)*

**Outcomes:**

- *I can explain what 'respect' means*

Introduction:

Explain to students that, linked to celebrating diversity, is having **respect** for diversity.

Main Activity: Students to work together to put words into order to form a definition of respect. The definition is **"to show consideration for other people"**.

Reflection: Stress how important it is to show consideration for other people, and ask pupils to list ways of doing this. Responses could include thinking about the words we use and what we say, and how disrespectful ways of speaking can hurt others.

### **2. Respect Charades:**

**Resources needed:** *Respect charades cards (page 43)*

**Outcomes:**

- I can demonstrate ways to show respect to others

Introduction:

Set some ground rules for the game (watch and listen, take turns etc) and explain what will happen. The charades can happen individually or in groups.

Main Activity:

Students to consider the many different ways in which we can show respect to other people. Students to be invited to pick a card that shows how people can show respect to others and act this out for the class to guess.

Reflection: Can the class think of other ways we can be respectful to other people?

## Activities on Bullying

### **1. Is this Bullying?**

**Resources needed:** Bullying scenarios and "bullying, one-off incident and not sure" cards (pages 44-47)

**Outcomes:**

- *I can describe what bullying is*
- *I can demonstrate ways in which not respecting diversity can lead to bullying*

Introduction:

Explain to students that they you are going to think about what can happen when people don't respect others or celebrate their differences, and the fact that this can lead to bullying.

Main Activity:

Ask students to get into groups and categorise scenarios as 'Bullying', 'One-off incident' or 'not sure' and place them on the cards with these headings. Look at some answers as a whole class and explore why students have placed them in which categories.

Reflection:

Ask students how they would define bullying. Explain that it is **"the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power"** (note: this definition may need to be simplified depending on your class).



## **2. Different types of bullying**

### ***Resources needed:***

*4 Types of Bullying cards and Different Groups Who Get Bullied cards (pages 48 - 56)*

### ***Outcomes:***

- *I can describe different forms of bullying*
- *I can explain that some people may be bullied because they are 'different'*

### **Introduction:**

Explain that there are 4 main types of bullying but don't say what they are.

### **Main Activity:**

Hold up the picture cards one by one and ask students to guess the type of bullying from the picture held up (*they are: Physical, Verbal, Emotional and Cyber*).

Explain to students that bullying can also be targeted at anyone and for any reason. People who experience bullying are often those who are perceived by others to be "different".

Hold up the picture cards one by one and ask students to guess the reason that someone might get bullied that is connected to the picture. For each reason take time to explain words and check understanding.

Guide to type of bullying in pictures:

- 1.** Being a boy who loves other boys (homophobic/biphobic)
- 2.** Being a girl who does something that is seen as a 'boy thing' (gender-based/transphobic)
- 3.** Having a religion (religious discrimination)
- 4.** Being a boy who likes to wear 'girls' clothes (gender based/transphobic)
- 5.** Having a disability (disablist)
- 6.** Having a different skin colour (racist)
- 7.** Being a girl (sexist)

### Reflection:

Has anyone ever seen or heard anyone be bullied for these reasons? (Remind them not to name names). What could we do if we saw this happening in school? What are some positive and respectful ways to behave to someone that is different to you?

### **3. Verbal Bullying**

#### ***Resources needed: Feelings/Reactions template (page 57)***

Ask students to think of examples of verbal bullying, including things they may have seen or heard. Note answers on flipchart/smart board. Add example of **'that's so gay/ you're so gay'** if not suggested.

Ask students if they know what the word 'gay' means. Explain to them if they don't. (e.g. *'gay' means when someone loves someone who is the same gender as them; when a man loves another man or a woman loves another woman*).

Stress that 'gay' is not a bad word and does not mean 'bad'. Therefore, using the word 'gay' to mean something bad does not make sense. Explain that some children might have a gay family member or grow up to be gay themselves. Ask for suggestions about how it might make someone feel to hear the word 'gay' used as a negative word.

Ask students to split into groups or pairs to do one of the following activities of their choosing. Be aware that some children may not feel comfortable with both activities:

- **Role Play** – Give each group an object (e.g. pencil, chair, football). One person in the group to 'call' the object 'gay' (e.g. "That pencil is so gay"). Other people in the group practice challenging the person and explaining why they shouldn't use the word in that way/suggest alternatives. *Note: it is important to get across that the word 'gay' itself is not bad, only when used in a negative way.*

- **Feelings/reactions drawings** – groups to use the templates to think about how bullying would a) make the victim's body react e.g. shaking, sweating, racing heart, and b) what feelings the victim would be experiencing.

Work to be presented back to the whole class. Emphasise the impact bullying has on the victim and their life, as detailed through the emotions shared. Encourage students to reflect how bullying someone because they are different might make someone feel.

### At the end of the lesson

- Leave an appropriate amount of time for students to ask any questions they might have. Provide an anonymous question box that is always available, for those who do not feel comfortable asking questions in front of the class.
- Explain to students that there are lots of organisations that offer further information and/or support around the topics covered in the lesson (see our information pack). Encourage students to speak to the lesson leader individually if they need any further information or support.





## **Resources**

The following pages contain the resources to use in conjunction with Lesson Activities.

# BINGO



Someone  
who has a  
sister

.....

Someone  
who hasn't  
got a sister

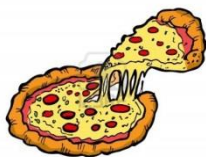
.....

Someone  
who likes  
pizza

.....

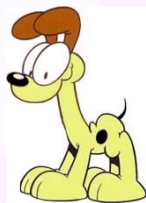
Someone  
who  
doesn't like  
pizza

.....



Someone  
who has a  
dog

.....



Someone  
who hasn't  
got a dog

.....


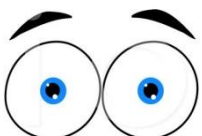




Someone  
who likes  
football

.....

Someone  
who  
doesn't like  
football

.....

<p>Someone who has blue eyes</p> <p>.....</p>	<p>Someone who likes maths</p> <p>.....</p>	<p>Someone who has brown hair</p> <p>.....</p>	
<p>Someone who doesn't have blue eyes</p> <p>.....</p> 	<p>Someone who doesn't like maths</p> <p>.....</p> 	<p>Someone who hasn't got brown hair</p> <p>.....</p> 	<p>Someone who plays an instrument</p> <p>.....</p> <p>Someone who doesn't play an instrument</p> <p>.....</p>



## **A day in the life of Clive the panda**

Once upon a time, there was a panda named Clive. He lived in Edinburgh Zoo. Every morning, the grumpy zoo-keeper, Keith, would arrive to give Clive his breakfast of bamboo. After breakfast, Clive would wander around his garden and smile nicely at all of the people who came to see him. At lunchtime,



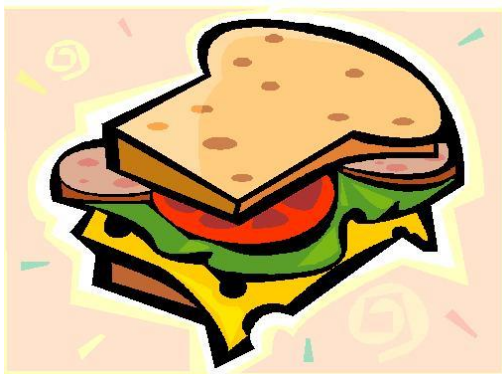
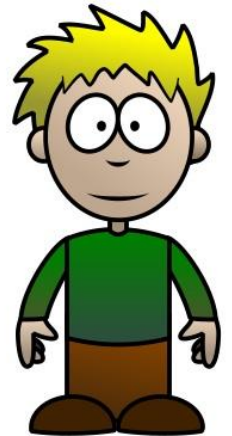
Keith would come back with more bamboo for Clive's lunch. Clive went over to say hello to Keith, but Keith didn't want to talk and walked away. After lunch, Clive wandered around his garden

again and smiled at more visitors. Keith came back at 5pm to give Clive yet more bamboo for his tea. He had bamboo again for supper at 8pm then went to bed, where he dreamed of the bamboo he would be having in the morning for breakfast.



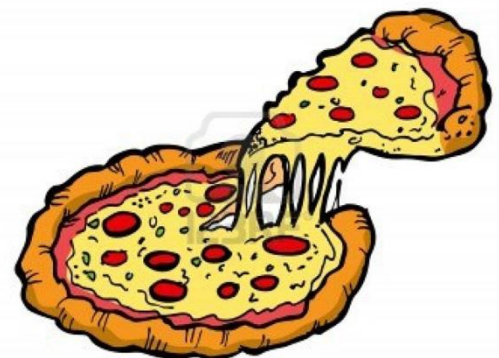
## **A day in the life of a girl named Jess**

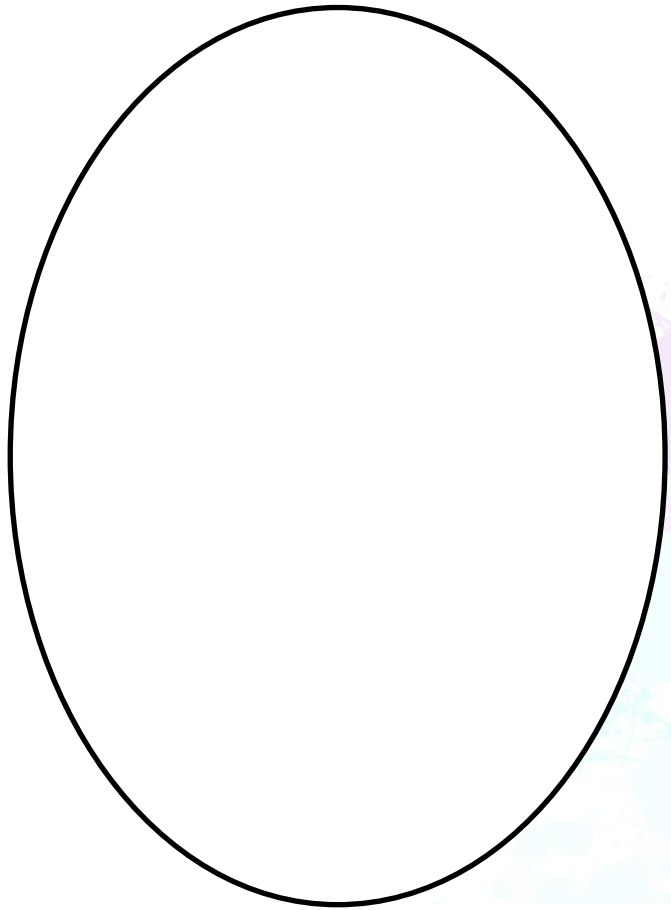
Once upon a time there was a girl named Jess. She was 8 years old. One day, in the school holidays, Jess got up and had cornflakes for breakfast. They were her favourite! After breakfast, Jess went outside to play with her friends. They had lots of fun playing football and riding their bikes. At lunchtime, Jess went inside and had a sandwich, a packet of crisps and an apple. After lunch, Jess's big



brother took her to the park, where she enjoyed playing on the swings and slides. When she got home, Jess had her favourite tea ever.....pizza! After

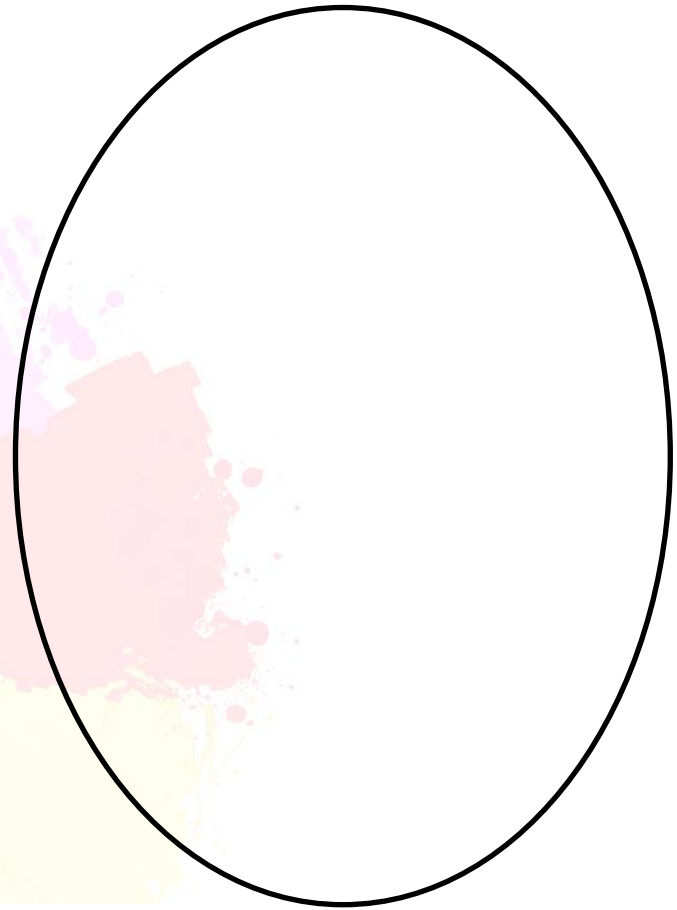
tea, Jess played on her computer for a while then watched TV with her family. She had a banana and a glass of milk for her supper at 8pm then went to bed, where she dreamed of all the exciting things she would do tomorrow.





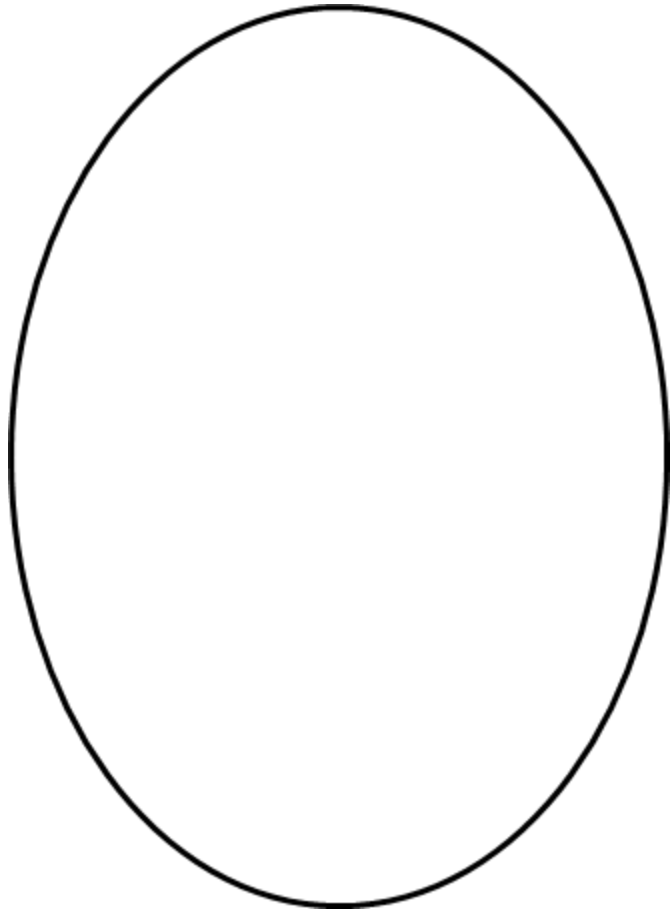
**Jane**

- My partner's name is Fred.
- My son's name is Jack.



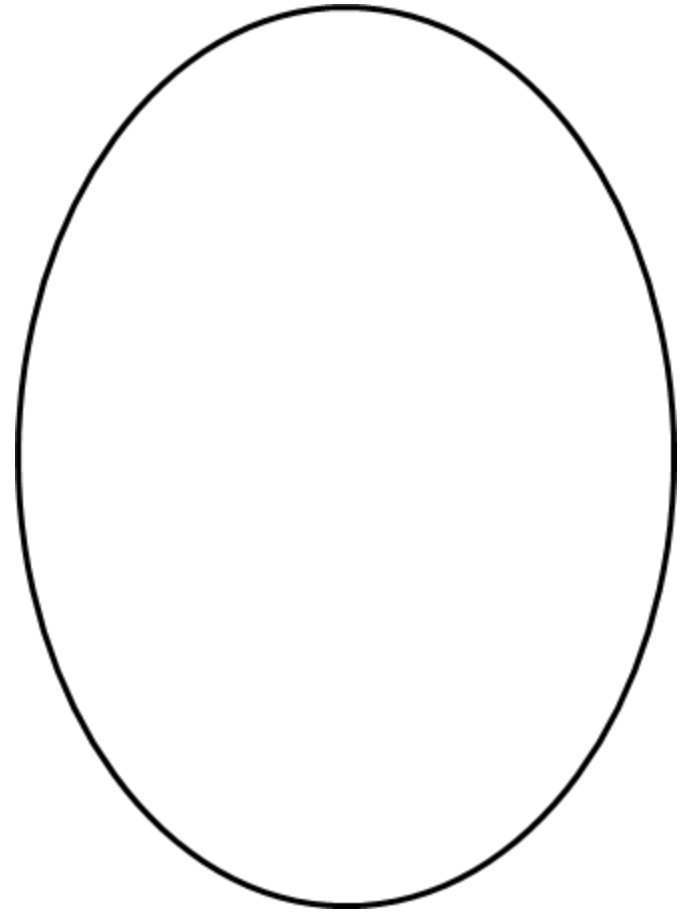
**Fred**

- My partner's name is Jane.
- My son's name is Jack



**Jack**

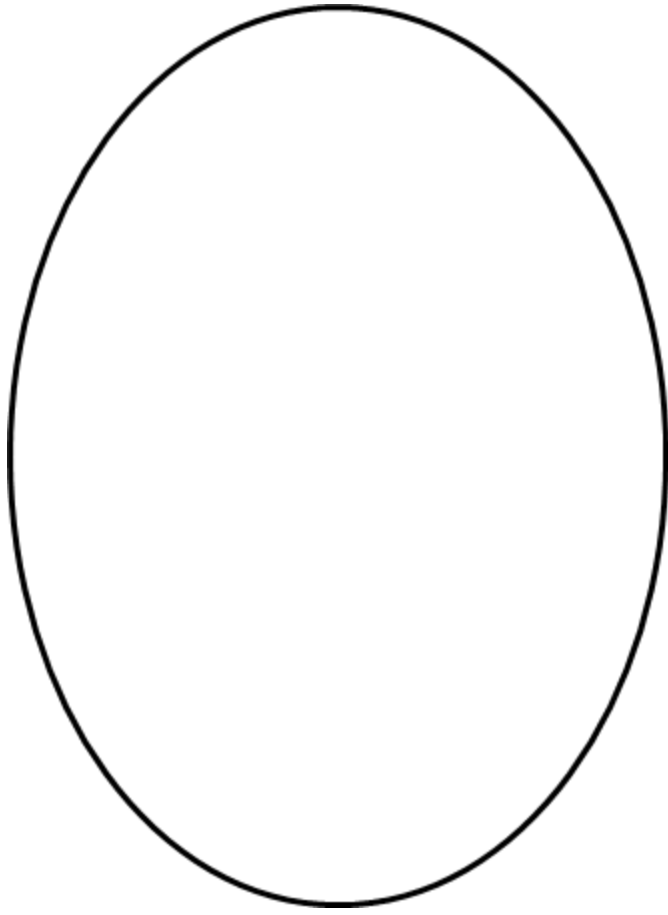
- My mum's name is Jane.
- My dad's name is Fred.



**Daniel**

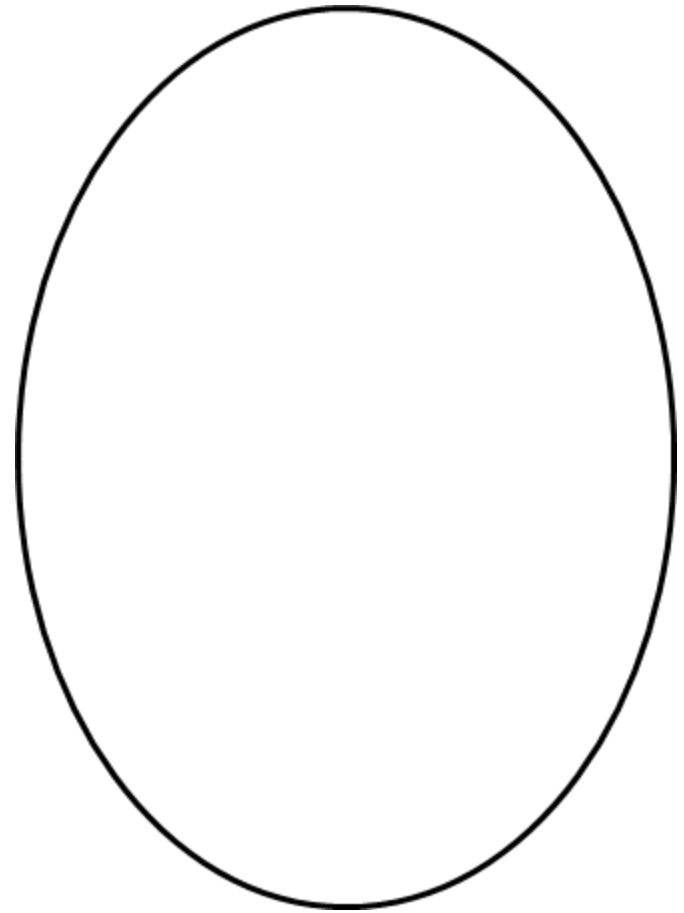
- My partner's name is John.
- My son's name is Sam.
- My daughter's name is Daisy.





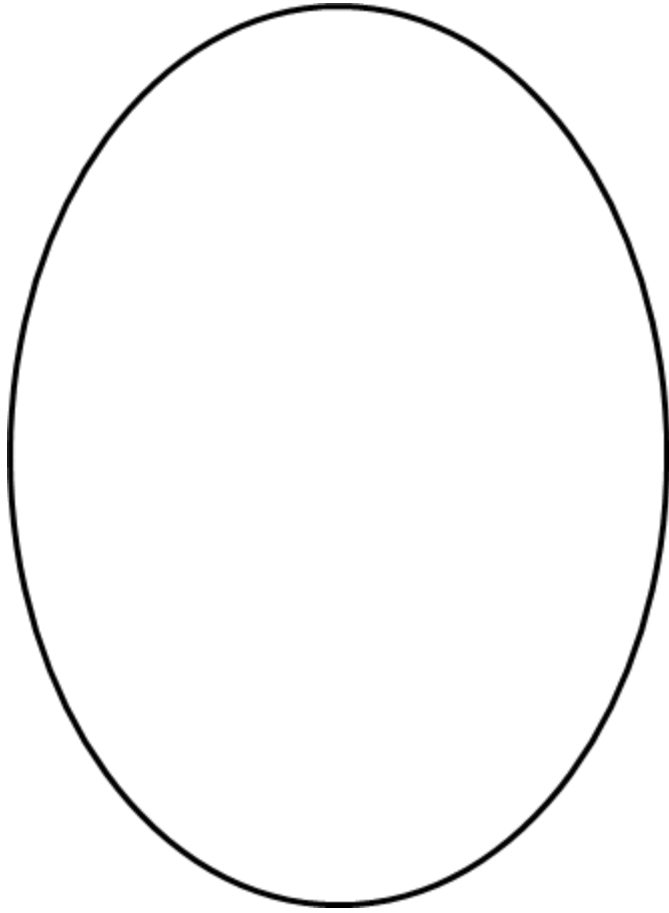
**John**

- My partner's name is Daniel.
- My son's name is Sam.
- My daughter's name is Daisy.



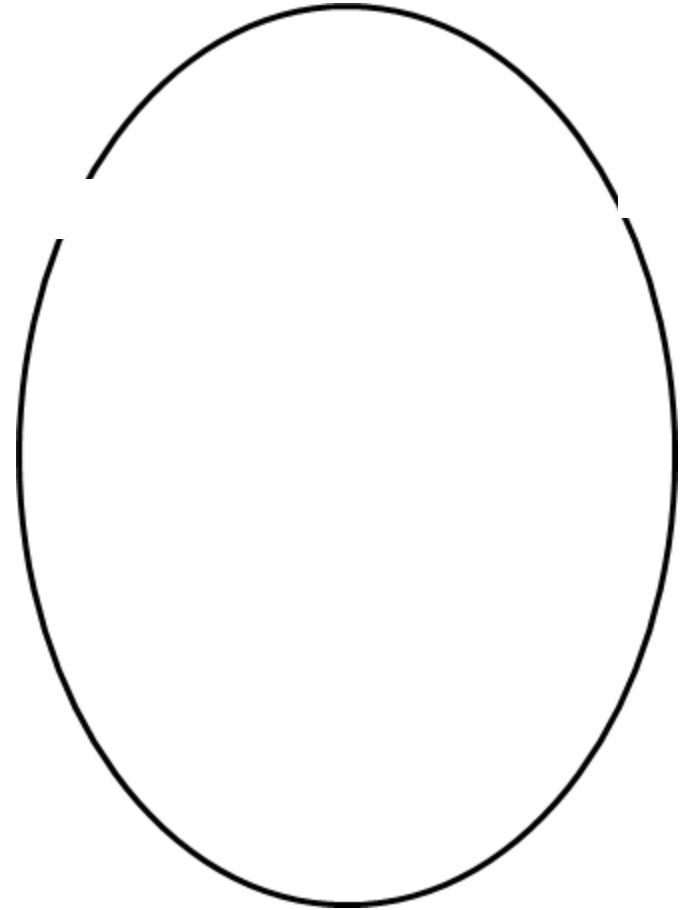
**Sam**

- My dads' names are Daniel and John.
- My sister's name is Daisy.



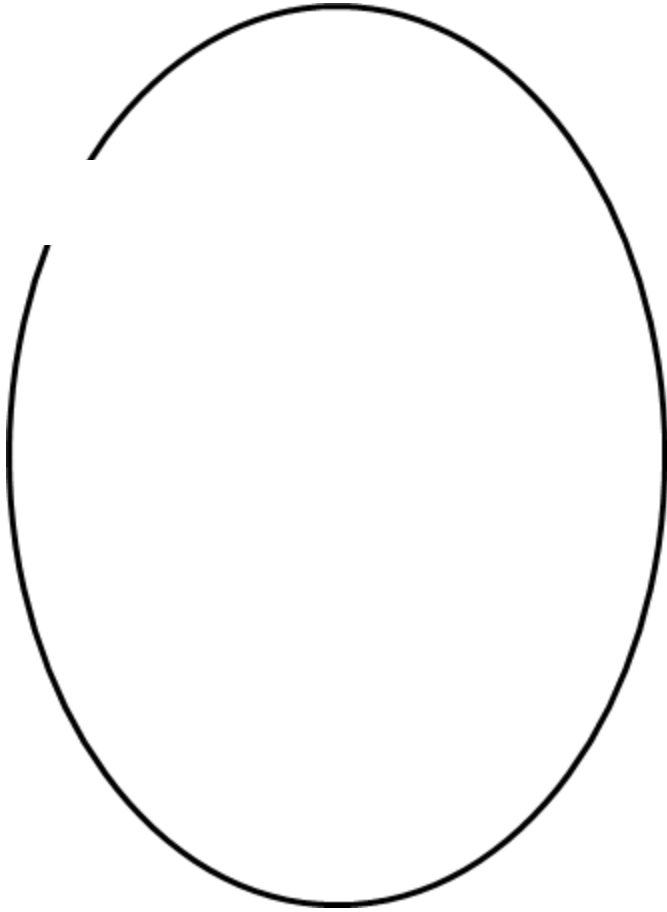
## **Daisy**

- My dads' names are Daniel and John.
- My brother's name is Sam.



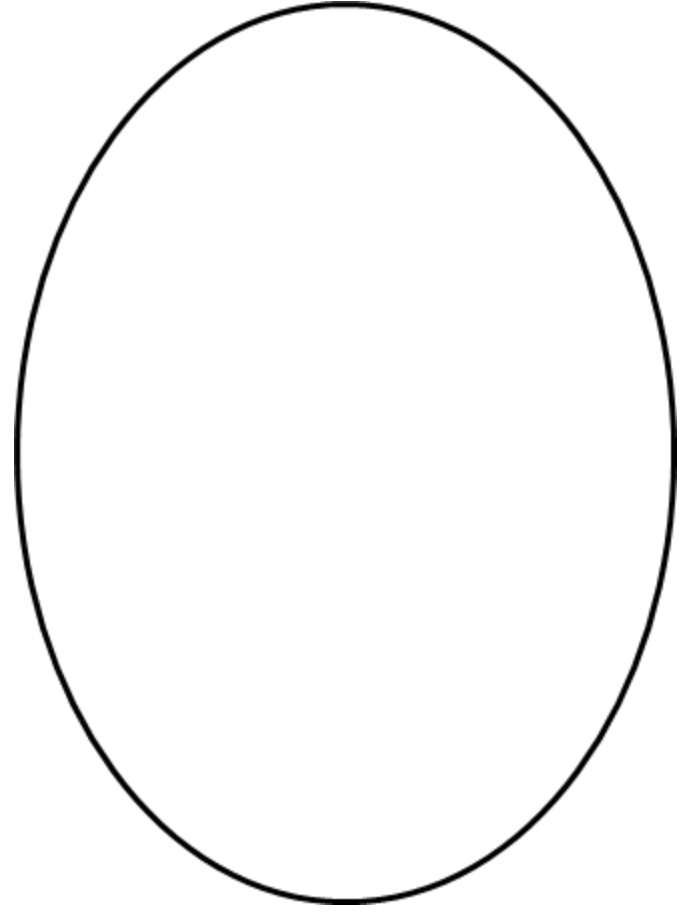
## **Yasmeen**

- My husband's name is Hasan.
- My granddaughters' names are Maryam and Ifrah.



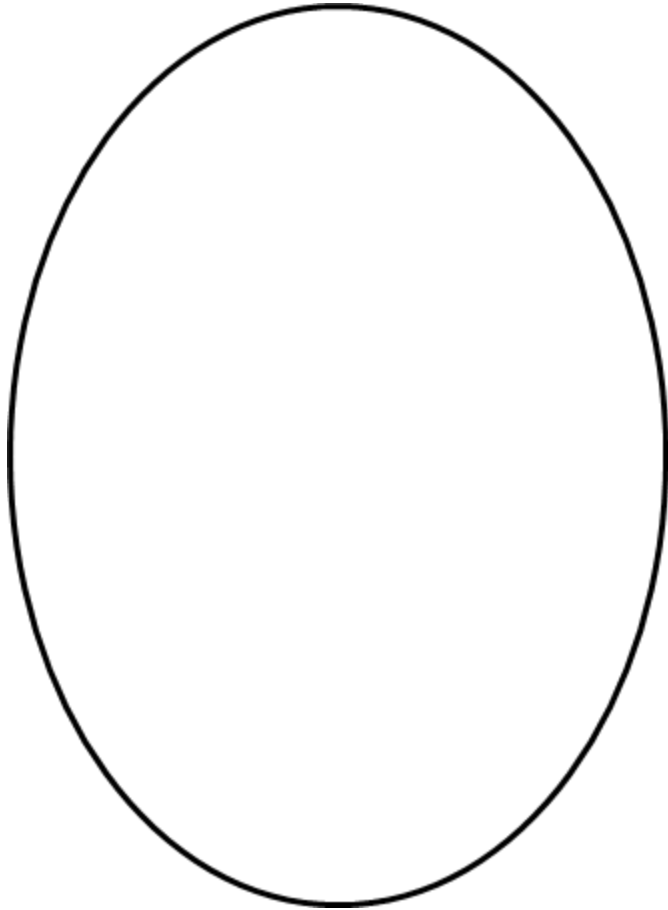
## Hasan

- My wife's name is Yasmeen.
- My granddaughters' names are Maryam and Ifrah.



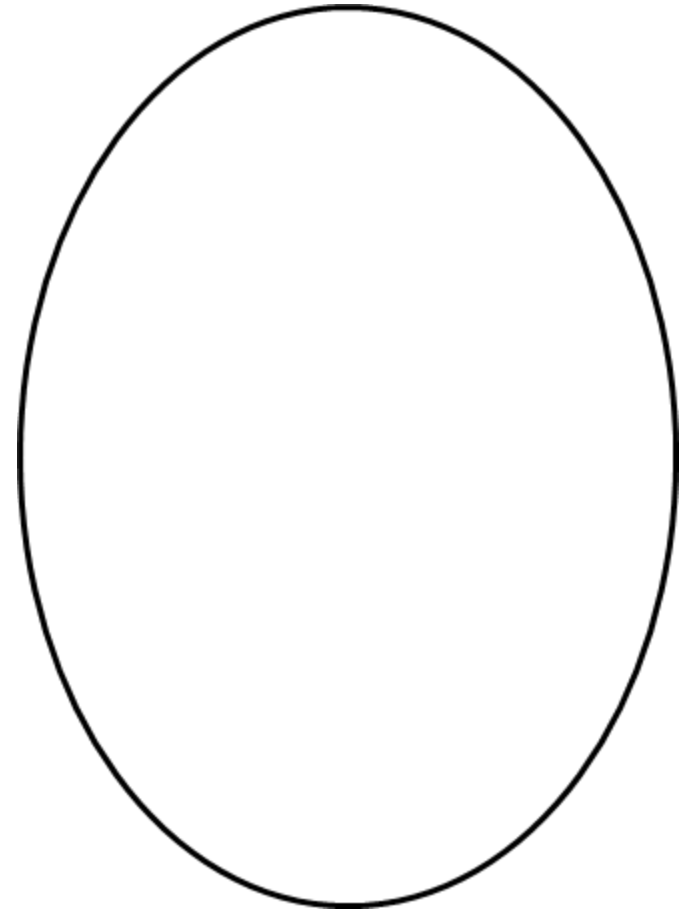
## Maryam

- My granddad's name is Hasan.
- My grandma's name is Yasmeen.
- My sister's name is Ifrah.



## Ifrah

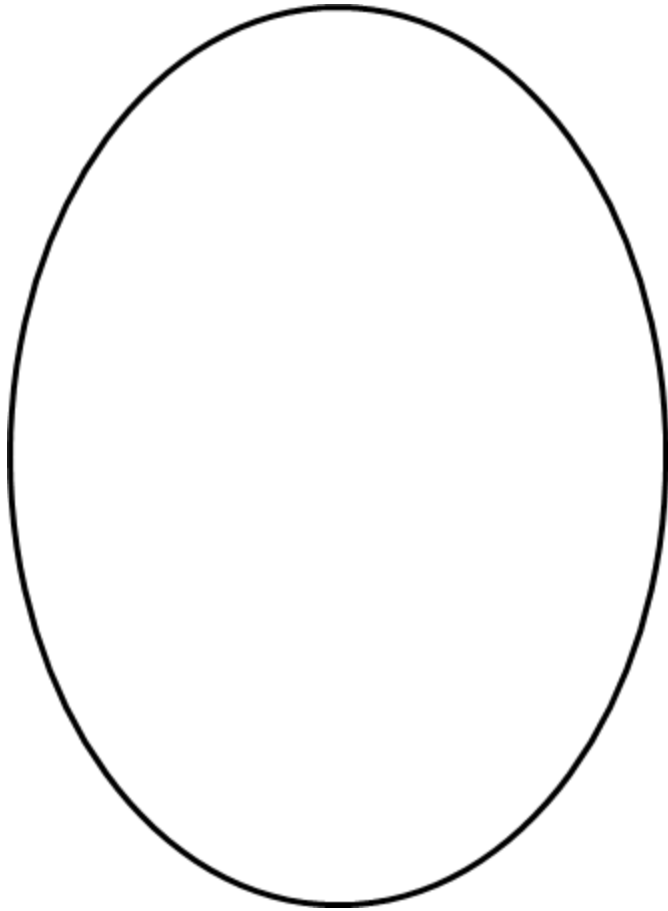
- My granddad's name is Hasan.
- My grandma's name is Yasmeen.
- My sister's name is Maryam.



## Laura

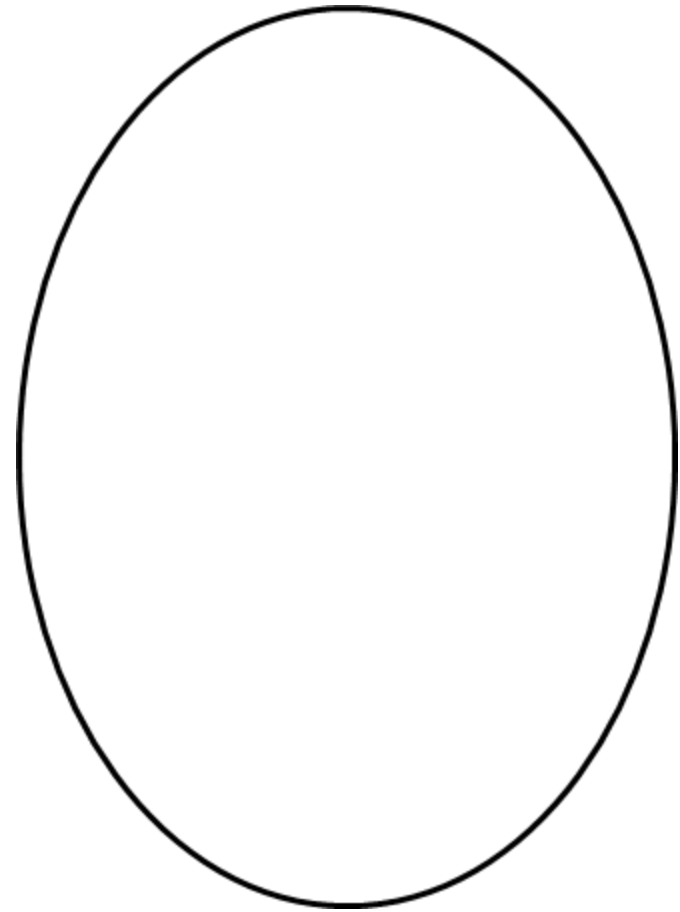
- My partner's name is Katie.
- My son's names are Tom and Harry.
- My daughter's name is Jade.





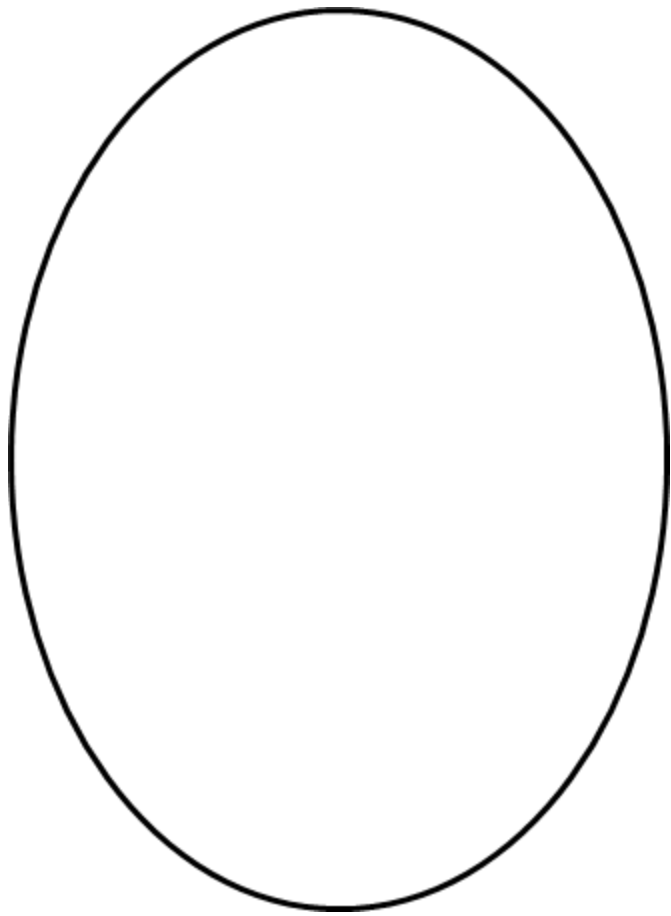
**Katie**

- My partner's name is Laura.
- My son's names are Tom and Harry.
- My daughter's name is Jade.



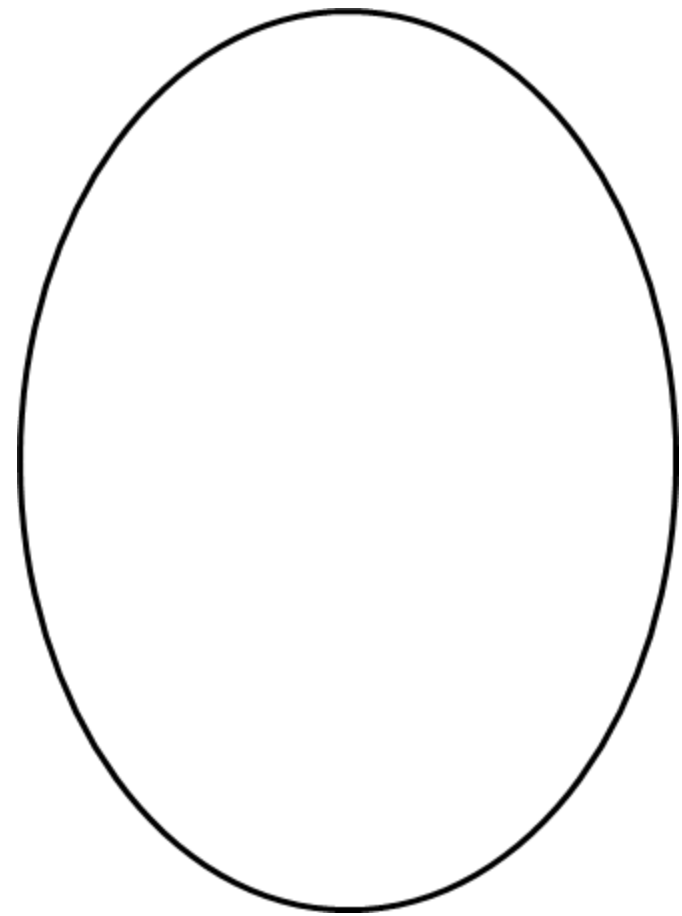
**Tom**

- My mums' names are Laura and Katie.
- My brother's name is Harry.
- My sister's name is Jade.



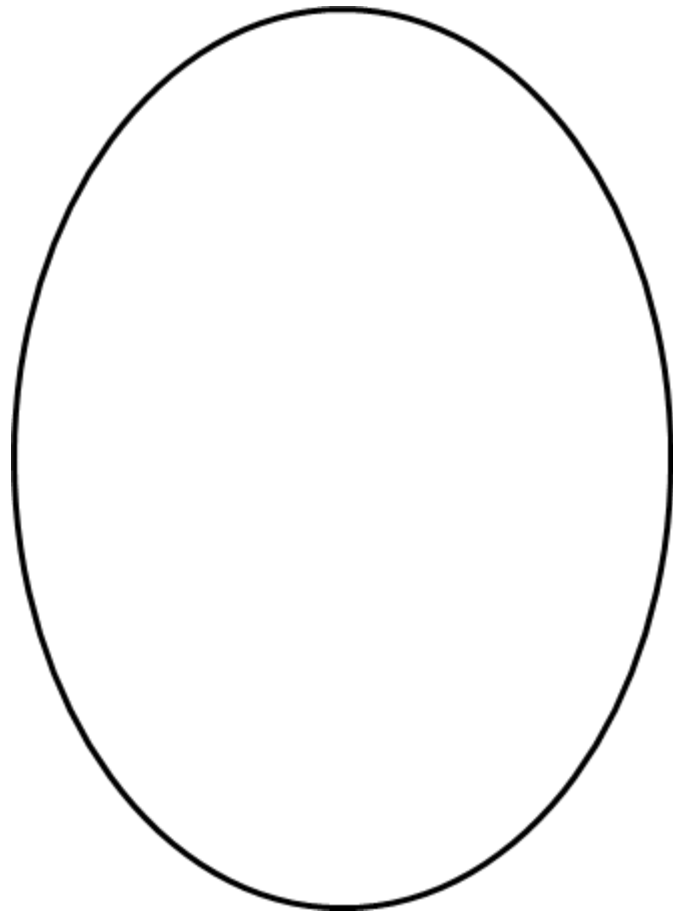
## Harry

- My mums' names are Laura and Katie.
- My brother's name is Tom.
- My sister's name is Jade.



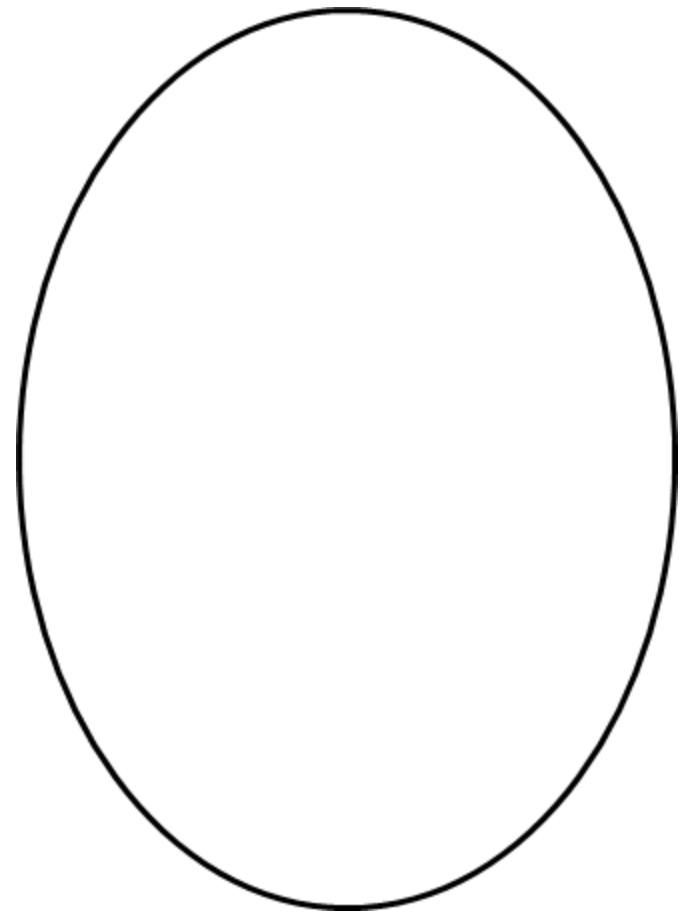
## Jade

- My mums' names are Laura and Katie.
- My brothers' names are Tom and Harry.



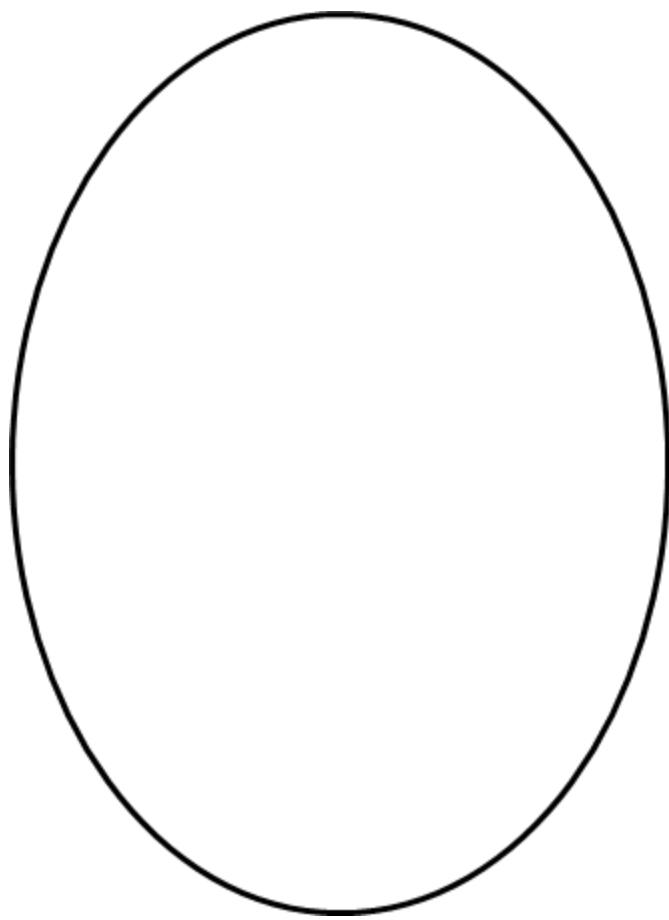
## Deeta

- My partner's name is Alec.
- My foster sons' names are William and Lewis.
- My daughter's name is Violet.



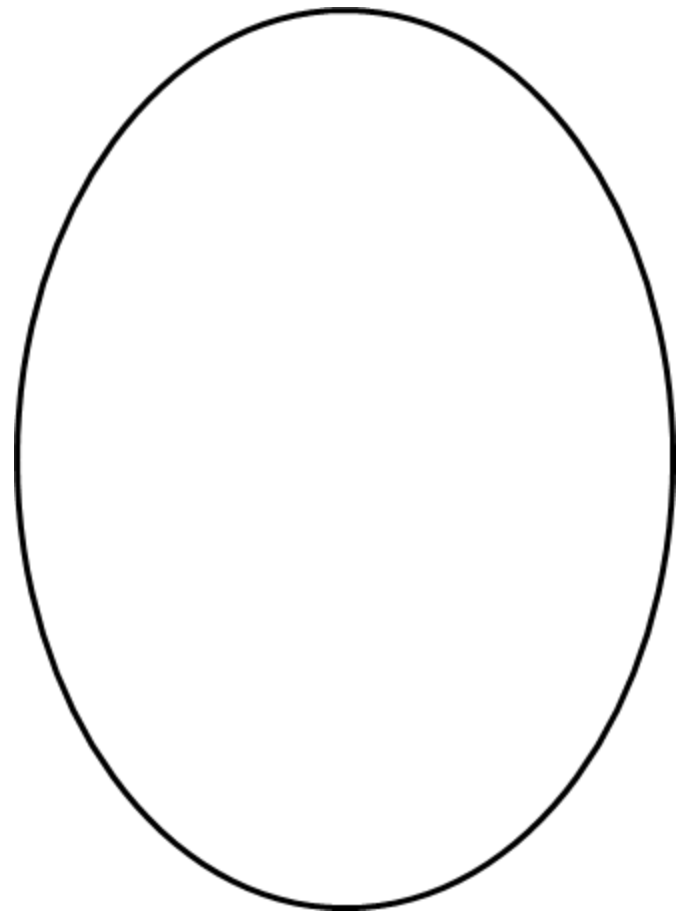
## Alec

- My partner's name is Deeta.
- My foster sons' names are William and Lewis.
- My daughter's name is Violet.



## **Lewis**

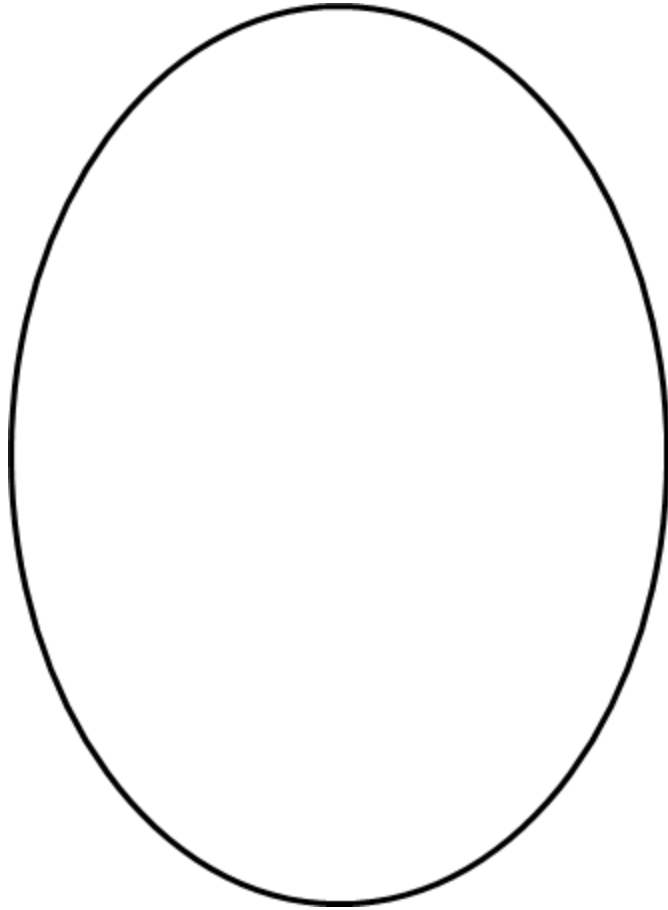
- My foster mum's name is Deeta.
- My foster dad's name is Alec.
- My brother's name is William.
- My foster sister's name is Violet.



## **William**

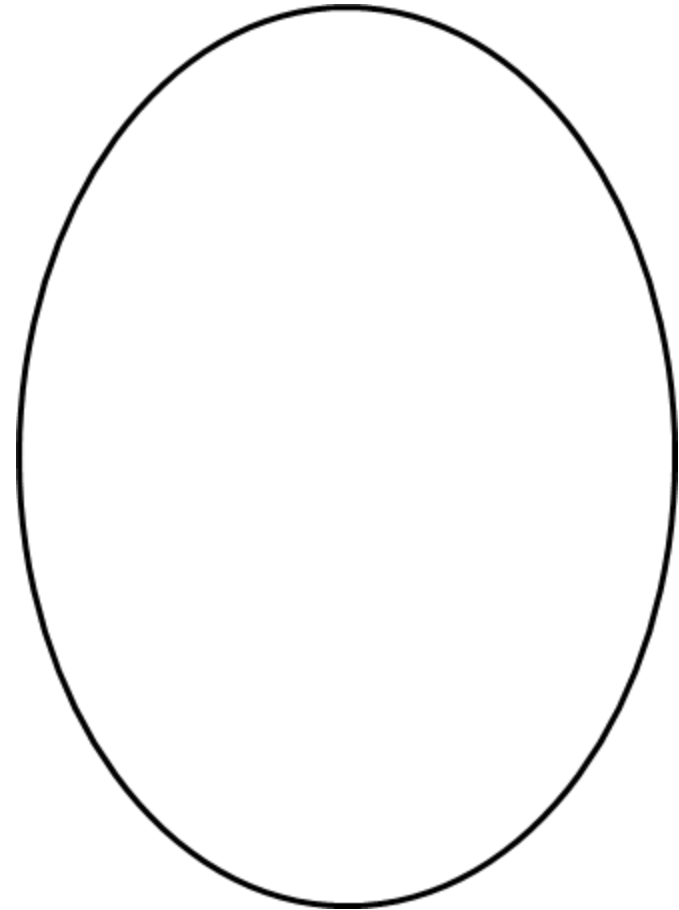
- My foster mum's name is Deeta.
- My foster dad's name is Alec.
- My brother's name is Lewis.
- My foster sister's name is Violet.





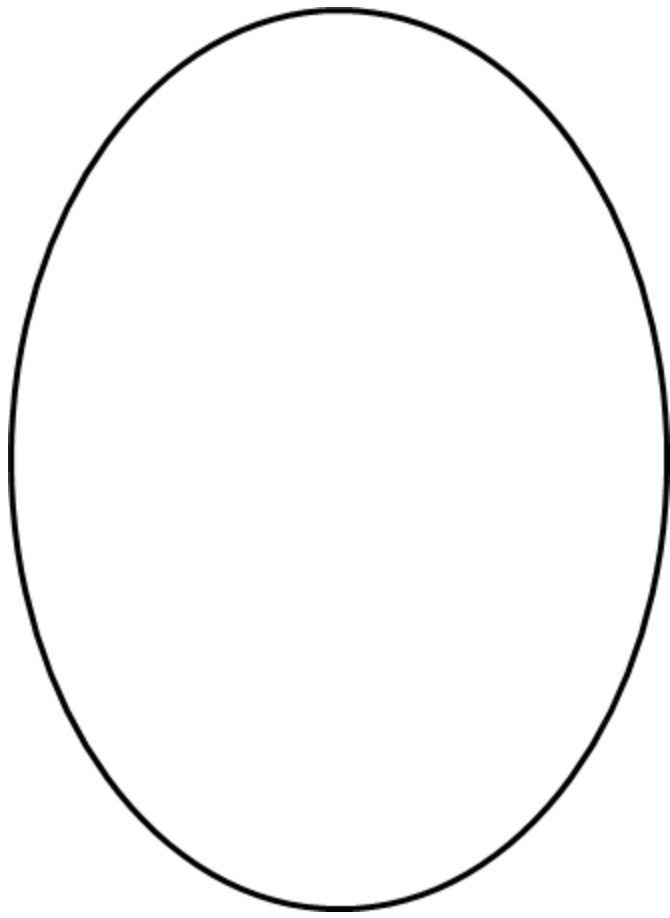
## **Violet**

- My mum's name is Deeta.
- My dad's name is Alec.
- My foster brothers' names are William and Lewis.



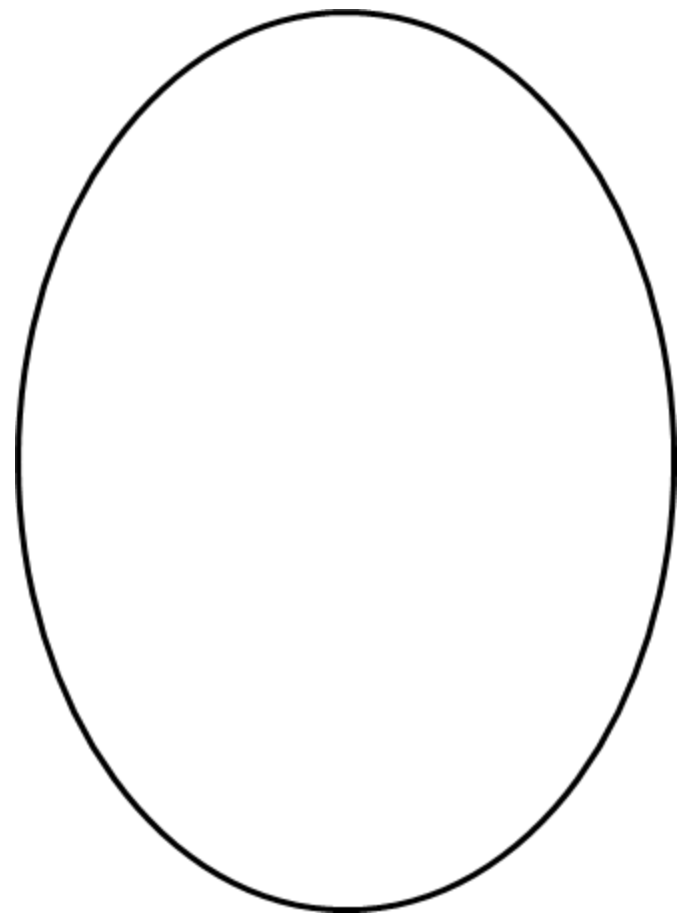
## **Jess**

- My husband's name is Lee.
- My daughter's name is Grace.
- My stepson's name is Noah.



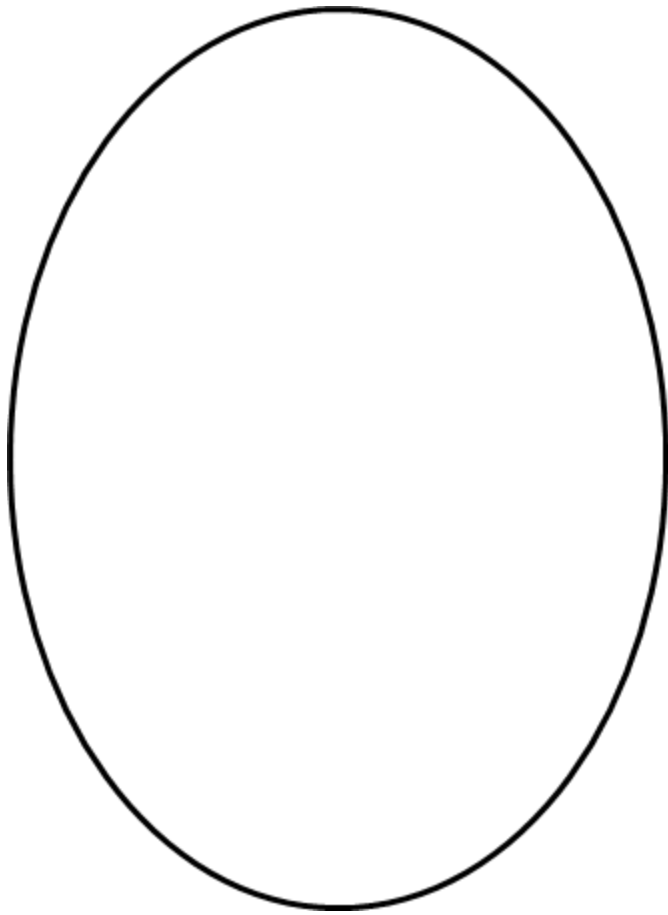
**Lee**

- My wife's name is Jess.
- My son's name is Noah.
- My stepdaughter's name is Grace.



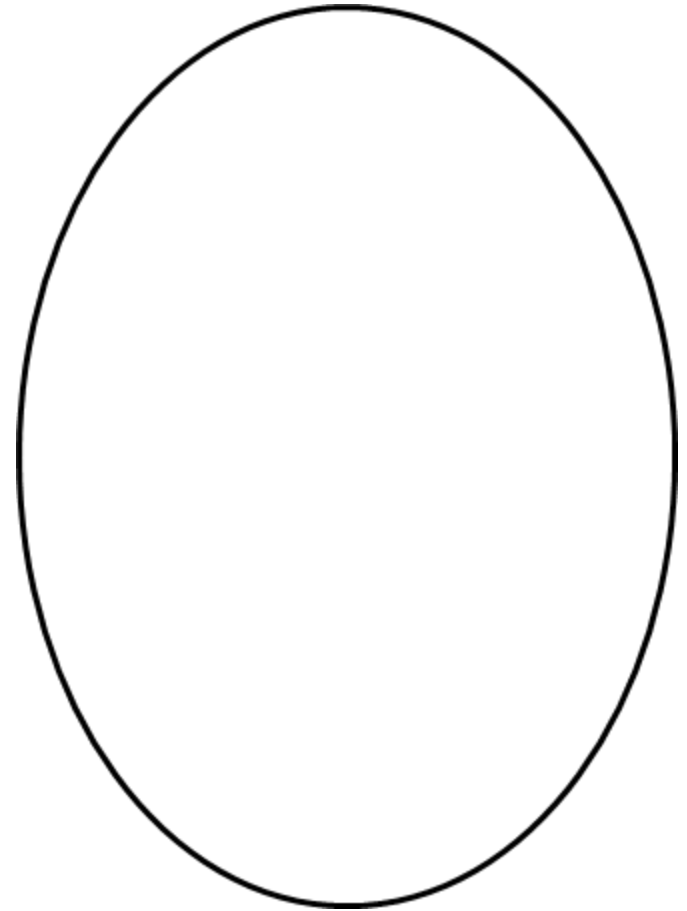
**Grace**

- My mum's name is Jess.
- My stepdad's name is Lee.
- My stepbrother's name is Noah.



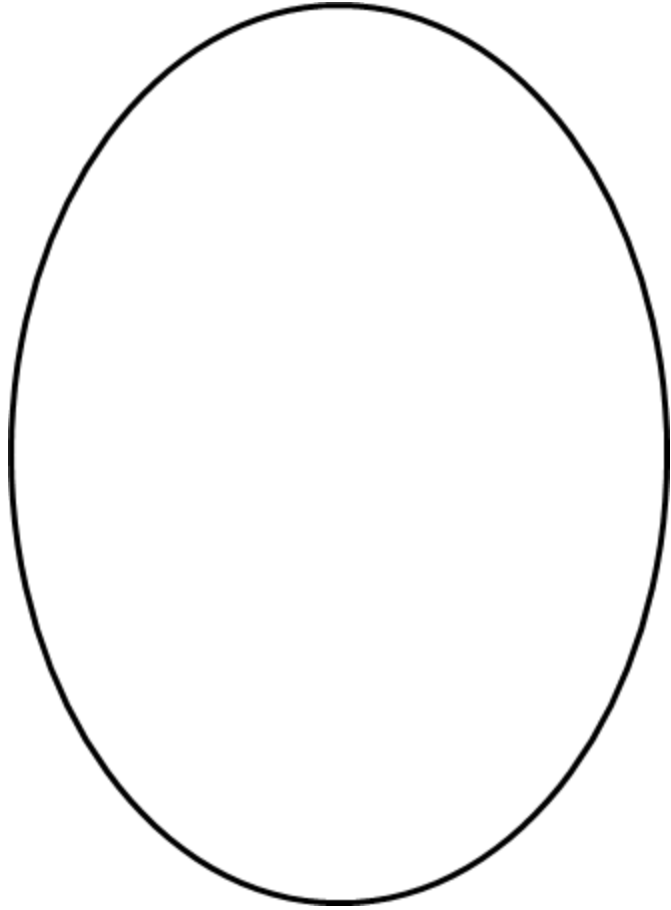
**Noah**

- My dad's name is Lee.
- My stepmum's name is Jess.
- My stepsister's name is Grace.



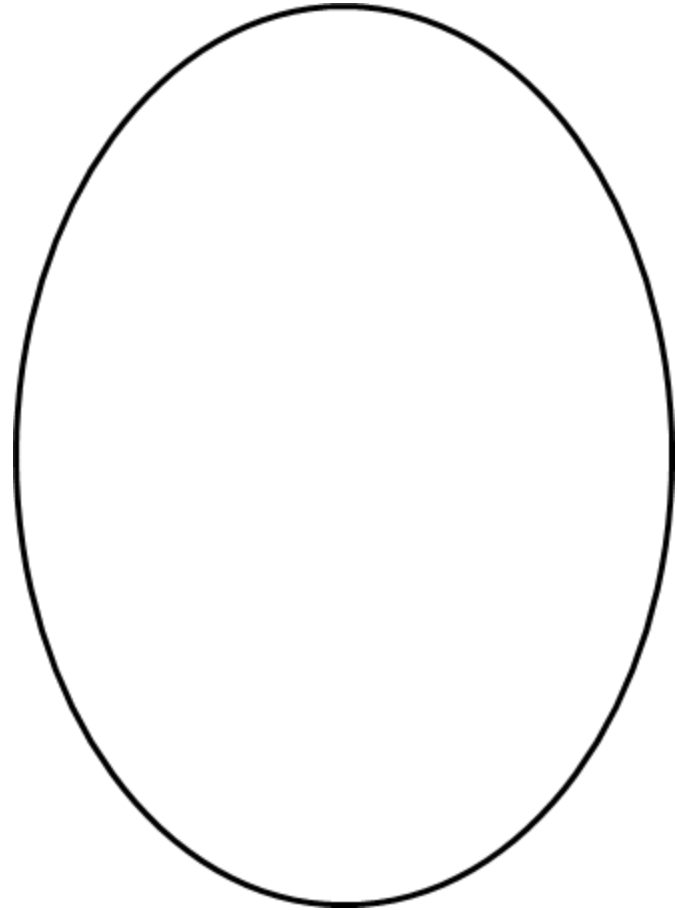
**Carolyn**

- My sons' names are Billy and George.



**Billy**

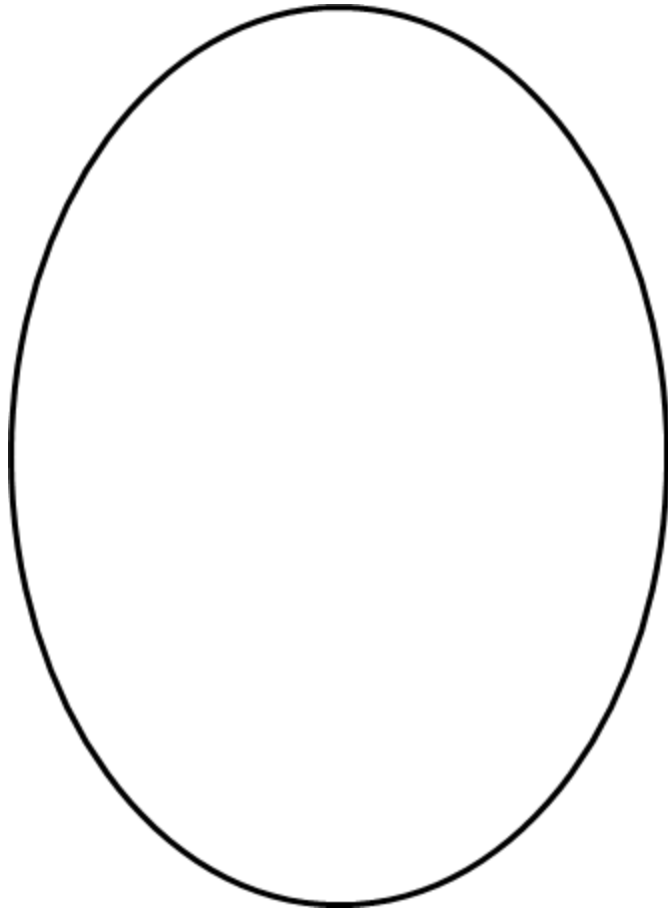
- My mum's name is Carolyn.
- My brother's name is George.



**George**

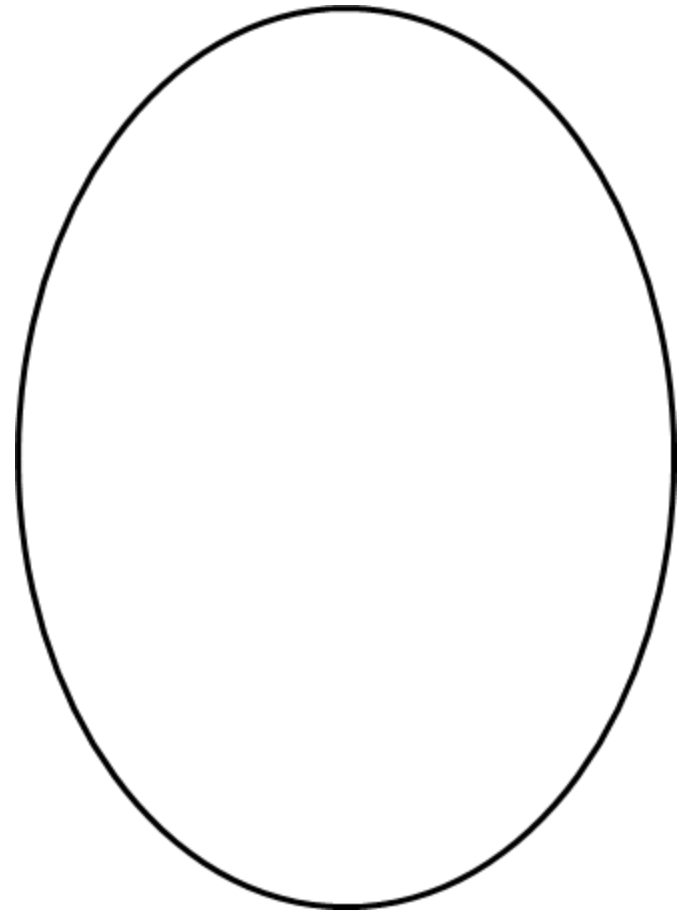
- My mum's name is Carolyn.
- My brother's name is Billy.





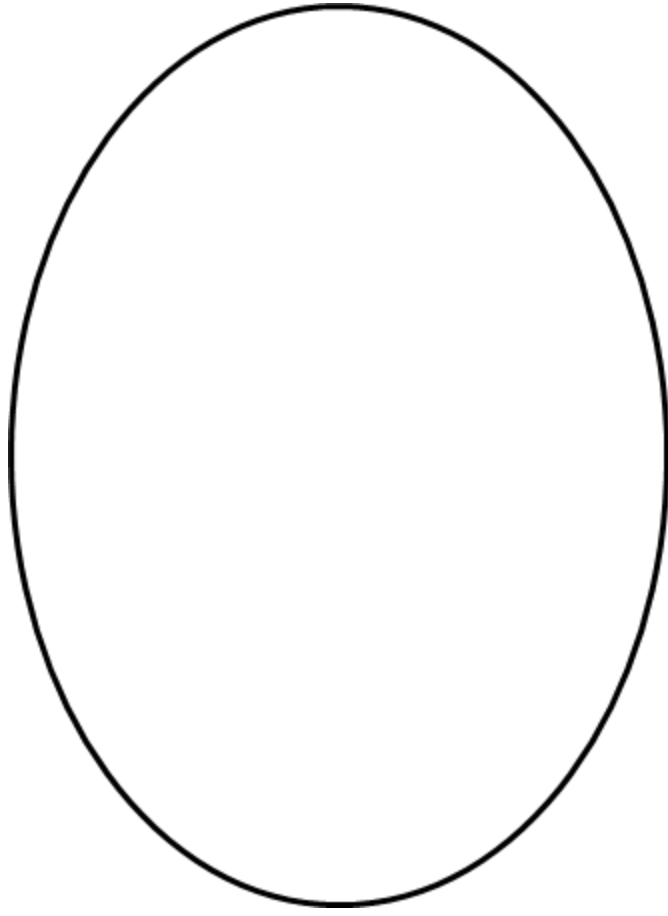
**Vernon**

- My daughter's name is Beth.



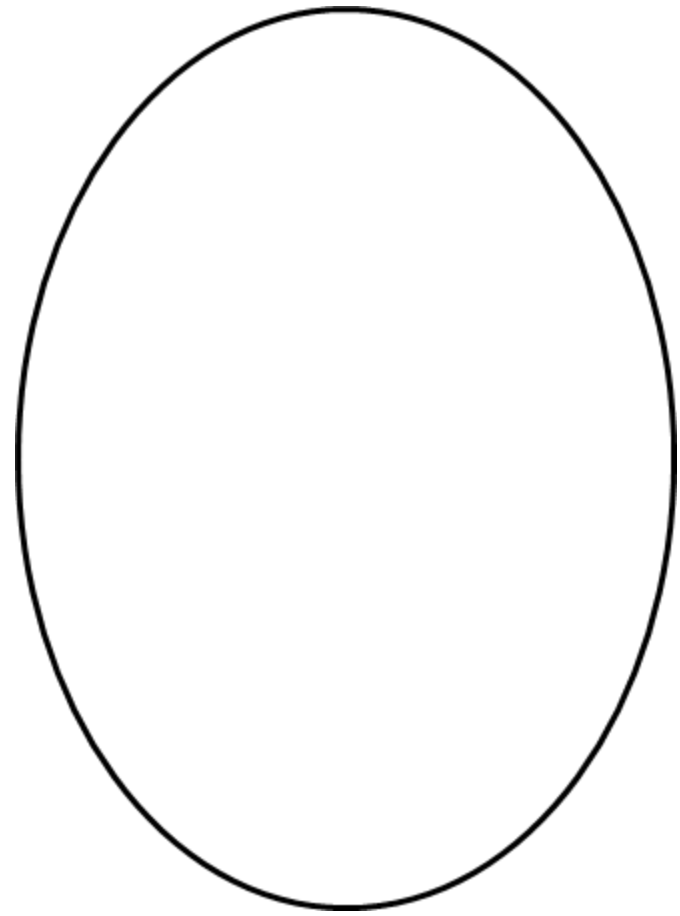
**Beth**

- My dad's name is Vernon.



**Leo**






- My partner's name is Kerry.



**Kerry**

- My partner's name is Leo.

***To show  
consideration  
for other  
people***

<p>Holding the door open for someone in school</p> 	<p>Saying please and thank you</p> 	<p>Putting your hand up</p> 
<p>Listening when other people are speaking</p> 	<p>Being helpful at home</p> 	<p>Working hard at school</p> 
<p>Compliment / say something nice to someone</p>  <p><b>You're great!</b></p>	<p>Being kind to your friends</p> 	<p>Help someone with their work</p> 

Liam has a quiet voice. The others in his class always shout 'Speak up' whenever he answers a question in class.

A year 5 group are playing football in the playground. Tyrone misses an easy goal and two children in the group call him 'gay'.

John's bag is thrown down the stairs by a group of older boys. This happens at least three times a week.

Emily finds a note in her bag saying 'Your mum is a thief'. She doesn't know who it is from.

Samina doesn't want to come to school. She has complained to her teacher that other children in her class keep giving her 'dirty looks'.

George has the nickname 'Jug Ears'. His teacher joins in with the joke on a school trip.

.



Tom and Leo get involved in a fight about the theft of Leo's watch. Leo punches Tom's nose and it starts to bleed.

Sam keeps getting a text message saying 'We hate you – get lost'. It comes from a different number each time.

Polina has just started in year 3 at a new school as she has moved from another country. She doesn't have a winter uniform yet. Some of the other children laugh at her summer dress.


Some children are making decisions about who is allowed to play on the football pitch and are stopping certain people from playing there.

A group of children in Kylie's class often comment on her old coat and shoes.

Robert, Shamah and Asif demand 50p each day from a group of younger children, and threaten to hurt them if they don't pay.



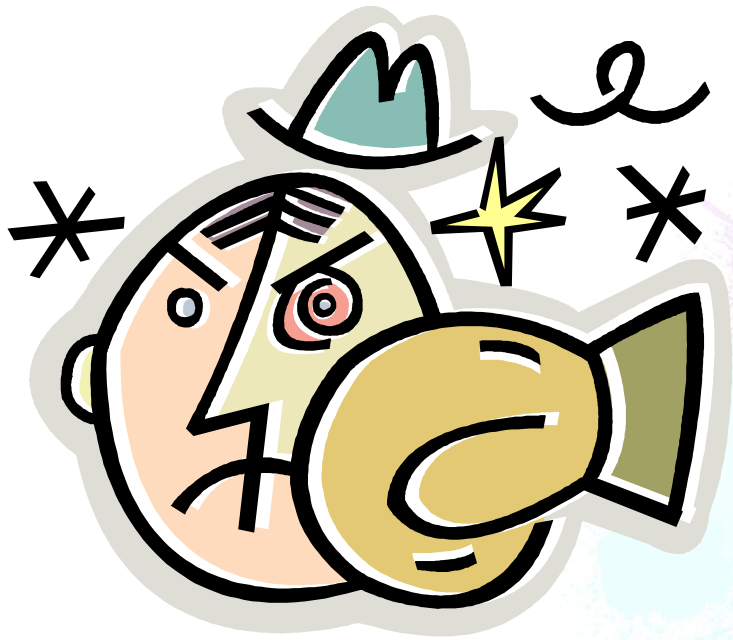
# **Bullying**



# **One-Off Incident**



# Not Sure



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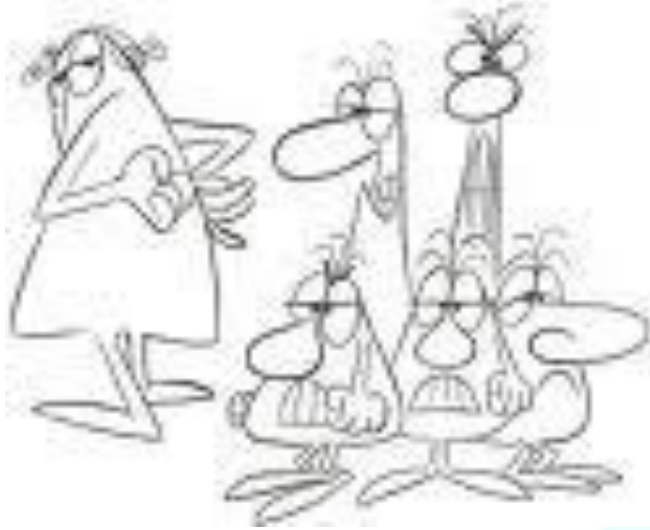


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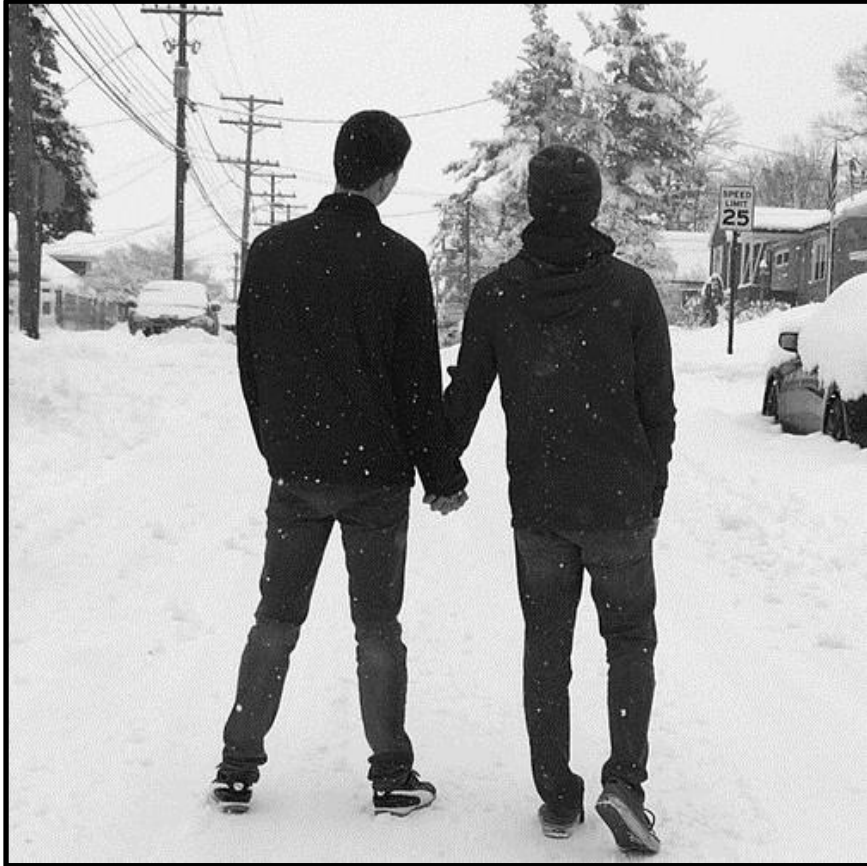




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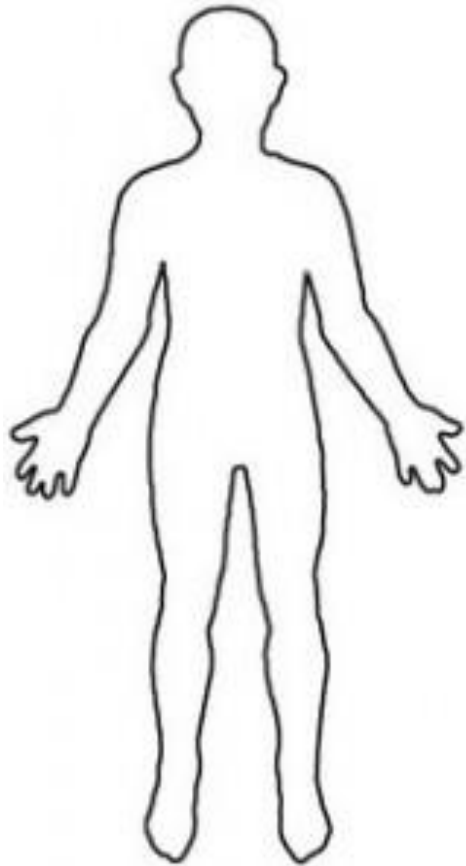






# Bullying

## Reactions



## Feelings





## **Useful Information**

## Useful Terminology

### Sexual Identity / Sexuality / Sexual Orientation

#### **Lesbian**

A woman who is attracted to other women.

#### **Gay**

A man who is attracted to other men or a person attracted to the same gender as themselves.

#### **Bisexual**

A person who is attracted to more than one gender.

#### **Heterosexual**

A person who is attracted to the opposite sex or gender.

#### **Pansexual**

A person who is attracted to others regardless of their biological sex, gender identity or expression.

#### **Asexual**

A person who is not interested in, or does not desire, sexual activity.

### Gender Identity

#### **Cis/Cisgender**

A term used to describe someone whose gender assigned at birth matches their gender identity.

#### **Trans/Transgender**

An umbrella term which covers the entire trans community, encompassing anyone whose gender identity and/or expression does not match the gender they were born with.

#### **Transition**

Transition is when someone begins to live and present as the gender with which they identify. Some people will choose to transition socially (for example, clothing, hairstyle) and some will also take medical steps (such as hormone therapy and/or surgery).

#### **Non-Binary**

An umbrella or identifying term for a person whose gender identity may not fit the male and female gender binary.

**Gender fluid**

An identity which signifies that someone's gender identity may vary over time. This includes all gender identities, not exclusively male & female.

**Gender Dysphoria**

The discomfort experienced when there is a mismatch between an individual's assigned or perceived gender and their gender identity.

**Both****Questioning**

A person who is questioning their sexual and/or gender identity

**Queer**

A broad term which someone may use to identify themselves if they do not identify as heterosexual and/or cisgender. The term has historically been seen as derogatory however has been reclaimed as a positive identity for many people. The term does not relate to a specific gender or sexual identity but is an encompassing term for a broad community of people with diverse identities which do not adhere to society's perceived norm (the assumption that everyone is heterosexual and cisgender).



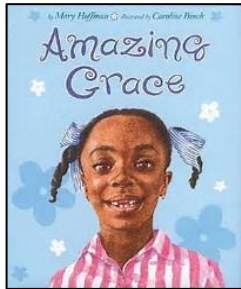
## **Books List**

## Books suitable for Primary Schools



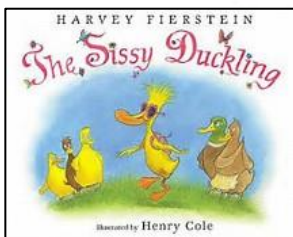
### **It's Okay to be Different by Todd Parr**

It's Okay to Be Different cleverly delivers the important messages of acceptance, understanding and confidence in an accessible, child-friendly format featuring Todd Parr's trademark bold, bright colours and silly scenes. Targeted to young children first beginning to read, this book will inspire kids to celebrate their individuality through acceptance of others and self-confidence.



### **Amazing Grace by Mary Hoffman**

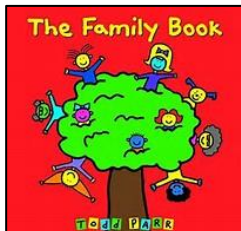
Grace loves to act out stories. Sometimes she plays the leading part, sometimes she is 'a cast of thousands.' When her school decides to perform *Peter Pan*, Grace is longing to play Peter, but her classmates say that Peter was a boy, and besides, he wasn't black... But Grace's Ma and Nana tell her she can be anything she wants if she puts her mind to it... This early years book helps to introduce diversity in the classroom, from people & communities, managing feelings & behaviour and challenging gender stereotypes.



### **The Sissy Duckling by Harvey Fierstein**

Elmer is not like the other boy ducklings. While they like to build forts, he loves to bake cakes. While they like to play baseball, he wants to put on the halftime show. But when his father is wounded by a hunter's shot, Elmer proves that he can also be the greatest hero.

This is a book to share with all children, to help them understand that each one of them is unique and valuable.



### **The Family Book by Todd Parr**

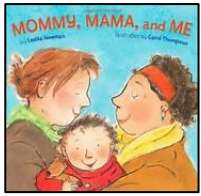
The Family Book celebrates the love we feel for our families and all the different varieties they come in. Whether you have two mothers or two dads, a big family or a small family, a clean family or a messy one, Todd Parr assures readers that no matter what kind of family you have, every family is special in its own unique way.



### **Heather has two mummies by Leslea Newman**

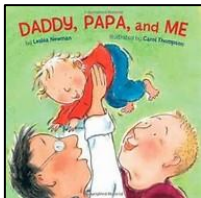
Heather's favourite number is two. She has two arms, two legs, and two pets. And she also has two mummies. When Heather goes to school for the first time, someone asks her about her daddy, but Heather doesn't have a daddy. Then something interesting happens. When Heather and her classmates all draw pictures of their families, not one drawing is the same. It doesn't matter who makes up a family, the teacher says, because "the most important thing about a family is that all the people in it love one another."





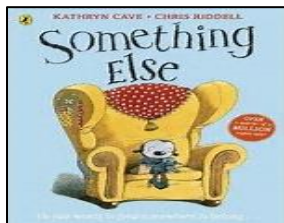
### **Mommy, Mama and Me by Leslea Newman**

Rhythmic text and illustrations with universal appeal show a toddler spending the day with its mommies. From hide-and-seek to dress-up, then bath time and a kiss goodnight, there's no limit to what a loving family can do together. Shares the loving bond between same-sex parents and their children.



### **Daddy, Papa and Me by Leslea Newman**

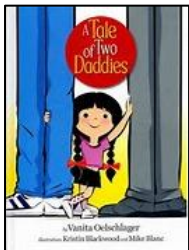
Rhythmic text and illustrations with universal appeal show a toddler spending the day with its daddies. From hide-and-seek to dress-up, then bath time and a kiss goodnight, there's no limit to what a loving family can do together. Share the loving bond between same-sex parents and their children.



### **Something Else by Kathryn Cave**

A simple story, about a small creature who does his best to join in with the others. But he's different. No matter how he tries, he just doesn't belong.

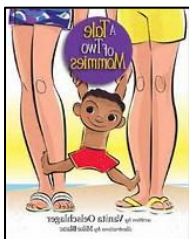
Then Something turns up and wants to be friends. But Something Else isn't sure he's like him at all...



### **A Tale of Two Daddies by Vanita Oelschlager**

A Tale of Two Daddies is a playground conversation between two children. The boy says he heard that the girl has two dads. The girl says that is right. She has Daddy and Poppa.

A Tale of Two Daddies is intended for 4-8 year olds. It becomes clear that the family bond is unburdened by any cultural discomforts.



### **A Tale of Two Mommies by Vanita Oelschlager**

A Tale of Two Mommies is a beach conversation among three children. One boy asks another boy about having two mommies. A young girl listening in asks some questions too.

A Tale of Two Mommies is intended for 4-8 year olds.

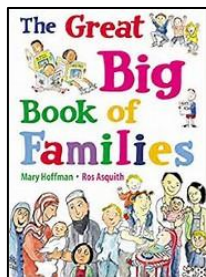
This book lets us look inside one family, a same sex couple and their son.



### **Picnic in the Park by Joe Griffiths**

"Picnic in the Park" tells the story of Jason's birthday picnic and his guests. In so doing, it introduces children to a range of family structures, including two- and one-parent families; adoptive and foster families; gay and lesbian families; and step-families. It also shows a diverse range of adults and children.

Using the device of a birthday picnic in the park, each page shows a new set of guests coming to the party; children can draw their own and friends' families on the pages at the back.



### **The Great Big Book of Families by Mary Hoffman**

What is a family? There are almost as many kinds of families as colours of the rainbow - from a mum and dad or single parent to two mums or two dads, from a mixed-race family to children with different mums and dads, from families with a disabled member to those with a mum or dad in prison.

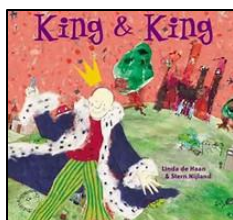
This book takes a look through children's eyes at the wide varieties of family life: from homes, food, ways of celebrating, schools and holidays to getting around, jobs and housework, from extended families, languages and hobbies to pets and family.



### **Josh and Jaz have three mums by Hedi Argent**

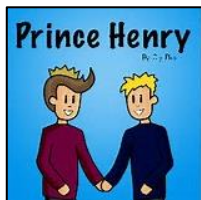
Will Josh and Jaz's class laugh because they live with two mums and what will they say about their birth parents? They want to be like everyone else and have just one mum and dad.

Mummy Sue and Mummy Fran help Josh and Jaz to understand that every family tree will tell a different story and that life would be boring if they were all the same. Working together, they produce a family tree that Josh and Jaz are truly proud of and one that wins the admiration of all their classmates.



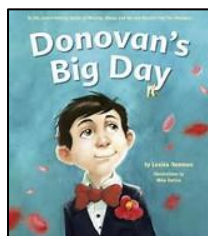
### **King & King by Linda De Haan**

When a grouchy Queen tells her son it is time to marry, he sighs 'very well, Mother... I must say though, I've never cared much for princesses'. Their search for a bride extends far and wide, but none of the eligible princesses strike his fancy...



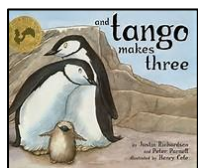
### **Prince Henry by Oliver Pike**

It is time for Prince Henry to find someone to marry, or so his parents think. Join Henry in his fairy tale kingdom where certain laws apply when it comes to choosing who you can spend your life with. A fairy tale romance intended for young readers, 'Prince Henry' delivers a positive message of both love and equality.



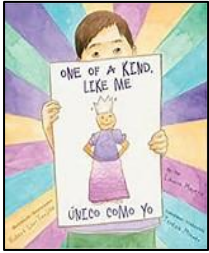
### **Donovan's Big Day by Leslea Newman**

Donovan's two moms are getting married, and he can't wait for the celebration to begin. After all, as ring bearer, he has a very important job to do. Any boy or girl with same-sex parents—or who knows a same-sex couple—will appreciate this picture book about love, family, and marriage. The story captures the joy and excitement of a wedding day while the illustrations show the happy occasion from a child's point of view.



### **And tango makes three by Justin Richardson**

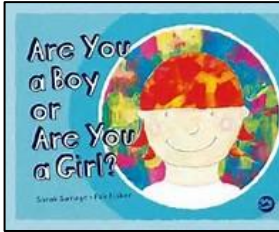
At the penguin house at the Central Park Zoo, two penguins named Roy and Silo were a little bit different from the others. But their desire for a family was the same. And with the help of a kindly zookeeper, Roy and Silo got the chance to welcome a baby penguin of their very own.



### **One of a Kind Like Me/Único como yo by Laurin Mayeno**

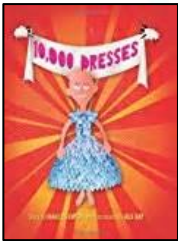
This bilingual Spanish picture book gently introduces gender diversity. Danny wants to be a purple princess for the school parade, and his family helps him create a costume from thrift store finds. The author hopes that her book gives children a sense of belonging, courage to be who they are, and an appreciation for people who are different from themselves. [picture book, ages 3 and up]

### **Are you a boy or are you a girl? By Sarah Savage & Fox Fisher**



Tiny loves costumes! Tiny likes to dress up as an animal, or a doctor, or a butterfly. Tiny also prefers not to tell other children whether they are a boy or a girl. Tiny's friends don't mind, but when Tiny starts a new school their new friends can't help asking one question: "Tiny, are you a boy or are you a girl?" This brightly illustrated book will open a dialogue with children aged 3+ about gender diversity in a fun and creative way. Featuring a gender neutral protagonist, the book imparts an important message about identity and being who you want to be.

### **10,000 Dresses by Marcus Ewert**

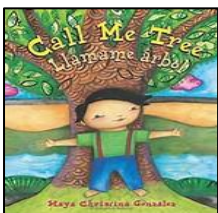


Every night, Bailey dreams about magical dresses: dresses made of crystals and rainbows, dresses made of flowers, dresses made of windows. . . . Unfortunately, when Bailey's awake, no one wants to hear about these beautiful dreams. Quite the contrary. "You're a BOY!" Mother and Father tell Bailey. "You shouldn't be thinking about dresses at all." Then Bailey meets Laurel, an older girl who is touched and inspired by Bailey's imagination and courage. In friendship, the two of them begin making dresses together. And Bailey's dreams come true!



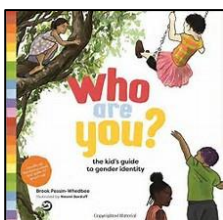
### **The Boy and the Bindi by Vivek Shraya**

A boy asks his Ammi about the dot above her nose. When she gives him his own bindi, he discovers that it watches over him and allows him to explore and express who he is. This book is nothing short of magical!



### **Call Me Tree/Llamame árbol by Maya Christina Gonzalez**

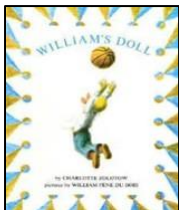
Just as a tree, a child grows tall and strong, reaches out, belongs, and is free to be. I love the carefree child in this book, who could be any gender. English, and Spanish words and vivid illustrations flow together like a song.



### **Who You Are? The Kid's Guide to Gender Identity by Brook Pessin-Whedbee**

Hooray for this book that helps explain gender to children and supports them to be who they are! It breaks down concepts like expression, and gender identity using language and vivid illustrations that make it easy to understand.

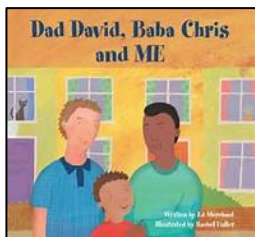




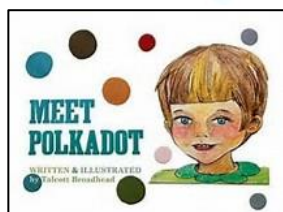
### **William's Doll by Charlotte Zolotow**

William wants a doll - to hug, to feed, to tuck in, and kiss goodnight. "Don't be a creep, " says his brother. "Sissy, sissy, " chants the boy next door. His father buys him trains and a basketball - but not the doll that William really wants. Then one day, someone comes along who understands why William should have his doll.

### **Dad David, Baba Chris & Me by Ed Merchant**

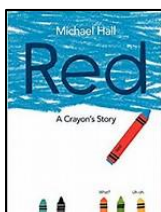


Ben was adopted by his gay parents Dad David and Baba Chris when he was four years old, and they live happily together in an ordinary house, on an ordinary street and do ordinary things. When Ben starts junior school, his ordinary life is turned upside down. Some children begin to tease him because he lives with two dads. Now Ben is worried that he is not so ordinary anymore and he is anxious about being different. Baba Chris and Ben's school teacher Miss Patel help Ben to understand that children live in all kinds of families and that what matters most is that children are loved and cared for.



### **Meet Polkadot by Talcott Broadhead**

Yay for a book that highlights a child whose identity is neither boy or girl. Told through the eyes of a child named Polkadot, it is an information-packed resource that can help us learn about gender, explore who we are, and become better allies.



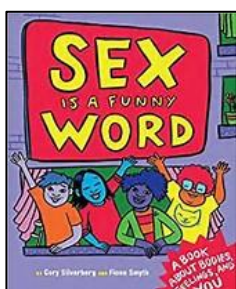
### **Red: A Crayon's Story by Michael Hall**

This book is a fantastic way to send a powerful, yet simple message. Everyone in this humorous story wants the crayon to be red, just like the paper it is wrapped in. Will the crayon eventually learn to embrace its true colour?



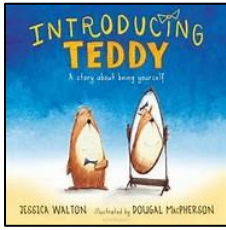
### **George by Alex Gino**

George is a fourth grader who everyone thinks is a boy, but she realizes that she's a girl. Readers follow George's journey as she comes to terms with, and finds ways to express, who she is. The fun story line keeps us wondering what will happen next.



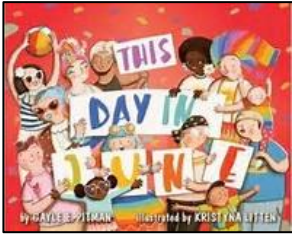
### **Sex is a Funny Word: A Book About Bodies, Feelings, and You by Cory Silverberg and Fiona Smith (Middle Grades)**

This book is a great tool for talking with children about a range of topics including the word "sex", bodies, crushes, consent, and more. Written and illustrated in a playful, engaging, and empowering way, it is inclusive of many types of diversity.



### **Introducing Teddy by Jessica Walton**

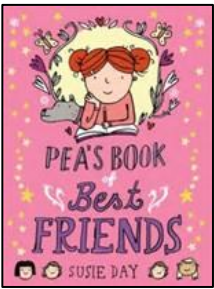
Errol and Thomas the teddy play together every day. Thomas is afraid to tell Errol that she's really Tilly, a girl teddy. This story about friendship and being who you are can help young children understand and appreciate gender diversity.



### **This Day in June by Gayle E. Pitman**

In a wildly whimsical, validating, and exuberant reflection of the LGBT community, *This Day In June* welcomes readers to experience a pride celebration and share in a day when we are all united. Also included is a Reading Guide chock-full of facts about LGBT history and culture, as well as a Note to Parents and Caregivers with information on how to talk to children about sexual orientation and gender identity in age-appropriate ways.

*This Day In June* is an excellent tool for teaching respect, acceptance, and understanding of lesbian, gay, bisexual, and transgender people.



### **Pea's Book of Best Friends by Susie Day**

When Pea Llewellyn's dizzy but dazzling single mum becomes Marina Cove, author of the bestselling *Mermaid Girls* books, everything changes. It's time to leave their tiny flat in Tenby for a proper house in London, and a whole new life.

Pea likes the red front door, and the attic bedroom all to herself. She even likes her hideous new school uniform, in a masochistic Malory Towers sort of way. But there's an empty chair beside her in every lesson, and no one seems to want to fill it. In the absence of volunteers, Pea is going to have to acquire herself a best friend . . .

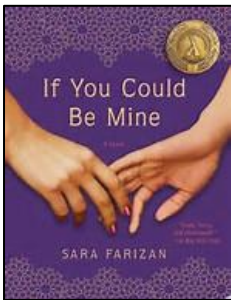
Meet Pea, the girl with a head full of dreams, in this funny and entertaining story where she decides what she wants to be.

## Books suitable for Secondary Schools



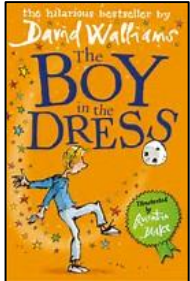
### **I am J by Chris Beam**

J always felt different. He was certain that eventually everyone would understand who he really was: a boy mistakenly born as a girl. Yet as he grew up, his body began to betray him; eventually J stopped praying to wake up a 'real boy' and started covering up his body, keeping himself invisible - from his family, from his friends...from the world. But after being deserted by the best friend he thought would always be by his side, J decides that he's done hiding - it's time to be who he really is. And this time he is determined not to give up, no matter the cost.



### **If You Could Be Mine by Sara Farizan**

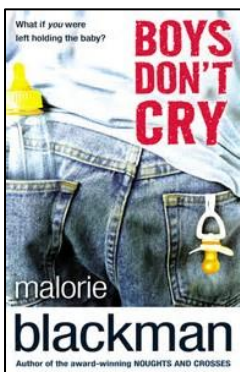
Seventeen-year-old Sahar has been in love with her best friend, Nasrin, since they were six. They've shared stolen kisses and romantic promises. But Iran is a dangerous place for two girls in love--Sahar and Nasrin could be beaten, imprisoned, even executed. So they carry on in secret until Nasrin's parents suddenly announce that they've arranged for her marriage. Then Sahar discovers what seems like the perfect solution: homosexuality may be a crime, but to be a man trapped in a woman's body is seen as nature's mistake, and sex reassignment is legal and accessible. Sahar will never be able to love Nasrin in the body she wants to be loved in without risking their lives, but is saving their love worth sacrificing her true self?



### **The Boy in the Dress by David Walliams**

Dennis was different. Why was he different, you ask? Well, a small clue might be in the title of this book...

Charming, surprising and hilarious – The Boy in the Dress is everything you would expect from the co-creator of Little Britain. David Walliams's beautiful first novel will touch the hearts (and funny bones) of children and adults alike.



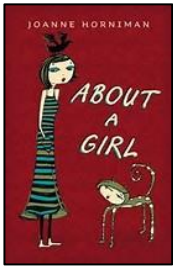
### **Boys Don't Cry by Malorie Blackman**

Dante is waiting for the postman. It's 'A' level results day and he has high hopes, but a knock on the door brings an old girlfriend and some news that will change his plans for good.

Written from the point of view of two teenaged brothers: Dante, who is looking forward to university and a successful career, unexpectedly finds himself faced with the demands of full time single parenthood, and Adam, who is happy to be gay and makes no secret of it, but ultimately suffers from the intolerance of those around him.

A hard-hitting novel dealing with some of the real issues facing teenagers. This is also a moving story about father-son relationships.





### About a Girl by Joanne Horniman

Anna is afraid she must be unlovable - until she meets Flynn. Together, the girls swim; eat banana cake, laugh and love. Some days Flynn is unreachable; other days she's at Anna's window - but when Anna discovers her secret, she wonders if she knows Flynn at all.

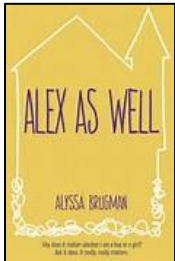
A beautifully crafted novel that explores the tension between the things that pull people together and the things that push them apart.



### Boy Meets Boy by David Levithan

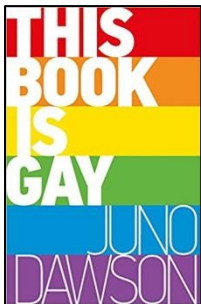
To be together with someone for twenty years seems like an eternity. I can't seem to manage twenty days...How do you stay together?

Paul has been gay his whole life and he's confident about almost everything. He doesn't have to hide his feelings like best friend Tony or even cope with loving the wrong guy like his other best friend Joni. But heartbreak can happen to anyone. Falling in love changes everything.



### Alex as Well by Alyssa Brugman

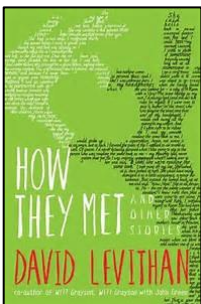
Why does it matter whether I am a boy or a girl? But it does...It really, really matters. When Alex was born, the doctors described him as sexually ambiguous, with both male and female reproductive organs. For the last fourteen years his parents have raised Alex as a boy. They dressed him in boy's clothes, sent him to a boy's school and gave him medication to help regulate his hormones. But last night at dinner, Alex made an announcement, three words that would change everything: 'I'm a girl.' And when Alex sets about changing her life her wardrobe, her school, her entire identity no one knows how to react, least of all her parents.



### This Book is Gay by Juno Dawson

A funny and pertinent book about being lesbian, bisexual, gay, queer, transgender or just curious - for everybody, no matter their gender or sexuality

Juno Dawson gives an uncensored look at what it's like to grow up as LGBT. Including testimonials from people across the gender and sexual spectrums, this frank, funny, fully inclusive book explores everything anyone who ever dared to wonder wants to know - from sex to politics, how to pull, stereotypes, how to come-out and more. Spike Gerrell's hilarious illustrations combined with funny and factual text make this a must-read.



### How They Met by David Levithan

They met on a plane / at Starbucks / in class. It was a set-up / it was completely random / they were dancing. It was love at first sight / it took time / it was a disaster!

Love is a complicated, addictive, volatile, scary, wonderful thing. Many of the stories in this collection started out as gifts for the author's friends. From the happy-ever-after to the unrequited, they explore the many aspects of the emotion that has at some time turned us all inside out and upside down.





### **Gracefully Grayson by Ami Polonsky**

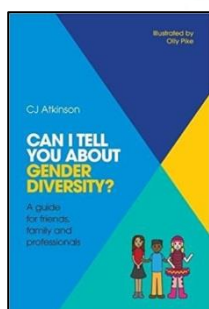
Grayson Sender has been holding onto a secret for what seems like forever: 'he' is a girl on the inside, stuck in the wrong gender's body. The weight of this secret is crushing, but sharing it would mean facing ridicule, scorn, rejection or worse. Despite the risks, Grayson's true self itches to break free. Will new strength from an unexpected friendship and a caring teacher's wisdom be enough to help Grayson step into the spotlight she was born to inhabit?

Ami Polonsky's moving, beautifully-written novel about identity, self-esteem and friendship shines with the strength of a young person's spirit and the enduring power of acceptance.



### **The Art of being Normal by Lisa Williamson**

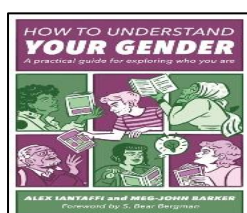
Two boys. Two secrets. David Piper has always been an outsider. His parents think he's gay. The school bully thinks he's a freak. Only his two best friends know the real truth - David wants to be a girl. On the first day at his new school Leo Denton has one goal - to be invisible. Attracting the attention of the most beautiful girl in year 11 is definitely not part of that plan. When Leo stands up for David in a fight, an unlikely friendship forms. But things are about to get messy. Because at Eden Park School secrets have a funny habit of not staying secret for long...



### **Can I tell you about Gender Diversity by CJ Atkinson**

Meet Kit - a 12 year old undergoing medical transition - as he talks about gender and the different ways it can be explored. He explains what it is like to transition and how his friends, family and teachers can help through talking, listening and being proactive.

With illustrations throughout, this is an ideal way to start conversations about gender diversity in the classroom or at home and suitable for those working in professional services and settings. The book also includes a useful list of recommended reading, organisations and websites for further information and support.



### **How to understand your Gender by Alex Iantaffi and Meg-John Barker**

This helpful guide presents ways we can all better understand gender, and how people can change and express their gender identity. Considering biological and cultural understandings of gender, gender expression, and relationships and sexuality, this is an excellent starting point for anybody thinking about what gender means to them.

## Comic Books for young people



### **Princess**

Princess tells the story of Princess Adrienne, a strong-minded, brave, and intelligent black princess who questions and challenges expectations and stereotypes associated with princesses. From a young age, Adrienne resents any limitations placed on her as a princess and struggles against them in order to define her own role. On her 16th birthday she is tricked into imprisonment in a tower, as is the expected fate of any princess in the land. Instead of waiting for a prince to rescue her, Adrienne escapes from her tower with the aid of her guardian dragon, trades her dress and crown for armour and sword and sets out to rescue her six sisters from their own prisons.

**Ages 8-12**



### **Raven: The Pirate Princess**

It's about a queer woman-of-colour pirate commanding an all-female crew on a quest of revenge against her brothers who stole from her everything that should have been hers. The series is very diverse, featuring LGBTQ characters, people of colour and characters with disabilities, and has strong messages of inclusion, much like the series it stems from.

**From KS3 upwards**



### **Lumberjanes**

The story follows a group of girls spending summer at a scout camp, and the strange creatures and supernatural phenomena they encounter there. Two of the girls are a couple and one is trans. There are prominent BAME characters.

**Suitable for all ages**



### **Steven Universe**

Animated TV series but also issued as comics.

Steven Universe is an American animated television series created by Rebecca Sugar. It is the coming-of-age story of a young boy named Steven Universe, who lives in the fictional town of Beach City with the "Crystal Gems" – Pearl, Garnet, and Amethyst, three magical humanoid aliens. Steven, who is half-Gem, goes on adventures with his friends and helps the Gems protect the world from their own kind.

The creator says that her series' LGBT representation is not intended to make a point, but to help all children understand themselves and develop their identity.

**Suitable for KS2 upwards**