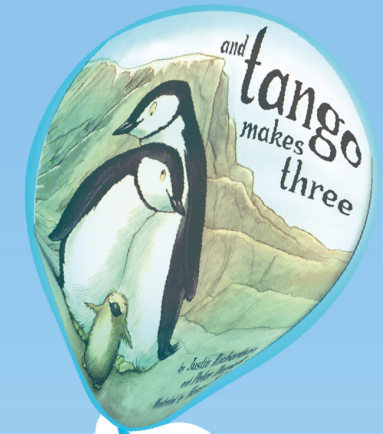
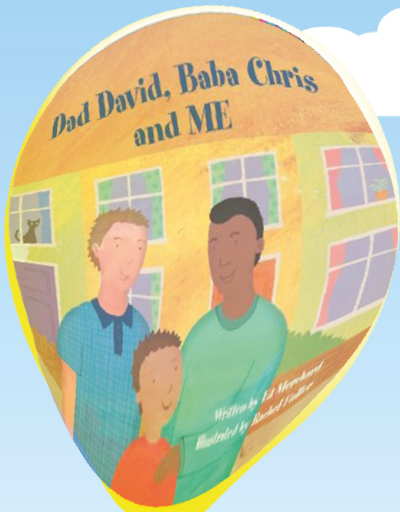


# CHIPS

Challenging Homophobia in Primary Schools



Created by **Andrew Moffat**  
Published by **Educate & Celebrate**



# Educate and Celebrate

## 'CHIPS' resource

Challenging Homophobia in Primary Schools



### Introduction by the CEO and Founder of 'Educate & Celebrate' Elly Barnes

Educate & Celebrate welcomes volume 4 of Andrew Moffats' *'Challenging homophobia in primary schools' (CHIPS)* and is very proud to advocate the resource to all primary schools across the UK to achieve our ultimate goal of making all our schools LGBT-Friendly. To order your 21 'CHIPS' books (see page 10) please contact [ellybarnes@educateandcelebrate.org](mailto:ellybarnes@educateandcelebrate.org) and to Sing-A-Long with 'CHIPS' see <http://www.ellybarnes.com/chips-songs/>

Ofsted criteria January 2012 states *'To achieve Outstanding, schools must tackle all forms of bullying and harassment including cyber-bullying and prejudice based bullying related to SEN, Sexual Orientation, Sex, Race, Religion, Belief, Gender reassignment and Disability'*

In addition to this, in September 2013 Ofsted released new briefing for section 5 inspection called *'Exploring the school's actions to prevent and tackle homophobic and transphobic bullying'*. One of the points for primary schools includes *'Pupils have had lessons about different families'*; a copy of the full inspection briefing can be downloaded here:

<http://www.ellybarnes.com/policy/>



# Educate and Celebrate

## 'CHIPS' resource

### Challenging Homophobia in Primary Schools

Andrews's resource adheres to Ofsted criteria and to the primary 'Language and Literacy' framework. 'CHIPS' also has the versatility to be embedded within the PHSE curriculum.

In March 2013 our student and staff surveys found that a third of all students hear and use the word 'gay' negatively more than once a day'. This is not surprising when we note that 'sometimes' was the top answer when students were asked if teachers challenge the negative language.

Research from The National College in 2010 shows that the No: 1 influence on student learning is through our classroom teaching, therefore strongly supporting the need to provide training and resources for our teachers, especially when we note that 72% of teachers said they would welcome specific training to help them better address homophobia within their own classrooms.

This new resource fulfils the needs of our teachers, students, parents and governors.

Quotes from teachers at a Birmingham primary school who have received the 'Educate and Celebrate CHIPS training' say:

*'Having access to free resources to help deliver to young people is priceless. I now have lesson plans I can use in my work. Invaluable!'*

*'The training gave us the confidence to challenge stereotypes and the ability to discuss LGBT issues as they occur in our school'*

*'The books and imagery highlight and celebrate the diversity of family life'*

For further information about joining the Educate & Celebrate programme see [www.educateandcelebrate.org](http://www.educateandcelebrate.org) or contact [ellybarnes@educateandcelebrate.org](mailto:ellybarnes@educateandcelebrate.org)



## 'CHIPS' resource

### Challenging Homophobia in Primary Schools



Andrew Moffat started teaching in 1996 following two years as a youth worker. Since then he has worked in five primary schools as a mainstream teacher, behaviour support teacher, AST, Healthy Schools Advisor and Deputy Head Teacher. He has a Masters in Emotional and Behavioural difficulties and is currently Assistant Head in an inner city Birmingham School. In 2006 Andrew celebrated a Civil Partnership and during the week before the ceremony, came out to his Year 5 class during a circle time game based on the book, "Dougal's Deep Sea Diary" by Simon Bartram. The premise for the lesson was that the character Dougal had a secret love of deep sea diving he never shared with his colleagues at work before he left. What a shame that he couldn't tell them something that was so important to him! Andrew's first book of lesson plans based on children's books, "Emotional Literacy: a scheme of work for the primary school," was published by Speechmark in 2008. A second edition with up-dated books, "Behaviour, safety and wellbeing: 100+ lesson plans for the primary classroom" was published by Speechmark in 2012.

In 2006 Andrew Joined the No Outsiders project to research challenging homophobia in primary schools and wrote a series of lesson plans based on children's books to specifically challenge homophobia in early years. The resource has been published and used in many Local Authorities and in 2010 the Birmingham BRAG (Bullying Reduction Action Group) sent a copy to every primary school in the city.

This new version of the 'CHIPS' resource brings the scheme up to date with current national literacy practice and available books. Andrew's aim is to have primary teachers using these books as part of their literacy or PSHE lessons. Sessions like these cannot stand alone; they need to be part of an ethos where difference is accepted and celebrated throughout the whole school.





## How to use the 'CHIPS' resource

### Introduction:

Five year olds need to be taught that gay men, lesbian women, bisexual and trans people exist. Some five year olds will already know this; there are children in our schools today who are being brought up by parents in a same sex relationship or who are trans, and there are children who have LGBT uncles and aunts, LGBT brothers and sisters, LGBT grandparents. There are children living next door to LGBT people and children whose parents socialise with LGBT people. LGBT people pop up on Coronation Street, Hollyoaks, Emmerdale and EastEnders. LGBT people, in fact, are everywhere... but often not visible in primary schools.

We are good at promoting diversity and we often talk about engaging and working with our communities. We talk about every child being special and we encourage children to be proud of who they are and where they come from. But if a child is LGBT, does he or she receive the same messages? There will be children in every classroom who feel they do not fit in with the gender expectations of their peers. These children may or may not grow up to be LGBT, but regardless we need to be providing a supportive and nurturing environment for them. Every child benefits from an ethos of mutual respect and a celebration of who they are. Teaching about sexual orientation and gender dysphoria:

- a) Gives potential LGBT, children the skills to deal with their sexual orientation and gender identity when they realise who they are
- b) Gives potential heterosexual children the skills to deal with their sexual orientation when they realise who they are
- c) Reduces the likelihood of homophobia, biphobia and transphobia because by talking about LGBT people we de-mystify them and remove the taboo.



# Educate and Celebrate

## How to use the 'CHIPS' resource

Early intervention is the key to addressing homophobic, biphobic and transphobic bullying in schools. There is nothing complicated about teaching young children that some girls grow up and fall in love with boys, and some girls grow up and fall in love with girls; that's all there is to it. We are not teaching about sex, we are merely teaching children that LGBT people exist and that it's okay.

This resource was originally published in 2007 by Hounslow Healthy Schools. Coventry Healthy Schools published it a year later. Birmingham City Council published the resource and sent it to all their primary schools in 2010 an updated version was made available on the Birmingham City Council website in 2012. The third version onwards are online versions published by Educate & Celebrate to download from their website. Updates will occur once a year to keep abreast of availability of texts and promote new LGBT-Inclusive books.

Since writing the resource Andrew has worked in two schools as a Deputy and Assistant Head with very different cohorts, delivering the resource accordingly. In the first school staff taught the scheme as a "Challenging homophobia" module as part of PSHE, and in the second school the scheme was delivered through literacy. The outcomes were the same; they promoted an ethos where there were 'no outsiders' and children could feel safe no matter who they were or who was in their family.

Andrew's advice is to tailor these lesson plans to the needs of your school. In some schools the books are used for week long literacy planning; the role-plays, discussions and objectives remain but teachers may develop the plans so there is a focus on speaking and listening, grammar and sentence structure, dialogue, settings, story openings etc. In this way the books are embedded in the fabric of the school rather than seen as stand-alone PSHE resources.

***'following my training, I have made a considered effort to 'include' everyone in my lessons and will use the ideas in cross curricular activities' Liverpool Teacher***



## How to use the 'CHIPS' resource

In order to assist with embedding this resource into literacy planning it is beneficial to reference the new National curriculum (2014), in particular objectives in Spoken language and reading

The statutory requirements for **SPOKEN LANGUAGE** years 1-6 supported by this resource are:  
(Pupils should be taught to)

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and build vocabulary and knowledge
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions and explanations
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances and debates
- Gain, maintain and monitor the interest of the reader(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others

The non-statutory guidance elaborates:

- “Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes- in pairs, in small, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates”
- “Attention should also be paid to increasing pupils’ vocabulary from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topic...”



## How to use the 'CHIPS' resource

In **READING COMPREHENSION** years 1-6 the statutory requirements supported by this resource are:

(Pupils should be taught to)

- Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences
- Understanding both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events.....making inferences on the basis of what is being said and done....predicting what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them

The non-statutory guidance elaborates:

- “Pupils should have extensive experience of listening to, sharing and discussing a wide range of high quality books with the teacher, other adults and each other to engender a love of reading...”
- “Pupils’ vocabulary should be developed when they listen to books read aloud and when they can discuss what they have heard”
- “By listening frequently to stories... that they cannot yet read themselves, pupils begin to understand how written language can be structured, such as how to build surprise in narrative... Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects”
- “Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others”
- “Role play can help pupils to identify with and explore characters and to try out the language they have listened to”





## How to use the 'CHIPS' resource

The Reception plan objectives are taken from the statutory framework for the early years foundation stage. This resource supports objectives in the personal, social and emotional development strand.

Some of the lesson plans are adapted from a whole school scheme of work Andrew wrote for emotional literacy. This scheme is a two year rolling programme of lesson plans that support the objectives in SEAL (Social and Emotional Aspects of Learning) using picture books and role plays to develop an emotional vocabulary. There are two focus words each half term for the whole school; pupil voice, safe and unsafe, angry and calm, kind and selfish, excited and scared, transition, needed and lonely, generous and greedy, shy confident and proud. "Behaviour, safety and wellbeing" is available from Speechmark.

Throughout this resource reference is made to an ethos of "No Outsiders". The 'No Outsiders' project was a two-year project from 2006-2008 and was the first to challenge homophobia in primary schools. This resource came out of that project. Further reading from the project can be found in, "Undoing homophobia" by the 'No Outsider's team, published by Trentham books. In Andrew's school the staff talk about their 'No Outsiders' ethos at every opportunity; the ethos is a great way to embed work on challenging any forms of discrimination.

The more we deliver lesson plans like these the easier they become. Before delivering the lesson plans it is a good idea for the school to identify a definition for everyone to use to define the terms 'gay' and 'lesbian', 'bi', 'trans'. Andrew suggests using; "When a man loves a man or when a woman loves a woman. Some families have a Mum and a Dad, and some families have a Mum and a Mum or a Dad and a Dad." A definition of 'bi' could be when a man loves men and women equally and vice versa. Trans could be, "a girl who feels happier living and identifying as a boy, or a boy who feels happier living and identifying as a girl". We need to be confident about promoting this idea that our communities are full of different kinds of people living in different kinds of families, and that a diverse community is great!



# Educate and Celebrate

## BOOK LIST

Week	Book
Reception week 1	Red rockets and rainbow jelly – Sue Heap and Nick Sharratt
Reception week 2	The artist who painted a blue horse – Eric Carle
Reception week 3	Mommy Mama and me- Leslea Newman
Year 1 week 1	Elmer – David McKee
Year 1 week 2	The odd egg- Emily Gravett
Year 1 week 3	Picnic in the park – Joe Griffiths and Tony Pilgrim
Year 2 week 1	Rabbityness – Jo Empson
Year 2 week 2	The great big book of families- Mary Hoffman and Ros Asquith
Year 2 week 3	My princess boy – Cheryl Kilodavis and Suzanne DeSimone
Year 3 week 1	This is our house- Michael Rosen and Bob Graham
Year 3 week 2	Nanny Fox- Georgie Adams and Selina Young
Year 3 week 3	And Tango makes three- Justin Richardson and Peter Parnell
Year 4 week 1	The Huey's and the new jumper – Oliver Jeffers
Year 4 week 2	The story of Ferdinand - Munro Leaf and Robert Lawson
Year 4 week 3	King and King – Linda de Hann and Stern Nijland
Year 5 week 1	We are all born free- Amnesty International
Year 5 week 2	Dad, David, Baba Chris and me- Ed Merchant
Year 5 week 3	The whisperer – Nick Butterworth
Year 6 week 1	William's Doll – Charlotte Zolotow
Year 6 week 2	10,000 dresses- Marcus Ewert and Rex Ray
Year 6 week 3	This day in June- Gayle E. Pitman and Kristyna Litten



## Reception: Week 1

Red rockets and rainbow jelly

### Previous learning: First session in topic

#### Objectives from framework for the early years foundation stage:

PSED: Form good relationships with adults and peers/ Have appositive self- image and show that they are comfortable with themselves

#### Objectives from SEAL:

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

Getting on and falling out: I can work in a group with other children

**Starter activity:** Have pictures of different animals on the carpet. As children come to sit down ask them to think about which animal they like best and why. When everyone is settled, give children one minute to talk to their partner and tell them about the animal they chose

**Success criteria for lesson:** I know we are all different in my class/ I like being different / I am friends with children who are different to me

**Key vocab for learning wall:** Different / the same/ friends/ together / I like / we like

**Discussion points for text:** Read the text from start to finish. Ask children in talk partners to think of things Nick liked and things Sue liked. Children feedback. Reinforce: "What a lot of different things! Were Nick and Sue friends? So even though they liked different things, they still liked each other!"

#### Teacher led activity: whole class

Ask children in pairs to think of one thing both children like. Maybe they both like carrots. Each pair feeds back to class. Now double up pairs so children are in fours and do the same; every group finds one thing they all like and feedback. Now double the group again so the children are in groups of 8 and repeat the exercise, repeat again in groups of 16 and then as a whole class. As a whole class the teacher should lead the discussion; "Now look at us; we are all different; there are children here with long hair and children with short hair; children with different types of hair; children with different colour skin; and we are all different shapes and sizes! I wonder; even though we are all different, can we find one thing we all like?" Encourage children to give suggestions; and encourage others to agree or disagree till you reach a consensus. At the end reinforce how brilliant it is that we are all different yet we all like X. (if children nominate friends; we all like Kelly Marie; encourage objects instead)

#### Student led activity: Challenge group

Give children name cards / photos. Children ask the children they are given what they like and make a list of all the different things children like in our class. At the end of the list, write: We are all friends.

#### Core group

Give each child a photo of one child. Find out what that child likes and write under the photo, e.g. Ben likes jelly. At the bottom of the page write "We are all friends"

#### Support group

Divide page in half, on one half child draws self and scribes name, on the other child draws a friend (or use photos). Sentence: I am friends with (name)

**Plenary:** Today we found things that we all liked, but there are lots of ways we are different too. In pairs children think of things they like that are different, for example Daniel may like chocolate and Tajein may like peas. Daniel feeds back; "I like chocolate, Tajein likes peas and we are still friends" Tajein then says, "I like peas, Daniel likes chocolate and we are still friends". Continue round the circle until everyone has spoken.

**AFL Questioning:** What would life be like if we were all the same and did the same things every day? Is it good to be different? What is good about this class?



## Reception: Week 2

The artist who painted a blue horse

**Previous learning:** you can be friends with someone if they are different from you and like different things

**Objectives from framework for the early years foundation stage:**

PSED: Consider the consequences of their words and actions for self and others

**Objectives from SEAL:**

New beginnings: I know that everybody in the world has feelings

Getting on and falling out: I can work in a group with other children

**Starter activity:** With a partner match colour cards to an animal word card, so match, “Crocodile” with the colour green”, brown – horse, black and white- cow, yellow-lion, black – dog, white – polar bear, grey-elephant, orange-fox. If working with Year 5 pair up a EYFS child with a Y5 child.

**Success criteria for lesson:** If something is different that’s ok / I can say things to make someone feel good

**Key vocab for learning wall:** artist / right / wrong/ support

**Discussion points for text:** Read the text from start to finish. What happens in the book? Tell the children the artist’s name was Franz and this is a true story. When the artist painted the animals his teacher told him he got it wrong – why? Look at the pictures again. What colour is a horse really? Why do you think Franz painted the horse blue? (because he wanted to!).When we paint is it ok to make things different? Is anyone hurt if I choose to paint my horse blue? What other colours could I paint my horse?

**Teacher led activity: whole class**

Show outline of an elephant. What colour is an elephant? Tell the children today you want them to paint animals different colours. Today we are going to think of different ways to paint. Ask children what colour to make the elephant’s trunk and model painting it. Continue painting different parts different colours. When finished exclaim, “What a beautiful, interesting elephant!”

**Student led activity: Challenge group**

Show children the picture of the polka-dotted donkey. Child to replicate on outlines of different animals. Child to select brush and explain how they stopped the colours merging.

**Core group**

With a partner take outlines of animals and paint each a different colour to their natural colour.

**Support group**

Give children two blank pictures of a horse. Child to paint one horse the “correct” colour and the other a colour of their choice.

**Plenary:** How do you think Franz felt when his teacher told him he had painted his animals wrong? What could his teacher have said that would have made him feel good? Demonstrate complimenting a child on the way they made their animal different and interesting. Ask a child to hold up their painting and invite children to give a positive comment about how it is different. Ask the child holding the painting how they feel when someone gives them a positive comment.

**AFL Questioning:** Is it ok to be different? Was the artist’s teacher right to tell him off? If you see someone being different what can you say?





## Reception: Week 3

Mommy Mama and me

**Previous learning:** If you see someone different to you, what can you say to them?

**Objectives from framework for the early years foundation stage:**

PSED: Consider the consequences of their words and actions for self and others

**Objectives from SEAL:**

New beginnings: I like the ways we are all different

**Starter activity:** Go round the circle asking children to say the favourite thing they like to do with a grown up at home, e.g. going to the park/ eating dinner / cuddling etc. How many different things do we like doing at home?

**Success criteria for lesson:** I can tell you two different things I like doing / I can tell you who loves me

**Key vocab for learning wall:** Mum, Dad, brother, sister, aunt, uncle, grandma, granddad, family

**Discussion points for text:** Read the text from start to finish. Who is in the book? What do they like to do together? Ask the children is there anything in the book you like doing? Children discuss which activities are their favourite.

**Teacher led activity: whole class**

Ask children to think of the activities listed in the book. Can anyone act out one of the activities? Stand in a circle and ask children one at a time to role play one of the activities in the book. When the class have identified what the activity is, everyone joins in. Exclaim, "What fun! Isn't it great when we join in and do things together!"

**Student led activity: Challenge group**

With a partner discuss and record one activity each so there are examples of a different family and their activity. E.g. Ahmed and his dad like washing up. I like reading with my Mum.

**Core group**

Who is in your family? Record two different things that you like doing with different people in your family. (If there is one other person record two different activities you like doing with them)

**Support group**

Children record one activity they do at home with a grown up e.g. (name of adult) combs my hair

**Plenary:** How do you think the child in the story feels about living with Mommy and Mama? How do we know how the child is feeling? Look at the child's facial expressions on each page- what is the child feeling? Why does the child feel happy? (because Mommy and mama love the child).

**AFL Questioning:** What makes me happy at home?



## Year 1: Week 1

### Elmer

**Previous learning:** First session in topic

**Objectives from national curriculum:**

Y1 reading comprehension: Link what they read or hear read to their own experience / discuss the significance of events/ make inferences on the basis of what is being said/ predict what might happen on the basis of what has been read so far / participate in discussion about what is read to them, taking turns and listening to what others say

**Objectives from SEAL:**

New beginnings: I feel safe and content within my class  
I feel good about the ways we are similar in the group and the ways we are different

**Starter activity:** Prepare a collage on the interactive white board of many different faces of children from different ethnic and cultural origins. Include images of children in different clothing. Children to think of and then feed-back differences in appearance between the children shown.

**Success criteria for lesson:** I know we are all different / I know why people want to fit in / I don't want anyone to change who they are to fit in

**Key vocab for learning wall:** different / similar / together / fitting in / welcome

**Discussion points for text:** When Elmer changes, ask the children why is he doing that and what will happen next. Talk about Elmer being different in the story. Did he like being different at the start? How does he try and fit in? Why do you think he tries to fit in?? Can Elmer change the colour of his skin?

**Teacher led activity: whole class**

Sit the children in a circle and place a large cut out of Elmer in the middle of the group. Place a bowl of different colour squares next to the cut out. Explain we are going to make our very own Elmer to show him that if he came to our class we would welcome him as he was. We are going to celebrate the different colours that make Elmer who he is. He needs to know that its ok to be different. Ask children to choose a coloured square and glue it onto Elmer. When he is complete hold him up and do a round of applause. Isn't he beautiful!

**Student led activity: Challenge group**

Give children three elephants from the book: a colourful Elmer from the start of the story, a disguised Elmer and a decorated elephant from the end of the story. Children to explain and write how each character feels and why they feel that way.

**Core group**

Give children three key events from story: the picture where the elephants are asleep and Elmer is thinking, the picture where he covers himself in berries and the picture where the berries are washed off. How is Elmer feeling at each point in the story?

**Support group**

Give children blank elephants to colour in a variety of ways from the end of the story. Why are the elephants decorating themselves once a year? Can children tell you the story and explain why Elmer wants to change?

**Plenary:** Why did Elmer want to fit in? If Elmer was in our class what would we do and what would we say to him to make sure he didn't feel like that? Put Elmer on the wall so if he ever does come here he knows he is welcome.

**AFL Questioning:** What does it feel like to be different from everyone else? Why do we like people who are different in our school?



## Year 1: Week 2

The odd egg

**Previous learning:** People like to fit in, we need to show people that it is ok to be different

**Objectives from national curriculum:**

Y1 reading comprehension: Link what they read or hear read to their own experience / discuss the significance of events/ make inferences on the basis of what is being said/ predict what might happen on the basis of what has been read so far / participate in discussion about what is read to them, taking turns and listening to what others say

**Objectives from SEAL:**

**Good to be me:** I can tell you when I am feeling proud, I can tell you something that makes me proud, I can help another person feel proud

**Say no to bullying:** I am proud of the ways in which I am different

**Starter activity:** Show images of ducks and chicks/ hens and chicks. Where does a chick come from (an egg), why are they so small? What do chicks need to grow? If a chick was left on it's own, what would happen?

**Success criteria for lesson:** I know not every family is the same / I understand why families are different

**Key vocab for learning wall:** family, difference, proud

**Discussion points for text:** What does proud mean? At the start of the story how do the birds feel about their eggs? (proud). How do we know the duck feels proud of his egg? How does duck feel when the other birds tease him? How is duck feeling right before his egg hatches? How do you think duck feels when the crocodile comes out of the egg? What word does the crocodile say at the end that makes the duck feel proud?

**Teacher led activity: whole class**

Put children in to pairs and identify one child as a parent and one child as an egg. Role play the story using blankets to cover each child acting as an egg. As you read through the story ask children to bring their "egg" to the centre of the circle and then have the child emerge from under the blanket as though they are emerging from an egg. Encourage each parent to look proud of their baby hatching. For the crocodile build up tension first by knocking on the "egg" and waiting before the crocodile bursts out of the egg and snaps around the circle. Finally have the crocodile walk around the circle with duck and show duck being proud of his new baby.

(lesson plan adapted from "Behaviour, safety and well being" by Andrew Moffat, Speechmark, 2012)

**Student led activity:** Draw pictures of crocodile bursting out of the egg and show a speech bubble coming out of duck's mouth explaining how he feels about his different baby, for example, "I am proud of my baby" or "I love my baby" or "I love my different family" "My baby is different and I love her/ him" or "look at my beautiful baby"

**Plenary:** How does duck feel before he has an egg? What makes him happy? Is it okay for crocodile to live with duck? Of course it is! Do you think Duck will make a good parent? How do you know? (because duck is looking after crocodile at the end of the story and you can see he feels proud of his baby)

**AFL Questioning:** Are all families the same? It what ways are families different?



## Year 1: Week 3

Picnic in the park

**Previous learning:** Everyone has their individual name and identity

**Objectives from national curriculum:**

Y1 reading comprehension: Link what they read or hear read to their own experience / discuss the significance of events/ make inferences on the basis of what is being said/ predict what might happen on the basis of what has been read so far / participate in discussion about what is read to them, taking turns and listening to what others say

**Objectives from SEAL:**

New beginnings: I know that I belong to a community

**Starter activity:** We are going to plan a picnic; with a partner identify five most important things we need to take with us.

**Success criteria for lesson:** I know my community is made up of lots of different people / I accept different people for who they are

**Key vocab for learning wall:** community / difference / diversity

**Discussion points for text:** Why does James invite so many different people to his party? Does James say to anyone “You can’t come to my party”? Why not? Why did everyone bring something to share?

**Teacher led activity: whole class**

Place a large picnic rug in the centre of the circle and ask for someone to play the part of Jason. Role play the story, asking different children to play the part of the different families coming to the party. Give every child who comes to the party something to donate to the picnic: pieces of fruit cut up or biscuits or onion bhajis. The aim is to have a Large plate of food at the end of the role play that can be shared among the guests. There are gay couples among the families. Do not highlight them or make any reference. In the unlikely event of a child making an inappropriate comment remind the class that Jason wants everyone at his party and he believed in No Outsiders, a bit like our school where everyone is welcome whoever they are. Remember Elmer was different but no one turned him away. At the end share the food and comment on how fantastic this is; what a super class you have where no one is left out!

**Student led activity: Challenge group**

Write an invite for your party. Make a list of people from the school community to invite (you want as many different people as possible). Discuss If you left someone out how would they feel?

**Core group**

Make a list of people from the school community to invite to your party (you want as many different people as possible). Discuss If you left someone out how would they feel? .

**Support group**

Give children a range of pictures of different families from the story. Children to stick in and write “You can come to my party” under each. Discussion – are we leaving anyone out? Why not?

**Plenary:** What does diversity mean? Do we accept different people in to our school? How do we show that we welcome different people in our school?

**AFL Questioning:** Diversity means..... There are No Outsiders in our school because...





## Year 2: Week 1

Rabbityness

Previous learning: definition for bullying and discussion about what to do about it

**Objectives from national curriculum Y2 reading comprehension:** discuss the sequence of events in books and how items of information are related / making inferences on the basis of what is being said and done / answering and asking questions / predicting what might happen on the basis of what has been read so far/ participate in discussion about books, taking turns and listening to what others say

**Composition:** write narratives about personal experiences and those of others

**Objectives from SEAL:** New beginnings: I know what I have to do to make the classroom a safe and fair place for everyone and that it is not ok for other people to make it unsafe or unfair

**Starter activity:** Display image of a rabbit. What do rabbits like doing?

**Success criteria for lesson:** I know why someone might feel like an outsider / I know what to do to make sure no one is an outsider in my school

**Key vocab for learning wall:** left out / outsiders/ difference

**Discussion points for text:** What makes rabbit happy? How do the other rabbits feel about rabbit at the start of the story? What does, “All the other rabbits caught his happiness” mean? What do you think happens to rabbit? How do the other rabbits feel about rabbit disappearing? Why? Why do they fill the woods with colour and music?

**Student led activity: whole class.** Show a box/ hamper to the children, explain the box has come from Rabbit. Rabbit heard we were reading this story and he wanted to give us a present. Ask a child to open up the box and take out the contents. Inside the box are a range of art materials. Include cotton reels, glitter, bright paints, string, bottle tops, pipe cleaners etc. The more unusual the better. Ask the children what Rabbit would want us to do with these? Create a class collage or individual art pieces inspired by Rabbit.

**Student led activity: Challenge group:**

Under image of rabbit in picture frame taken from book, write a character description for Rabbit. How did Rabbit change the way the other rabbits lived? What we can learn from Rabbit at our school?

**Core group:**

Under image of rabbit in picture frame taken and image of three rabbits looking at picture frame, write thought bubbles for each rabbit and show what they are thinking.

**Support group:**

Under image of rabbit in picture frame taken from book, write words/ sentences to describe things he liked doing that made him different.

**Plenary:** When Rabbit first knew he was different, how do you think he felt? Was he right to act on his feelings or should he have stayed the same as all the other rabbits? If he came back now how would he feel? Do you think the other rabbits are glad he was different and that he lived with them for a short time? Why?

**AFL Questioning:** It's okay to be different because..... or..... If we were all the same all the time how would life be?



## Year 2: Week 2

The great big book of families

**Previous learning:** There are no outsiders in our class / school

**Objectives from national curriculum Y2 reading comprehension:** discuss the sequence of events in books and how items of information are related / making inferences on the basis of what is being said and done / answering and asking questions / predicting what might happen on the basis of what has been read so far/ participate in discussion about books, taking turns and listening to what others say

**Composition:** write narratives about personal experiences and those of others

**Objectives from SEAL:** New beginnings: I know that I belong to a community

**Starter activity:** What is a family? In pairs children define and give examples

**Success criteria for lesson:** I know what a family is / I know families are all different / I know one family is no better than another

**Key vocab for learning wall:** family / difference/ diversity

**Discussion points for text:** After reading through the whole book ask the children what the book is about. What differences can the class recall from the text?

**Student led activity: whole class.** We are going to play the difference game. Show the children cards with one chapter headings from the text on each: Families, homes, school, jobs, holidays, food, clothes, pets, celebrations, hobbies, transport, feelings. Place the cards face down in the middle of the circle and ask for a volunteer to begin the game. They choose a card and read out the chapter heading then name an example of whatever is on the card. For example if the card says "Transport" they might say, "Car". The next person in the circle says a different type of transport and the next a different type. Keep going round the circle till no more can be thought of and put up the score on the board. Can we beat our "Difference" score with the next card? With the "Families" card you want children to think of different types of families e.g. "two dads", "Mum and child", "Mum and dad", "Two Mums" etc. The class beats their score by demonstrating their knowledge of difference around us.

**Student led activity: Challenge group:**

Give children the image on the first page of one Mum, one Dad, One boy and one girl. Explain this is one type of family and it's great but there are lots of other types of family too. Ask children under the image to draw a different family and label the members, then draw another family underneath and label the members. How many different families can you think of?

**Plenary:** What is the most important thing to have in a family? What do all children need from their parents? (love). How do parents show they love their children? Can all the families we have talked about today show love to their children? Yes! Is one family better than any other? No! Are all families welcome in our school? We say there are no outsiders- that means that every family is welcome at our school.

**AFL Questioning:** What is a family? What makes families different?



## Year 2: Week 3

### My princess boy

**Previous learning:** definition for bullying and discussion about what to do about it

**Objectives from national curriculum Y2 reading comprehension:** discuss the sequence of events in books and how items of information are related / making inferences on the basis of what is being said and done / answering and asking questions / predicting what might happen on the basis of what has been read so far/ participate in discussion about books, taking turns and listening to what others say

**Composition:** write narratives about personal experiences and those of others

**Objectives from SEAL:** Getting on and falling out: I can see things from someone else's point of view / I can tell you what being a good friend means to me

Relationships: I know the people who are important to me/I can tell when I feel cared for

**Starter activity:** Write on board- pink, football, dancing, dresses, trousers, music, drawing, cars, swimming, black, princesses, babies. Ask children to think which of these boys like, which girls like and which both like

**Success criteria for lesson:** I know everyone is different / I accept people who are different/ I support my friends who are different to me

**Key vocab for learning wall:** difference / acceptance/ bullying/ hurt

**Discussion points for text:** why are some people laughing at princess boy? How does he feel when people laugh at him? Is he hurting anyone by wearing a dress? Does it matter? Who loves him in the story- how do we know? What do you think Mum feels when people laugh at her son?

**Student led activity: whole class.** The point of the lesson is to show Mum loves her son no matter what he wears. Show children a variety of dressing up clothes and encourage them to try different combinations. Organise a fashion parade / catwalk with children one at a time showing off what they are wearing and have others giving them compliments. Refer to Mum in the story- would she mind if her son wore that? No! She loves him no matter what he chooses to wear.

#### **Student led activity: Challenge group**

Use of question marks/ punctuation. Use page, "If you see a Princess boy... will you laugh at him?" talk about use of question marks, capital letters. Give children text without punctuation and children amend. Children write further questions to support the page.

#### **Core group**

Explain Cheryl Kilodavis has a problem; she has lost her copy of "Princess boy" and only has a version without full stops and capital letters. Can you help her put them back in the correct place? Remove full stops/ capital letters from chunks of the text, children amend.

#### **Support group**

Give children the image of Mum hugging princess boy when he is hurt. Write what she is saying to him. Use capital letters/ full stops in correct place.

**Alternative student led activity:** children design a dress for Princess boy. Consider what you know about what he likes to wear before you design. What might a Prince girl like to wear?

**Plenary:** Go back to the list made at the start of the lesson about things boys like and things girls like. Do we want to change anything on the list? Encourage children to change boys and girl headings to "children" to show boys and girls can like both things. When we say there are no outsiders at our school and we are all different and that's ok. If Princess boy came to our school would he feel welcome? How would you make him feel welcome?

**AFL Questioning:** Everyone is welcome in our school because.....



## Year 3: Week 1

This is our house

**Previous learning:** First lesson in year group

**Objectives from national curriculum Y5-6 reading comprehension:** asking questions to improve their understanding/ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence/ distinguish between statements of fact and opinion/ participate in discussions about books, building on their own and others' ideas and challenging views courteously/ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary / provide reasoned justifications for their views.

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

**Starter activity** 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.

**Success criteria for lesson** I accept people are different/ If someone is feeling like an outsider I can think of ways to help them

**Key vocab for learning wall: discrimination/ outsiders/ no outsiders/ welcoming**

**Discussion points for text:** 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?

**Student led activity: whole class** Ask children to write on a label something about them and wear it. The word could be the religion the child practices, or their ethnicity or nationality, or it could be their favourite 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.

**Student led 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...." .

Or

Create a "This is our school" display with postcards of every child's self portrait and a headline; "This is our school- everyone is welcome here" with a list of groups of people (nominated by children) who are welcome in your school (use Equality Act guidelines as a base)

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





## Year 3: Week 2

Nanny Fox

**Previous learning:** helping someone to feel they belong

**Objectives from national curriculum Y3-4 reading comprehension:**

Reading books that are structured in different ways and reading for a range of purposes/ asking questions to improve their understanding of a text/ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence/ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

**Objectives from SEAL:**

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

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

**Success criteria for lesson** I know people don't always behave in the way we expect / I can accept people for who they are

**Key vocab for learning wall:** Conformity/ expectations/ assertive/ brave/

**Discussion points for text:** 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 to make his family happy or should he continue being himself?"

**Teacher led activity: whole class** 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.

**Student led activity: Challenge group**

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

**Core group**

**Support group**

**Plenary:**

**AFL Questioning:**



## Year 3: Week 3

And Tango makes three

**Previous learning:** you can be who you are; you don't have to fit in to expectations

### Objectives from national curriculum Y3-4 reading comprehension:

Reading books that are structured in different ways and reading for a range of purposes/ asking questions to improve their understanding of a text/ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence/ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

### Objectives from SEAL:

Getting on and falling out: I know how to see something from someone else's point of view

**Starter activity:** With a partner discuss how different animals live. Do they live in families like humans? What are the similarities and differences? Explain your reason. Ask a couple of children to feed back.

**Success criteria for lesson :** I know different kind of people are living in my community / I accept someone if they are different to me

**Key vocab for learning wall:** family / gay/ straight/ difference

**Discussion points for text:** What makes Mr Gramzay think Roy and Silo love each other? Roy and Silo are two male penguins in love. This means they are gay. Gay is when two people who are the same gender love each other. In our country the law says you can be gay. Why does Mr Gramzay give the penguins an egg? How did he know Roy and Silo would look after the egg properly?

**Teacher led activity: whole class:** Shuffle a pack of animal snap cards and remove one so that one card has no pair. Give out the cards; children must not show anyone their card. Children must then find their partner by moving around the room making their animal noise or action. Once they have found their partner they should sit down so that at the end of the role play there is one child alone making animal noises without a partner. Discuss with the class what to do now; this animal has no family, will anyone adopt him in to their family? Thank the offering pair for letting the animal join their family and check with the class, are we saying if a penguin and two lions want to live together, or a penguin and two ducks want to be a family, is that ok? Of course it is! Families come in all shapes and sizes!

### Student led activity:

There are many stories on the web about gay animals in zoos. Look up the story of two vultures in Allwetter Zoo, Munster, Germany. The zoo separated the vultures in 2010. Tell the story and include this real quote from the zoo curator; "They weren't happy as a gay couple anyway. The other vultures picked on them and stole their nest materials". Discuss this quote; what would be a better response from the zoo if the vultures were being picked on for being different? If we had children in our school being bullied, what would happen? Would we remove the children being bullied or would we stop the bullies? Children write a letter to the zoo in response to the decision to separate the vultures.

Note: Do not tell the children *how* to respond in their letter; we all have a choice in our response to the situation. The children may write a letter agreeing with the zoos decision or disagreeing; it is their decision to make. The aim of the lesson is to make children aware of the situation and the fact that gay people live in our communities.

**Plenary:** This is a true story. Does anyone in the zoo bully Roy and Silo because they are different? What does this say about the penguins in that zoo? Do we welcome everyone in our school? How can we make sure everyone including people who are gay, know they are welcome in our school?

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



## Year 4: Week 1

The Huey's and the new jumper

Previous learning: first session in topic

### Objectives from national curriculum Y3-4 reading comprehension:

Reading books that are structured in different ways and reading for a range of purposes/ asking questions to improve their understanding of a text/ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence/ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

### Objectives from SEAL:

New beginnings: I feel good about the ways we are similar in the group and the ways I am different

**Starter activity** Show image of lots of people doing the same thing and one person being different. If stuck use image from book of Rupert wearing his jumper in amongst the Hueys. Children write down five key words to describe how the different person is feeling.

**Success criteria for lesson** I know how it feels to be different / I know how to help someone who feels different

**Key vocab for learning wall:** Conformity/ brave/ empathy/ uniform

**Discussion points for text:** Children to discuss in talk partners how to come up with a description of what the story is about. Each pair to feed back, "The new jumper is about....." Discuss what happens to Rupert throughout the story; does he feel happy throughout the whole story? Why not? What does the expression "stood out like a sore thumb" mean?

**Student led activity: whole class** Role play the section of the story where Rupert first wears a new jumper. Have group of three, one child Rupert, one child telling him to take it off and one child Gillespie supporting Rupert. Give Rupert a new jumper to wear. Is it easy to show empathy? How would Rupert have felt if Gillespie hadn't been around? What was the impact of Gillespie showing empathy on Rupert and on the rest of the Huey's?

### Student led activity: Challenge group

Identify and write about the key events of the story and Discuss the impact of each event on Rupert.  
Begin by writing about the Huey's being the same and Rupert being bored.  
Why does he knit a jumper and how does it make him feel the first time he tries it on?

### Core group

To help the Hueys recognise their feelings we are going to give them new jumpers. Find cartoon images and draw jumper shapes around them to make jumpers depicting different feelings. Model a sentence, "If you feel lonely wear this jumper and I will...." children to complete sentences for each jumper.

### Support group

Give children sentences to complete to explain how Rupert felt at different times in the story: Rupert felt bored at the start because... / Rupert felt excited about his new jumper because.... / Rupert felt embarrassed when he wore his jumper because... / Rupert felt relieved that Gillespie came because... etc

**Plenary:** Why do you think Oliver Jeffers wrote this book? What does he want us to do in our lives? Why do you think the Huey's react so fiercely towards Rupert when he first wears his new jumper? Do you think they are scared? What message would you give to the Hueys?

**AFL Questioning:** What made Rupert different? Was it the new jumper or something else? Rupert was different from the Hueys because...



## Year 4: Week 2

The story of Ferdinand

Previous learning: feeling different inside to people around you

**Objectives from national curriculum Y3-4 reading comprehension:** asking questions to improve their understanding of a text/ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence/ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

**Objectives from SEAL:**

New beginnings: I feel good about the ways we are similar in the group and the ways I am different

**Starter activity** google images "Being different" put them on the white board. Children to consider what word or phrase describes the pictures.

**Success criteria for lesson** I know some people are secure in who they are / I know I can be myself

**Key vocab for learning wall:** confident / self-assured / assertive / cool / secure / going through a phase

**Discussion points for text:** does Ferdinand ever worry about being different? Who worries? Why do you think Mum worries? She may think Ferdinand's behaviour is a "phase he is going through;" what does that mean? Is he going through a phase? When Ferdinand goes in to the bullring do you think he considered pretending to be a fierce bull? How did Ferdinand remain a happy bull ?

**Student led activity: whole class** Ask child to leave the room to be a detective; when they are gone give a child in the circle a paper bee to sit on. When the detective returns they have three chances to guess which child in the circle is sitting on the bee. Everyone must sit very still so that the detective is not able to identify the child. Can they tell who is different just by looking at their classmates? Once guesses have been used up the bee "Stings" the child who has it and that child jumps up, roaring.

### Student led activity: Challenge group

Look at the text where Mother is worried about Ferdinand; "She was afraid he would be lonesome all by himself". What else do you think she is worried about? Write a conversation between Mother and Ferdinand where she tells him it's a phase he is going through and he should try and change and he answers assertively like a bull.

### Core group

Look at the description of the bee sting and the effect on Ferdinand. "Ferdinand jumped up with a snort. He ran around puffing and snorting, butting and pawing the ground as if he were crazy." Children extend and elaborate on this text. Use same first line and develop description. How did it feel, what was it like to run and jump for the first time in his life, where did he run to, what did the other bulls think?

### Support group

Look at the descriptions of Ferdinand. We learn that he is "very big and strong" and that he "Liked to sit just quietly under the cork tree and smell the flowers". Give children the image of Ferdinand where he looks at the tree with his age on. Children write a description of Ferdinand; appearance, how he moves, what he thinks about etc .

**Plenary:** Ferdinand is a bull who didn't behave as he was expected to. The other bulls are strong fighters; are they concerned about Ferdinand being different? Does anyone tease or bully him? Why don't the other bulls bully Ferdinand? Does his being different affect them? So are they happy to accept Ferdinand even though he is different to them?

**AFL Questioning:** What can we learn from the reaction of the other bulls to Ferdinand?



## Year 4: Week 3

King and King

Previous learning: feeling different inside to people around you

**Objectives from national curriculum Y3-4 reading comprehension:** asking questions to improve their understanding of a text/ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence/ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

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

**Starter activity** Put "Marriage" on the board. In pairs children to come up with a definition. Feed back and as a class write an agreed definition. Watch "Royal wedding highlights the best bits" on youtube <http://www.youtube.com/watch?v=p2ghZp8oih0> and discuss- why was Westminster Abbey full? Why were the streets lined with crowds? Why did they get married?

**Success criteria for lesson** I know people are different / I know marriage is one way of showing you love someone/ I know some families have two mums or two dads/I know there are lots of different types of family

**Key vocab for learning wall:** Love, marriage, equality

**Discussion points for text:** Why does the Queen try to get the prince to marry a princess? Could he marry a princess and be happy? Should he do that? Does the queen know he is gay? (check understanding of term "gay"- when two men love each other or two women love each other) Why hasn't he told her? Do you think she wishes he had told her earlier? Is she happy when he marries the prince? Why does she "shed a tear"?

**Student led activity: whole class** Show children people cards; on each card there is a photo of a man, woman or child (ensure age, ethnicity and ability mix). Explain the floor is a church and we are going to set up the wedding scene. First child picks a card at random and decides who it is at the wedding (groom, guest, mother of groom, niece, brother, etc) and places the card on the floor in the appropriate place with a postit note to describe who it is. Create a wedding scene with two princes at the front getting married.

**Student led activity:**

Show image of wedding invite on white board. Children to design a wedding invite for the marriage of the two princes. The invite is for a royal wedding so should be grand. What information do you need on a wedding invite? Look at the language used on the model wedding invite.

**Plenary:** Show some google images of weddings – ensure there is a mix of straight and gay, young and old and ethnicity. Some people think two men or two women should not be able to get married. What does the law say? (In 2013 the law was passed to say gay people could get married). In our school we say there are no outsiders – what does that mean? Would we say these two people can get married but these two people can't? Of course not! What do we think in our school about gay people getting married (we say it's ok!)

**AFL Questioning:** What is great about a wedding?



## Year 5: Week 1

We are all born free

Previous learning: first session in topic  
First lesson in module

**Objectives from national curriculum Y5-6 reading comprehension:** asking questions to improve their understanding/ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence/ distinguish between statements of fact and opinion/ participate in discussions about books, building on their own and others' ideas and challenging views courteously/ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary / provide reasoned justifications for their views.

**Objectives from SEAL:** New beginnings: I know I am valued at school / I understand my rights and responsibilities at school

**Starter activity:** Display images of "Universal Declaration of Human Rights" (there are a huge range of images available on the web) Ask children to share what they know about the Declaration of Human Rights. What is it, who is it for and why do we have it? What is happening around the world to make people want to invent a Universal Declaration of Human Rights?

**Success criteria for lesson:** I can make links between universal legislation and my school

**Key vocab for learning wall:** Universal Declaration of Human Rights

**Discussion points for text:** Why do you think the book was written? Select some of the articles to discuss – why are they important? Check understanding

**Main activity:** The declaration is split in to 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?

**Student led activity:**

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.

**Plenary:** What's the Universal Declaration of Human Rights go to do with us at our school? How can we make sure our school upholds the rights of everyone in it?

**AFL Questioning:** What have we learned today? / At our school we believe.....





## Year 5: Week 2

Dad, David, Baba Chris and me

**Previous learning:** understanding discrimination

**Objectives from national curriculum Y5-6 reading comprehension:** asking questions to improve their understanding/ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence/ distinguish between statements of fact and opinion/ participate in discussions about books, building on their own and others' ideas and challenging views courteously/ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary / provide reasoned justifications for their views.

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

**Starter activity:** In partners define an adoption and a foster carer. Who can foster or adopt children?

**Success criteria for lesson:** I know different families can look after children / I know some people are unkind about people being different and I know what to do if I see it happening

**Key vocab for learning wall:** adoption/ fostering/ gay/ family/ Mum / Dad

**Discussion points for text:** Why does Ben want David and Baba Chris to adopt him so much? What do David and Baba Chris do that shows they love Ben? How do David and baba Chris make 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 known as 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 book. Have you ever heard someone use the word "gay" as a put down in our school? Why do we say there are no outsiders in our school? Does that mean if someone is gay they are welcome too? (Yes!) The law in the UK says you can be gay and the law also says you can't be hurt because you are gay, the same as you can't be hurt because your skin is a different colour, or you practice a different religion. Search for "gay families UK" on google images and prepare a slide show of about ten photos. Look at the first image and refer to the book where children call Ben "gay". Say to the children you are going to pretend that you don't know about gay families and you are going to call the family on the white board, "Gay". Say you want children in the class to challenge you and stick up for the families, as they would if they heard the name being used in the playground. Do not allow a child to use the put down; it needs to be the adult every time so the children see each other confidently challenging homophobia.

**Student led activity: Whole class**

Display the page which 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.

**Support group:** give outlines of jigsaw pieces to fill in and label.

**Plenary:** What does the law in the UK say about different families? What does the law say about being gay?

**AFL Questioning:** What have I learned today?



## Year 5: Week 3

### The Whisperer

Previous learning: first session in topic

**Objectives from national curriculum Y5-6 reading comprehension** asking questions to improve their understanding/ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence/ distinguish between statements of fact and opinion/ participate in discussions about books, building on their own and others' ideas and challenging views courteously/ / provide reasoned justifications for their views.

**Objectives from SEAL:**

Getting on and falling out: I know that sometimes difference can be a barrier to friendship/ I know how can feel to be excluded or treated badly because of being different in some way  
Say no to bullying: I understand how rumour spreading and name calling can be bullying behaviours

**Starter activity** Write "Rumour" on the board – children in pairs to come up with a definition

**Success criteria for lesson** I can recognise a rumour / I know the effect of rumours on someone

**Key vocab for learning wall:** rumours / hiding identity

**Discussion points for text:** Why does rat say, "Better than a letter, better than anything, everybody hears the whisper but they don't see the whisperer"? How does rat benefit from his whispering? What do you think of the ending? Is there a message in this book?

**Student led activity: whole class** Explain to the class you are going to give them a card each. Every card is blank but on one card there is a small cross. If you have the cross your aim is to get to the end of the game without anyone working out it is you. The person with the cross will win the game if no one correctly identifies them. You may not show your card to anyone. Set the children off to find out who has the cross; they can ask anyone and everyone will deny they have the cross but one person is lying; can you tell who is lying?  
After ten minutes or so bring the children back in to a circle and ask them one at a time to say who they think has the cross and why. The person who has the cross remains hidden at this point and will lie, nominating another child. Once everyone has given an accusation, go round the circle again and this time children show their cards- who has the cross? Did anyone identify them?  
Post role discussion: how did it feel to be the person with the cross? How did it feel to know you had the cross but not be able to tell anyone? Was anyone falsely accused multiple times of having the cross? How did that feel? How did the person with the cross feel when another person was falsely accused?  
Did any rumours circulate during the game about who had the cross? Did anyone change their mind about who had the cross after hearing a rumour?

**Writing activity:** Select key points in the story and identify the different emotions experienced in each. For example when the rat is spreading rumours how is he feeling? Remember why he is spreading rumours. When the gangs hear about Amber and Monty, when Amber and Monty have to leave, when they present their kittens etc

**Plenary:** Are there any real life situations where people have a cross and can't tell people? What if someone thought they might be gay? Why don't children who think they are gay often tell everyone? Should people be able to be who they are? How do rumours effect the situation? If someone was gay in our school would they be welcomed and accepted? How can we make sure gay people are welcome in our school? If they hear "gay" being used as a put down will they feel welcome? Why do we say there are No Outsiders? Does that include gay people?

**AFL Questioning:** If my friend told me he/ she was gay I would ....



## Year 6: Week 1

William's doll

**Previous learning:** Impact of rumour spreading, reasons why some people choose to hide feelings

**Objectives from national curriculum Y5-6 reading comprehension** asking questions to improve their understanding/ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence/ distinguish between statements of fact and opinion/ participate in discussions about books, building on their own and others' ideas and challenging views courteously/ / provide reasoned justifications for their views.

**Objectives from SEAL:**

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  
Relationships- I have helped someone who feels embarrassed

**Starter activity** make a list of toys that are for boys, toys that are for girls and toys that are for both

**Success criteria for lesson** I know what stereotyping means / I know people are different and I can accept people for who they are

**Key vocab for learning wall:** gender / stereotyping

**Discussion points for text:** What are the central themes in this book? Why does Dad buy William a train set? What names is he called? Why? How does that make him feel? Does it make him stop wanting to play with dolls? Who listens to William? Why do you think Nan listened and Dad didn't? Are there toys for girls and toys for boys? Refer to the list made in the starter. If a boy wants to play with a doll should he be allowed to? Who feels proud in this story? Who feels ashamed? What would you say to Dad if you met him?

**Student led activity: whole class** What messages do we give to the children in our school every day; what does No Outsiders mean? Do we want all the boys in Reception to think that they can only play with football and trains and girls can only play with dolls, or do we want children to think it's ok to play with what they want? How do we do that? We can do it by being role models. We can go to Reception and model boys playing with dolls and girls playing with trains – how will that help the children in there / what will it teach them? Take the class to Reception. Before going in discuss what games and activities each child is going to play with. Remind the children they are changing the world- they are making sure every child knows that in our school you can be who you want to be and no one will judge you for being different.  
Take photos to use for write up.

**Writing activity:** Give children photos of their time in Reception. Write up the experience; what did it feel like, why did you do it, was there any impact on the Reception children?

**Plenary:** What did children notice about the activities the Reception children were taking part in; were the boys only playing with trains and bricks or were some in the play house? Were some girls playing with trains or bricks? What does that tell you about the children when they are 4? When do you think children start being aware of what they should and shouldn't be playing with because of their gender? Maybe school teaches children what they can and cannot play with! So what do we do about that?

**AFL Questioning:** Define gender stereotyping. What can we do about it in school?



## Year 6: Week 2

10 000 dresses

**Previous learning:** Reasons why some people choose to hide feelings / impact of rumours / impact of conformity

**Objectives from national curriculum Y5-6 reading comprehension comprehension:** asking questions to improve their understanding/ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence/ distinguish between statements of fact and opinion/ participate in discussions about books, building on their own and others' ideas and challenging views courteously/provide reasoned justifications for their views.

**Objectives from SEAL:**  
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  
Relationships: I know how to make someone feel good about themselves

**Starter activity** Write "dreams" on the board. What are your dreams? Do you have to share dreams? Write down one dream you have and put it away.

**Success criteria for lesson** I know people are different and I can accept people for who they are

**Key vocab for learning wall:** transgender / acceptance

**Discussion points for text:** At the start of the story do we think Bailey is a boy or a girl? Why? At what point do we realise Bailey is a boy? What is your response to Bailey being a boy? Does Bailey feel like a boy? Do Bailey's parents listen to her? Should we use her or him to describe Bailey? (We should use her because that is the word she uses.) What do you think will be the impact on Bailey of everyone telling her there is something wrong with her? What changes everything for Bailey? Does Laurel make any comment about Bailey being a boy? Do you think it matters to Laurel what Bailey is? Now Bailey has Laurel as a friend, how will her life change? What does transgender mean? (when a person feels inside that they are not the gender they have been assigned at birth and they choose to live openly as the gender they feel) (if a child mentions transvestite say it is different ; transvestite is where a person dresses up as the other gender but for the majority of their life they live as the gender they were assigned at birth) Refer to Genderbread person 2.0 attached

**Student led activity: whole class** Watch <http://www.youtube.com/watch?v=Pk5pcROQHRI> news report about transgender child in Colorado being able to use girls' restroom. Children make notes on words Mum uses to persuade the listener that she is right.

Discuss news clip.

If children do make discriminatory comments remind them about your school ethos where there are no outsiders. Also reinforce the fact that the parents won their legal battle. The law says Coy is right to be who she is.

**Plenary:** : If Bailey 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 ethos and what it means. Now you are in Y6 you are leaving our school and your secondary school may not have the No Outsiders ethos. What will you do if that is the case? How can you take what you have learned here with you in to the world?

**AFL Questioning:** When I leave school I will ....



## Year 6: Week 3

This day in June

**Previous learning:** Gender expectations/ trans definition

**Objectives from national curriculum Y5-6 reading comprehension comprehension:** asking questions to improve their understanding/ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence/ distinguish between statements of fact and opinion/ participate in discussions about books, building on their own and others' ideas and challenging views courteously/provide reasoned justifications for their views.

**Objectives from SEAL:** 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/ I am able to see a situation from another person's perspective

Good to be me: I accept myself for who and what I am

**Starter activity:** With a partner decide on a definition for "pride"

**Success criteria for lesson:** I know people are different and I can accept people for who they are

**Key vocab for learning wall:** gay / lesbian/ bisexual/ trans/ heterosexual / pride / LGBT/ cisgender (someone who identifies as the gender they were assigned at birth)

**Discussion points for text:** What is happening in the story? This is a book about 'Pride'. Has anyone seen a 'Pride' march? Pride events happen in many cities in the UK. Why do you think cities have Pride events (because cities want LGBT people to know they belong and they should be proud of who they are). Look at the characters in the story- are they all the same or different? What does that say about LGBT people? Do you think there are some heterosexual and cisgender people on the march too? Do you think LGBT people would welcome heterosexual people marching with them? (yes) Why? (because it demonstrates support and equality)

**Student led activity: whole class :** Put the children in to small groups and give each groups copies of the Pride images from 1972 and 2014. Explain these are images of the first official Pride rally in the UK, 1<sup>st</sup> July 1972 in London when 2000 people marched through London to Hyde Park. The rally in 2014 was on 28<sup>th</sup> June and 30,000 people participated. Put up on the white board the following questions to discuss in groups before coming back as a group and discussing: Compare the photos from 1972 and 2014. What are the similarities and differences / are people having fun?/ What banners stand out for you? Why does one banner from 1972 say, "We demand the right to show affection in public"? Why does a banner say "Homosexuals are revolting"? (*It's a pun*)/ how do you think the people on the march in 1972 are feeling? How are the people in 2014 feeling? There is an audience cheering on the parade in 2014; is there an audience in 1972? Contrast the role of the police in 1972 and in 2014 – what has changed?

Discuss answers as a whole class.

**Plenary:** Why don't cities have heterosexual pride events? (because they don't need to; no one is called a name because someone thinks they are heterosexual/straight.) Why do you think Pride is important to some people? Is there a Pride event coming up in your city? Do you have to be LGBT to go on a Pride march? Why would a heterosexual/straight person go on a Pride march? (to support)

**AFL Questioning:** What have I learned to day? The city where I live holds Pride every year because..

(if your city does not yet hold a Pride event change to either, "We should hold a Pride event in \_\_\_ because" or "lots of cities in the UK hold Pride events because...")

Educate and Celebrate

# 'CHIPS' resource

Challenging Homophobia in Primary Schools



For information about joining the Educate & Celebrate programme see [www.ellybarnes.com](http://www.ellybarnes.com) or contact [ellybarnes@educateandcelebrate.org](mailto:ellybarnes@educateandcelebrate.org)

Further LGBT-Inclusive lesson plans in all subjects and all key stages can be downloaded from <http://the-classroom.org.uk>