



CURRICULUM INCLUSION

LGBT Mapping Across
Curriculum for Excellence



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CREATING AN LGBT INCLUSIVE CURRICULUM

Most classrooms in Scotland are bright and welcoming, with the walls showcasing learning and reflecting the school's ethos and values. In some classrooms you might find a rainbow flag as a reference to the LGBT community or a poster challenging homophobic bullying.

Though it can seem inconsequential, the absence of references to LGBT identities in our classrooms and curriculum means that the majority of LGBT learners will attend schools where there are few, if any, positive representations of who they are. This can lead to LGBT learners and families feeling excluded, and in turn this can compromise their wellbeing and achievements.

This document contains guidance for each curriculum area on how to include LGBT voices and identities in the classroom. These are suggestions and ideas; it will be up to teachers to choose how exactly this will work in their classroom and school. To support this, there are links to further information including lesson plans and activities at the end of this document.

Importantly, for an inclusive environment to flourish, LGBT inclusion should be supported and endorsed by the school's leadership team. Strong leadership is vital to ensuring staff confidence in making and embedding the curriculum changes that are conducive to creating an inclusive learning environment.

Curriculum for Excellence: An Overview for LGBT inclusion

Curriculum for Excellence is designed to ensure that all learners can develop the four capacities and become: confident individuals, effective contributors, responsible citizens and successful learners. There are LGBT people in all communities in Scotland. Accordingly, we can only effectively prepare learners for adult life by offering them opportunities to understand LGBT identities and experiences.

In developing those capacities, the *Health and Wellbeing: Responsibilities for All* section of Curriculum for Excellence notes that:

“Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community.”

This is true for all children and young people, including LGBT learners. Furthermore, teachers must ensure that all children and young people achieve the following outcome: :

“develop my self-awareness, self-worth and respect for others acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.”

The priorities enumerated within Responsibilities for All are reinforced through the *Health and Wellbeing Benchmarks*, which specify that learners working at Level 2 and above should be able to demonstrate an understanding of **“diversity in sexuality and gender identity”**.

The following pages set out some simple, actionable ideas for lessons, activities and discussions linked to each Curriculum for Excellence subject area. Whilst we have specified discrete resources aligned to specific curriculum areas, it is worth noting that the majority of the ideas can be easily adapted or completed as part of interdisciplinary learning activities. Not only will this assist teachers in incorporating LGBT voices into existing topic areas, but it also assists with normalising expressions of LGBT identity across the curriculum and sends invaluable positive messages to learners throughout all areas of the curriculum.

The Four Capacities



EXPRESSIVE ARTS

EXPRESSIVE ARTS: OVERVIEW

The Curriculum for Excellence notes: *“By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity.”*

As such it is an excellent vehicle to introduce the voices of LGBT people. Learners can explore the work of LGBT artists, writers, musicians and performers in a way which is not noticeably different from other work in Expressive Arts.

There are a myriad of LGBT people who have achieved great success in this field who would be good to highlight so all learners can see the positive contribution LGBT people can make to society.

EXAMPLES OF RELEVANT EXPERIENCES AND OUTCOMES

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. **EXA 1-05a / EXA 2-05a**

Having chosen personal themes and developed my own ideas from a range of stimuli I can express and communicate my ideas, thoughts and feelings through 2D and 3D work. **EXA 4-05a**

I can respond to the work of artists and designers by discussing my thoughts and feelings. **EXA 0-07a / EXA 1-07a / EXA 2-07a / EXA 3-07a – Each of the Expressive Arts areas have a variant of this Experience and Outcome**

I use drama to explore real and imaginary situations, helping me to understand my world. **EXA 0-14a – Each of the Expressive Arts areas have a variant of this Experience and Outcome**

ART AND DESIGN

The simplest way of including LGBT voices in Art and Design is by studying LGBT artists and designers. These might include: **Frida Kahlo, Annie Leibovitz, David LaChapelle or Tove Jansson**. You could look at **symbols** and **art** relevant to the **LGBT community**: rainbow flag, pink triangle etc. A more focused piece of work might involve studying the **Pop Art of Keith Haring** and his work linked to HIV and AIDS.

DANCE

There are several LGBT dancers whose work you can study, for example: **Jin Xing**, who is a world renowned transgender ballet dancer, or **Rudolf Nureyev** one of the most famous dancers in the world. Choreographer **Matthew Bourne** regularly features same-sex couples; his take on **Swan Lake** – where a prince falls in love with a male swan – would be an interesting comparison study.

DRAMA

There have been many illustrious playwrights whose works can be studied in Drama: **Oscar Wilde, Tennessee Williams** and Scottish playwright **Jo Clifford** for example. There are also specific plays which feature LGBT content, like **Beautiful Thing** and **Laramie Project**. Learners can also use drama to explore LGBT identity or themes and key issues affecting LGBT people in Scotland.

MUSIC

There are a plethora of musicians whose songs, music and lives can be studied and explored from classical musicians like **Benjamin Britten** and **Peter Maxwell Davies** – a Master of the Queen's Music – to pop stars like **Sam Smith** and **Demi Lovato** or musicians like **Tracy Chapman, Frank Ocean** and **Anhoni**. Songs with specific LGBT content could also be studied, for example **Same Love** by **Macklemore**.

HEALTH AND WELLBEING

HEALTH AND WELLBEING: OVERVIEW

Health and wellbeing is one of the core areas in Curriculum for Excellence and a key focus in the Nation Improvement Framework. It should ensure all learners' mental, physical and social wellbeing is at the forefront of all teaching and learning. Research shows that 71% of lesbian, gay and bisexual young people and 82% of transgender young people experience homophobic, biphobic and/or transphobic bullying. 73% of those who experienced bullying had experienced at least one mental health problem.¹

While Health and wellbeing teaching and learning should be threaded throughout the school experience, schools could use specific guidance sessions to introduce and discuss new ideas and information – including LGBT related topics.

EXAMPLES OF RELEVANT EXPERIENCES AND OUTCOMES

The majority of Experiences and Outcomes can match with this work, especially the ones across all levels. Here are a couple highlighted as examples:

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a**

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a**

ADDRESSING INCLUSION

When the new national approach to anti-bullying *Respect for All* was launched in November 2017, *Addressing Inclusion* was launched as a companion document to assist all school in tackling homophobic, biphobic and transphobic bullying. It contains detailed suggestions for responding to bullying incidents as well as ways to prevent bullying through numerous methods.

LGBT AND PE

Martina Navratilova, Nicola Adams, Tom Daley, Gareth Thomas and Robbie Rogers are all role models whom could be highlighted as leaders in their sports and their coming out stories celebrated. PE teachers may want to focus on **challenging gender stereotypes** in sport. They could also engage with the *Manifesto for Inclusive Physical Education* from **LEAP Sports**.

RSHP EDUCATION

In December 2014 the Scottish Government released guidance on expectations for *RSHP education in Scotland*. It includes recognition that schools need to include information for all learners about same-sex relationships and specifically **that same-sex marriage is legal in Scotland. It states that all RSHP should be inclusive, regardless of the learners' sexual orientation.**

LGBT HISTORY MONTH

Every February, the UK recognises and celebrates *LGBT History Month*. This is the perfect opportunity to positively highlight LGBT identities. **Differentiated resources are made available each year by LGBT Youth Scotland.** Schools can also fly rainbow flags, engage with *Purple Friday* and **run consultations** with their LGBT learners. Schools should investigate other **cultural calendar²** dates for LGBT inclusion too.

LITERACY

LITERACY: OVERVIEW

The Curriculum for Excellence notes: *“Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage.”* There is a rich heritage of LGBT voices in literature which should be reflected in subject, topic and text types.

Additionally, LGBT voices and identities can be added to the context of lessons which focus on literacy skills. For example, the [Toolkit for Teachers: Dealing with Homophobia and Homophobic Bullying in Scottish Schools](#) has a lesson called 'Dumbledore is gay' which compares the use of language in two newspaper articles after JK Rowling announced that Dumbledore was gay. This is a standard literacy lesson, simply with an LGBT context.

EXAMPLES OF RELEVANT EXPERIENCES AND OUTCOMES

Depending on the lesson and activity there are a large range of Experiences and Outcomes that can be used for LGBT inclusion. The following are examples:

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a (differentiated across all LIT x-04a statements)**

Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. **LIT 3-14a/ LIT 4-14a (for researching and presenting information about LGBT figures)**

I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 3-20a / LIT 4-20a (for an LGBT audience)**

WRITING WITH LGBT CONTENT

There are dozens of writers who are LGBT and whose work could be featured in Literacy lessons, including **Oscar Wilde, Virginia Woolf, David Levithan** and **Juno Dawson**. A list of modern age-appropriate books and authors can be found as an appendix. A great starting point is using the Poet Laureate **Carol Ann Duffy**, or the Scots Makar **Jackie Kay** and previous Makar **Edwin Morgan**.

NEWS REPORTS

There are news reports, stories and features in newspapers, magazine and online discussing LGBT lives, identities and key issues. These are ideal opportunities to include LGBT content into lessons studying **language, style, structure** and **format, content selection** and **audience**. Work of this nature can easily be linked into Social Studies and Health and Wellbeing lessons.

MOVING IMAGE EDUCATION

Moving image education can be a useful tool for LGBT inclusion. Feature length films like **Laramie Project** and **Pride** are fantastic vehicles for learning and teaching. **Into Film** are a good contact for developing this work. There are also many short films online which include LGBT themes, like [Silence Helps Homophobia](#), produced in Scotland, with teaching resources available at lgbtyouth.org.uk.

LISTENING AND TALKING

There are campaigns, laws and arguments concerning the LGBT community in Scotland, the UK and worldwide. For example, the **Equal Recognition Campaign** or the **anti-gay propaganda laws** in Russia. Using literacy to research and present on these can meet several Experiences and Outcomes. Teachers should be ready to challenge prejudiced based views being presented as valid opinion.

MODERN LANGUAGES

MODERN LANGUAGES: OVERVIEW

The Curriculum for Excellence recognises that: *“Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens.”* As such, modern Languages can highlight LGBT voices around the world with sessions that focus on some of the LGBT topics, issues and identities from other cultures.

Working collaboratively with other subject areas can reinforce key messages to learners. For example, poetry work featuring in LGBT writers in Literacy could be followed up by looking at LGBT poets in Modern Languages which would not only facilitate expanded vocabulary and understanding but also further deeper connections between cultures.

EXAMPLES OF RELEVANT EXPERIENCES AND OUTCOMES

I work on my own and with others to understand text using appropriate resources. I can read and demonstrate understanding of more complex texts which contain familiar and unfamiliar language. **MLAN 3-08a**

I work on my own and with others to read and research texts in the language I am learning. I can demonstrate my understanding of different cultures and my appreciation of different ways of looking at the world in countries where the language I am learning is spoken. **MLAN 4-09a**

I can select and read for interest and enjoyment a range of texts, including longer imaginative texts in a variety of styles, both prose and poetry, which may have had some adaptation. **MLAN 3-10a**

FAMILIES

When learning about language to describe families, it is easiest to assume that there is a Mum and Dad if only to introduce all the vocabulary, however, there is no reason, once the singular of Mum and Dad have been cemented, **families with two mums or two dads couldn't be used**. This simple piece of inclusion can be very powerful, especially if it is done without fanfare.

LGBT RIGHTS AROUND THE WORLD

Exploring the culture of the language learned is an important part of the Modern Languages curriculum. This could easily be explored in the context of **LGBT rights and/or issues in other countries**, either directly through newspaper articles, or teacher prepared materials. This could be completed with the Social Studies and/or Literacy department.

LGBT FOREIGN TEXTS

Sourcing LGBT books, films, articles and writing for the majority of languages studied in Scotland should be relatively straight-forward; sourcing LGBT texts using ICT could be a task for learners to complete. Films are often the easiest to use, either as a full film or in clips depending on the film's rating and content, examples include *Ma Vie en Rose* for French, or *A Love to Hide* in German.

GENDERED LANGUAGE

Many European languages have grammatical gender constructs, most notably nouns being assigned 'male' or 'female'. This can be used as a starting point to discuss gender and how the gender binary³ of male/female does not work for everyone. While this wouldn't make up a lesson in itself, it allows the teacher to positively discuss gender identity and draw attention to the school's inclusion work and ethos.

MATHEMATICS

MATHEMATICS: OVERVIEW

Mathematics is often cited as the curriculum area in which there cannot be LGBT inclusion but, in Scotland especially, there is a focus on ensuring the teaching and learning in all subjects is relevant and applicable to real world scenarios. As such, Mathematics can be LGBT inclusive, with very little difference to existing teaching; all it takes is a shift in context.

All teachers should be alert to the fact that they are all responsible for including Health and Wellbeing into learning as much as possible, as other subjects should be embedding mathematics skills into their teaching.

The normalisation of LGBT identities in Mathematics can be powerful as learners may expect equality and inclusion messages from guidance staff, but less so from other teachers.

EXAMPLES OF RELEVANT EXPERIENCES AND OUTCOMES

I have worked with others to research a famous mathematician and the work they are known for, or investigated a mathematical topic, and have prepared and delivered a short presentation. **MTH 3-12a (Alan Turing, Anne Lister etc.)**

I can manage money, compare costs from different retailers, and determine what I can afford to buy. **MNU 2-09a (real world application)**

I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. **MTH 2-21a / MTH 3-21a**

I can apply my knowledge and understanding of measure to everyday problems and tasks and appreciate the practical importance of accuracy when making calculations. **MNU 4-11a**

REAL WORLD APPLICATION

Teachers can add LGBT voices and identities to questions, scenarios and problem solving. For example, two dads working out how much pocket money to give their children or a family with two mums budgeting a trip to the cinema: **Q. An adult cinema ticket is £8.95; a child ticket is £4.95. A family which has two mums and three children go the cinema, how much do they spend on tickets?**

PERIMETER AND AREA

An interesting way of including LGBT topics into maths could be by using aerial pictures of **Pride parades** to **calculate** the approximate **perimeter** and **area** of the route/parade. This can be extended to **estimate** the number of people and consider **ratios** of attendees to stewards needed. **Comparisons** and **charts** could be made from different events using estimates and the official figures.

DATA HANDLING

There are lots of qualitative research findings regarding LGBT people. For example, LGBT Youth Scotland's *Life in Scotland for LGBT Young People* report contains a variety of **statistics**, **graphs** and **tables**. Questions can be created from these reports: **Q. Of x people, xx% were out as LGBT to their doctor. How many people is that?** Teachers can work with Guidance staff if further support is needed.

CODE BREAKING

The mathematician **Alan Turing** has recently gained some fame, not least through the film *Imitation Game*. An interesting World War 2 maths lesson is studying the machine he built to crack the Enigma Machines the Nazi's used and then use that as a stimulus to **explore codes** and **code breaking**. Another LGBT historical figure who wrote about their relationships in codes for fear of abuse was **Anne Lister**.

RELIGIOUS AND MORAL EDUCATION

RELIGIOUS AND MORAL EDUCATION: OVERVIEW

Curriculum for Excellence states that: *“Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly.”*

LGBT people can experience prejudice, intolerance and discrimination and Religious and Moral Education provides a platform to examine the causes for this and what can be done to challenge it. Teachers should look to highlight the positive messages from faith leaders around LGBT identities.

EXAMPLES OF RELEVANT EXPERIENCES AND OUTCOMES

Having considered the key beliefs of world religions, I can express reasoned views on these and discuss how putting them into practice might affect individuals and society.

RME 4-04a

Having reflected upon Christian responses to issues of morality, I can discuss ways in which to create a more just, equal, compassionate and tolerant society. **RME 3-02a (with RME 3-05 for world religions)**

I am developing respect for others and my understanding of their beliefs and values.

RME 0-07a / 1-07a / RME 2-07a / RME 3-07a / RME 4-07a

I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. **RME 1-08a / RME 2-08a / RME 3-08a / RME 4-08a**

RESPECT FOR OTHERS

In Religious and Moral Education all learners should *“develop respect for others and an understanding of beliefs and practices which are different from my own”*. This allows teachers and learners to explore differences between groups in society, including the LGBT community, and raise awareness of these identities in order to **develop respect and understanding**.

WORLD RELIGIONS' VIEWS ON LGBT PEOPLE

A larger piece of work could be a research project on a variety of religions' beliefs, teaching and practices towards LGBT people. Teachers should be aware that this can bring up some very challenging themes, depending on the religions chosen. This however should not be avoided and if carefully managed can be an excellent learning opportunity.

LGBT RELIGIOUS LEADERS

There are a number of LGBT people who are also religious leaders and most have spoken openly and eloquently about their faith and sexual orientation. Showcasing these leaders will help reassure LGBT people of faith and allow opportunities to discuss this topic. Suggestions include: **Bishop Gene Robinson, Imam Daayiee Abdullah and Rabbi Laura Naomi Janner-Klausner**.

AWARENESS OF MY OWN VIEWS

As stated above, developing an increased awareness of personal views is an important aspect of behaving in a moral and positive way. A good way of doing this in terms of LGBT inclusion is by discussing current campaigns and stories involving LGBT identities with the express purpose of self-reflection. Teachers should be prepared to challenge discriminatory views which may manifest.

SCIENCES

SCIENCES: OVERVIEW

Sciences, like Mathematics, are seen by some to be a curriculum area which does not lend itself easily to equality and inclusion work, particularly for LGBT inclusion. One possible reason for this is that there are very few well known, out scientists.

Additionally, there is a perceived lack of motivation for scientists to come out as LGBT and that they should be known for their science first, personal lives second. Despite that, there are some LGBT scientists and academics whose work can be used as a stimulus for lessons (discussed below) and, again like in Mathematics, LGBT identities can easily be included in questions and problem solving scenarios: **Example: learners study heat transfer in a household with parents in a same-sex relationship.**

EXAMPLES OF RELEVANT EXPERIENCES AND OUTCOMES

Specific lessons as suggested below will have science specific Experiences and Outcomes to link with, these Experiences and Outcomes are open and broad enough to allow innovative teachers to include LGBT identities in Science lessons:

Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society. **SCN 2-20a**

I can talk about science stories to develop my understanding of science and the world around me. **SCN 0-20a and each level up to** – Having selected scientific themes of topical interest, I can critically analyse the issues, and use relevant information to develop an informed argument. **SCN 4-20b**

ACADEMICS

There are a number of academics who are LGBT you could use as a stimulus for lessons, linking with other curriculum areas like history and social sciences, including: **Rachael Padman**, steller evolutionist; **Allan Cox**, plate tectonics; **Sonja Kovalevsky**, mathematician, **Sally Ride**, astronaut. Any of these can be celebrated in displays, or their work referenced in lessons.

GENDER IMBALANCE IN STEM SUBJECTS

Homophobia often has its roots in gender stereotypes and gender expectations. Challenging these are the responsibility of all teachers and, in science, this can be completed through discussing the recent articles regarding the ongoing gender imbalance in STEM subjects and how women are treated in these fields.

TOPICAL SCIENCE

Learners should be considering **current issues of science and critically evaluating media portrayal of scientific findings**. For example, comparing studies on the incidences of homosexual behaviour in animal species. Some topics would not be appropriate, like debates on whether same-sex couples should have access to IVF, or what makes people LGBT.

HIDDEN LIVES

There are many scientists who were rumoured to be LGBT, for example **Sir Francis Bacon** and **Florence Nightingale**. Teachers should avoid confirming these people were LGBT as this cannot be known, even if modern sources suggest they are. They can discuss the reasons why these people may have felt unable to be out as LGBT (it may have been illegal at that time) if they were, when studying their work.

SOCIAL STUDIES

SOCIAL STUDIES: OVERVIEW

In Social Studies, children and young people should: *“develop their understanding of the world by learning about other people and their values, in different times, places and circumstances.”* While this places LGBT people in an ‘other’ category, it certainly gives clear opportunities for addressing inequality, challenging discrimination and understanding prejudice.

Even the concept of LGBT people being ‘other’ can be challenged here, with activities exploring gender stereotypes, how they are understood and why they are damaging to all young people. Additionally, learners could explore the gender binary and heteronormativity⁴ – the assumption that all children and young people are and will be heterosexual and cisgender⁵ – which is the norm in most of cultures in the world, including Scotland.

EXAMPLES OF RELEVANT EXPERIENCES AND OUTCOMES

This curriculum area has clear Experiences and Outcomes to invite LGBT inclusion:

I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people’s lives. **SOC 2-16b**

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a**

There are other Experiences and Outcomes which fit with LGBT inclusion too: I can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere. **SOC 3-04a**

I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. **SOC 3-15a**

HISTORY OF THE GAY RIGHTS MOVEMENT

Stories from **LGBT history** are becoming more well known in wider society yet these are still rarely taught in Scottish schools. An understanding of the rights LGBT people have fought for supports societal understanding. Causes like: **decriminalisation of homosexuality, Stonewall Riots, the repeal of Section 28, equal marriage and military service**. Resources produced by [Time for Inclusive Education](#) can aid with this learning.

LGBT RIGHTS AROUND THE WORLD

Scotland regularly appears near the top of indexes showing this is one of the **best places to be LGBT in world**. Activities which **compare and contrast LGBT experience in Scotland** with other cultures will help learners understand the progress made and the work still to be done. This could be linked with Modern Language classes.

HIV/AIDS

The rise of HIV/AIDS in the 80s saw thousands of predominantly gay and bisexual men die too early. Documentaries and books like **The Band Played On** explore the cultural reaction to the epidemic and can be used to help **understand lasting prejudice and stigma faced by HIV+ people**. This can be linked to modern campaigns around **PREP, condom use** and information about **getting tested**.

CURRENT CAMPAIGNS

An interdisciplinary sequence of lessons linking with Literacy to focus on listening and talking skills, Mathematics on data handling and presentation, and Religious and Moral Education on respect for others and developing your own views would link into work on exploring inequality. Campaigns might include [Equal Recognition](#), [Time for Inclusive Education](#), and for inclusive RSHP education.

TECHNOLOGIES

TECHNOLOGIES: OVERVIEW

This curriculum area has similarities with Sciences and Mathematics in that often it is believed that LGBT inclusion in this area is not possible. However, LGBT topics, voices and identities can be included in the context of learning and individuals with LGBT identities and their achievements can be used as the stimulus for lesson and activities. This is straightforward in this curriculum area as so many of the curriculum Experiences and Outcomes are skills based and leave the context of the learning open to the professional judgement of the teacher.

Additionally, this subject area focuses on developing skills for life and work after education and, as such, it is important that all learners know that they will be working with people who identify as LGBT.

EXAMPLES OF RELEVANT EXPERIENCES AND OUTCOMES

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. **TCH 2-03b**

I enhance my learning by applying my ICT skills in different learning contexts across the curriculum. **TCH 3-04a**

I can build a digital solution which includes some aspects of multimedia to communicate information to others. **TCH 3-08b**

Using appropriate software, I can ... design and implement a game, animation or other application. **TCH 3-09a**

I can apply skills of critical thinking when evaluating the quality and effectiveness of my own or others' products. **TCH 4-11b**

ENHANCING THE CURRICULUM

Technologies are often used to **enhance learning** in other subjects through interdisciplinary projects. Many of the suggested activities in this resource could be expanded to incorporate an experience and outcome from technologies. As February is **LGBT History Month**, this could be the best time to commit to a project.

RESEARCH

An important part of Technologies learning is in **finding, critiquing and gathering appropriate information**. There are numerous LGBT topics which could lend itself to this, especially linking in with **Social Studies** and **LGBT figures** of note who could be researched and presented on. Particular work could also be done on **assessing how biased information is**.

SHARING INFORMATION

Communicating information in an engaging and interesting way is a simple way to include LGBT topics into the Technologies curriculum. Learners could be **tasked to use multimedia to disseminate information** around any of the commemorative events in the LGBT cultural calendar. This could also **be designed as an app or animation** to meet additional Experiences and Outcomes.

PRODUCT EVALUATION

Comparing and contrasting products and services targeted at an LGBT audience could be a part of work evaluating products. While being mindful not to use or perpetuate stereotypes, this could also lead to a task in designing a product or advert for a section of the LGBT community. Alternatively, looking at the **gendered nature of some packaging and adverts** would be an interesting discussion point.

FURTHER INFORMATION

LGBT Youth Scotland have a number of resources that can aid schools and teachers in developing their LGBT inclusion work.

These resources can be found by at the following pages of the LGBT Youth Scotland website www.lgbtyouth.org.uk:

- [Education resources](#)
- [Learning activities](#)

Additional resources can be found at the following links:

- LGBT pages on the [National Improvement Hub](#)
- The National Approach to Anti-Bullying *Respect for all* and *Addressing Inclusion*
- [Stonewall Scotland education resources](#)
- [Time for Inclusive Education \(TIE\) Campaign education resources](#)

If any teacher wishes to discuss lesson plans, activities or whole school training for LGBT inclusion, they can contact info@lgbtyouth.org.uk

Staff learning and confidence

School staff have a key role in creating an inclusive learning environment. No one expects all staff to be experts in LGBT inclusion. Many teachers have already received training in LGBT inclusion, and are actively including LGBT identities into their school curriculum. LGBT Youth Scotland can provide training for individual schools around LGBT awareness and inclusion. It may also be useful to ask the local authority to provide joint training for all schools in the area. For more training options, advice and support see:

www.lgbtyouth.org.uk/lgbt-charter/bespoke-training/

Annotations

1. Lough Dennell, BL. (2018) *Life in Scotland for LGBT Young People*, LGBT Youth Scotland.
2. [Cultural Calendar](#) refers to all the commemorative days/ weeks/months which reference or are important to the LGBT community.
3. The western system of two gender options: men (with traditional notions of masculinity) and women (with traditional notions of femininity).
4. Heteronormativity is a societal system that preferentially treats heterosexuality as a norm from which people deviate.
5. Cisgender describes individuals who have a match between the gender they were assigned at birth, their bodies and their personal identity.

LINKS

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Health and Wellbeing: Responsibilities for All: <https://education.gov.scot/Documents/hwb-across-learning-pp.pdf>

Health and Wellbeing Benchmarks: <https://education.gov.scot/improvement/documents/hwbpersonalsocial%20educationbenchmarkspdf.pdf>

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Respect for All: <https://www.gov.scot/Publications/2017/11/6766>

Addressing Inclusion: <https://education.gov.scot/improvement/learning-resources/Addressing%20Inclusion%20effectively:%20Challenging%20Homophobia,%20Biphobia%20and%20Transphobia>

Manifesto for Inclusive Physical Education: <https://leapsports.org/events/campaigns-and-resources/manifesto-for-inclusive-physical-education>

RSHP education in Scotland: <https://www.gov.scot/Publications/2014/12/8526>

LGBT History Month: <http://www.lgbthistory.org.uk/>

Purple Friday: <http://www.lgbtyouth.org.uk/purplefriday>

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Toolkit for Teachers: Dealing with Homophobia and Homophobic Bullying in Scottish Schools: https://www.ilga-europe.org/sites/default/files/toolkit_for_teachers_-_dealing_with_homophobia_and_homophobic_bullying_in_scottish_schools.pdf

Silence Helps Homophobia: <https://www.youtube.com/watch?v=XQKGigb5I28>

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Life in Scotland for LGBT Young People: <https://www.lgbtyouth.org.uk/media/1354/life-in-scotland-for-lgbt-young-people.pdf>

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Time for Inclusive Education (TIE) Campaign education resources: <https://www.tiecampaing.co.uk/resources-1>

Equal Recognition: <https://www.equality-network.org/equal-rec/>

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Education resources: <https://www.lgbtyouth.org.uk/resources/>

Learning activities: <https://www.lgbtyouth.org.uk/schoolactivities>

National Improvement Hub: <https://education.gov.scot/improvement/learning-resources/Supporting%20LGBT%20young%20people%20and%20those%20who%20are%20part%20of%20LGBT%20families>

Respect for all: <http://www.gov.scot/Publications/2017/11/6766>

Addressing Inclusion: <https://education.gov.scot/improvement/learning-resources/Addressing%20Inclusion%20effectively:%20Challenging%20Homophobia,%20Biphobia%20and%20Transphobia>

Stonewall Scotland education resources: <https://www.stonewallscotland.org.uk/category/education-resources>

Time for Inclusive Education (TIE) Campaign education resources: <https://www.tiecampaing.co.uk/resources-1>

Cultural Calendar: <https://www.lgbtyouth.org.uk/resources/>

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LGBT

CHARTER

Your journey to lesbian,
gay, bisexual and
transgender inclusion

The LGBT Schools Charter is a straightforward programme that enables your school to proactively improve LGBT (lesbian, gay, bisexual and transgender) inclusion for staff and learners. This includes LGBT inclusive teaching and learning, and supporting and better understanding the experiences of your LGBT learners.

lgbtyouth.org.uk/schoolscharter

“The process has created a more LGBT inclusive environment and the confidence of our young people has increased so much throughout the process which is heartwarming to see.”

– LGBT Charter Bronze

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SCOTLAND



lgbtyouth.org.uk

