LGBTQ+ Equality and Inclusion

Version 4 November 2019

Framing school policy, practice and curriculum

The following information is designed to help schools in Argyll and Bute to develop policies, practices and a curriculum that leads to inclusive, fair and fulfilling educational experiences for LGBTI children and young people and their allies.

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# Section1 : Creating your own school policy on LGBTQ+ equality and inclusion

Argyll and Bute Education Services will produce their own Equalities Policy (August, 2019) which in turn could be used by individual schools to update their existing policy or produce a new one. Argyll and Bute has recently updated its own Equalities Policy (revised and updated February, 2019) and the revised [Argyll and Bute Council Equality Outcomes,](https://www.argyll-bute.gov.uk/equality-and-diversity) 2019 to 2023:

‘We do not tolerate bullying and harassment of people from protected groups.’

([Argyll and Bute Council Equality Outcomes,](https://www.argyll-bute.gov.uk/equality-and-diversity) 2019 to 2023)

Equality is one of the three core elements of Argyll and Bute’s Education Vision:

Together we will realise ambition, excellence and equality

for all**.** [Our Children, Their Future](https://www.argyll-bute.gov.uk/sites/default/files/argyll_bute_vision_strategy_final_web.pdf) Education Vision and Strategy (Argyll and Bute Community Services Education p5

National Policy and planning demonstrates a commitment to enhance LGBTI-inclusive education:

‘We will implement a range of recommendations to support LGBTI-inclusive education across Scotland, including recommendations to improve practice and guidance for education staff and to increase awareness of LGBTI issues.’

[2019 National Improvement Framework and Improvement Plan](https://www.gov.scot/publications/2019-national-improvement-framework-improvement-plan/) (Scottish Government), p6

Schools are evaluated by Education Scotland on the quality of their values and practice in relation to diversity, inclusion and challenge of discrimination:

‘We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.’

HGIOS4 QI 3.1 p48

An excellent resource for schools wishing to frame LGBTQ+-inclusive policy and practice is [Addressing Inclusion: effectively challenging homophobia, biphobia and transphobia](https://www.lgbtyouth.org.uk/media/1299/addressing-inclusion.pdf) (*respectme* LGBT Youth Scotland, Smarter Scotland). This can help to guide school policy and to highlight strategies to address homophobic, biphobic and transphobic bullying in schools.

It is important that any Equalities policy and practice be underpinned by a rights-respecting approach. Article 2 1. of the [United Nations Convention of the Rights of the Child](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf?_ga=2.233235358.1844654261.1559574927-988564617.1556897158) (UNCRC) states:

Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s or his or her parent’s or legal guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

Please see also the UNICEF guidelines on [Eliminating Discrimination against Children and Parents based on Sexual Orientation and/or Gender Identification](https://bettercarenetwork.org/sites/default/files/Eliminating%20Discrimination%20Against%20Children%20and%20Parents%20Based%20on%20Sexual%20Orientation%20and-or%20Gender%20Identity.pdf), November 2014.

**Other relevant legislation, policy, guidelines and reports**

[Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf) (sets out protected characteristics, including gender-reassignment and sexual orientation)

[Respect For All: A National approach to bullying](http://respectme.org.uk/wp-content/uploads/2017/11/RESPECT-FOR-ALL-FINAL.pdf) (Scottish Government 2017). This is the National Anti-bullying policy for Scotland. Includes definitions of protected characteristics, provides guidance on distinguishing bullying behaviour from hate crime and describes homophobic, biphobic and transphobic bullying.

[Supporting Transgender young people](https://www.lgbtyouth.org.uk/media/1344/supporting-transgender-young-people.pdf) (LGBT Youth Scotland 2017)

Working with Non-binary and Transgender Pupils: Guidance for school staff and other professionals (Highland Education Services updated September, 2018) Very useful guidance for schools on supporting children and young people who express gender variance or identify as transgender.

LGBTI Inclusive Education Working Group [Report to the Scottish Ministers](https://www.gov.scot/publications/lgbti-inclusive-education-working-group-report/) and Strategic working plan. The report highlights that homophobia, biphobia and transphobia remain a problem in Scottish schools, leading to social, emotional, physical and mental health problems for LGBTI children and young people. The report and the strategic plan set out strategies for advancing LGBTQ+ equality within Scottish schools. The 33 recommendations have now been accepted by the Scottish Government and schools were notified in April, 2019 and Government Guidance has been issued to schools.

[2019 National Improvement Framework and Improvement Plan](https://www.gov.scot/publications/2019-national-improvement-framework-improvement-plan/) (Scottish Government) (see especially page 6 on LGBTI-inclusive education).

The Scottish Government, in partnership with COSLA, is committed, through the delivery of the recommendations, to a fully inclusive education for Scotland’s children and young people. Many of you will already be taking steps to achieve this aim. We are issuing this intermediate guidance note to help you build upon existing good practice, make clear that education should be LGBT inclusive and encourage you to work collegiately and in partnership with your learners to enhance LGBT inclusivity.

[School Report Scotland](file:///C:\Users\cameronc\Documents\PSE\school_report_scotland_2017.pdf) (Stonewall Scotland, 2017). Based on research and consultation, this document provides data on the experiences of LGBTQ+ +children and young people in schools. It provides a useful tool on which to build a rights-based approach to embedding an inclusive LGBTQ+ culture and curriculum.

[Life in Scotland for LGBT Young People](https://www.lgbtyouth.org.uk/media/1354/life-in-scotland-for-lgbt-young-people.pdf) (LGBT Youth Scotland). This summary is based on a 2017 survey of LGBT young people. Like the document above, it provides a useful tool on which to build a rights-based approach and to underpin an inclusive LGBTQ culture and curriculum.

# Section 2: Curricular Resources

Levels 1 to 4 Experiences and Outcomes for Health and Wellbeing, RME and Social subjects are in Appendix 1**.** Theseare based on [Education Scotland: Learning Journey: Embedding Equality: LGBT positive relationships](https://education.gov.scot/improvement/learning-resources/Embedding%20equality%20learning%20journey:%20LGBT%20positive%20relationships), although levels 1 and 2 have been added. See [Curriculum Inclusion: LGBT Mapping Across Curriculum for Excellence](https://www.lgbtyouth.org.uk/media/1585/lgbtys-curriculum-inclusion.pdf) for a full mapping across the levels of LGBTQ+ equality-related outcomes.)

Argyll and Bute Council, as part of the Northern Alliance Collaborative, are now

Part of the Stonewall Champions group and can therefore access all resources, including *rainbow laces* activities, powerpoints and factsheets for primary, secondary and ASN children and young people. Please contact Cathy Cameron [catherine.cameron2@argyll-bute.gov.uk](mailto:catherine.cameron2@argyll-bute.gov.uk) for copies of these resources.

[Education Scotland: National Improvement HUB](https://education.gov.scot/improvement/search/?OriginSubsite=3&query=LGBTQ%2B) brings together some of the key reports and documents relating to LGBTI Equalities and Inclusion, including policies, resources related to LGBTI History month that have been created by TIE (*Moments* and *Icons*).

[Ten steps to tackling homophobic, biphobic and transphobic language in your school](https://www.stonewall.org.uk/system/files/hbt_language_final_low_res.pdf) Stonewall Scotland (free)

[Visibility Matters](http://www.vfpmedia.co.uk/VFP_Media/Visibility_Matters.html). From this organisation you can purchase packs (*Celebrating the ‘L’ in ‘LGBT* and *Talking Transgender*) which promote LGBTI equality and raise awareness to help prevent homophobic, biphobic and transphobic bullying.

Equality and Diversity Picture Books. Highland Council Education Services have produced an excellent resource in the form of lesson plans for 18 selected picture books. For each picture book there are lesson plans for Early to Fourth levels and these focus on mental, emotional and physical wellbeing (PSE) as well as Literacy and English. The lesson plans can be downloaded for free at <https://highlandliteracy.com/equality-and-diversity-picture-books/>. The picture books can be purchased on Amazon.

[LGBT Youth Scotland](https://www.lgbtyouth.org.uk/) This organisation provides a comprehensive range of resources, policies and guidelines which can be downloaded for free and delivers the *LGBT Youth Charter* (which is not free). Their aim is to make Scotland ‘the best place to grow up for LGBTI young people’.

[TIE (Time for Inclusive Education)](https://www.tiecampaign.co.uk/) This is a Scottish Charity that provides resources (such as *Moments* and *Icons* related to LGBT History Month), training for staff and partner agencies, delivers assemblies promoting LGBTQ+ Equality awareness and offers workshops to schools.

[teachwire](https://www.teachwire.net/news/teaching-resources-for-pride-month) an English-based set of resources which has a set of materials for LGBT Pride Month.

[Into Film](https://www.intofilm.org/resources/all#&suggestionFilter=isNotClubMemberActivity&fk_product_id[]=1&fk_product_id[]=2&fk_product_id[]=3&search=LGBT&sort=relevance&limit=20&start=20)  Has LGBTQ+-inclusive education films appropriate for young people aged 11 to 16+ and resources for these.

[Toolkit for teachers: dealing with homophobia and homophobic bullying in Scottish schools](file:///C:\Users\cameronc\Documents\ANTI%20BULLYING\toolkit_for_teachers_-_dealing_with_homophobia_and_homophobic_bullying_in_scottish_schools.pdf). This resource is a bit dated (for example there is some reference to biphobic and transphobic bullying but not as you would expect from more current documents) but is still comprehensive and useful.

[FIT (Stonewall Scotland](https://www.stonewall.org.uk/search/fit)) DVD. This resource is a bit dated but could still be useful.

# Section 3: Setting up LGBTQ+ Youth Groups in schools

These documents from Stonewall Scotland and LGBT Youth Scotland provide

guidance on setting up LGBTI+ youth groups in schools (primary and secondary). Schools in Argyll and Bute that have set up LGBTQ+ groups include

Dunoon, Oban, Hermitage and Lochgilphead.

[Student Voice: Setting up a student LGBT group in secondary schools and colleges](https://www.stonewall.org.uk/system/files/student_voice.pdf) (Stonewall Scotland)

[Celebrating Diversity Through Pupil Voice (A guide for Primary schools)](https://www.stonewall.org.uk/system/files/pupil_voice.pdf)

(Stonewall Scotland)

[Developing a gender and social orientation alliance](https://www.lgbtyouth.org.uk/media/1290/developing-a-gsa.pdf) (LGBT Youth Scotland)

# Section 4: Support Groups

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[Equality Network](https://www.equality-network.org/) The aims of this group are to strive for equity and human rights for LGBTQ+ people. They provide a useful directory of LGBTQ+ organisations and a range of publications.

[Parents Enquiry Scotland](http://www.parentsenquiryscotland.org/index.html) This is an organisation that provides support and information for parents of LGBTQ+ children and young people.

[Waverley Care](https://www.waverleycare.org/) Scotland’s HIV and Hepatitis C charity. The charity also offers training for teachers, workshops for children, young people and parents on Sexual Heath and Equality and Diversity. There is also individual support for LGBTQ+ young people. They also provide ‘Tartan Ribbon’ resources and support and information for World Aids Day.

[Scottish Trans Alliance](https://www.scottishtrans.org/) This is an Equality Network project that provides information and support (including details of Support Group Meetings) for trans young people.

[TransparenTsees](https://www.ngicns.scot.nhs.uk/east-and-west-of-scotland-transparentsees-support-group/) have support group meetings for parents and families of children and young people who express gender variance or who identify as transgender. They are also on Facebook and Twitter.

[Mermaids](https://www.mermaidsuk.org.uk/) offers family and individual support for gender-diverse and transgender children and young people.

# Other

[Education Scotland Learning Blog: Inclusion and Equality](https://blogs.glowscotland.org.uk/glowblogs/eslb/category/inclusion-and-equality/) Provides useful information on Professional Learning opportunities, events and other information relating to Inclusion and Equality.

# Appendix 1 Health and Wellbeing Outcomes Levels 1 to 4 in HWB, RME and SOC

**Health and Wellbeing Outcomes Levels 1 to 4 in HWB, RME and SOC:**

* 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 we have similarities and differences but are all unique. **HWB1-47a**
* 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**
* I understand that a wide range of different kinds of friendships and relationships exists. **HWB 2-44a**
* I understand and can demonstrate the qualities and skills required to sustain different types of relationships. **HWB 3-44b & HWB 4-44b**
* I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage. [**HWB 3-44c**](http://www.educationscotland.gov.uk/myexperiencesandoutcomes/experiencesandoutcomes/hwb344c.asp) **& 4-44c**
* I recognise that power can exist within relationships and can be used positively as well as negatively. [**HWB 3-45a**](http://www.educationscotland.gov.uk/myexperiencesandoutcomes/experiencesandoutcomes/hwb345a.asp) **& 4-45a**
* I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. [**HWB 3-46a**](http://www.educationscotland.gov.uk/myexperiencesandoutcomes/experiencesandoutcomes/hwb346a.asp) **& 4-46c**
* I understand my own body's uniqueness, my developing sexuality, and that of others. [**HWB 3-47a**](http://www.educationscotland.gov.uk/myexperiencesandoutcomes/experiencesandoutcomes/hwb347a.asp) **& 4-47a**
* 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 3-05a**](http://www.educationscotland.gov.uk/myexperiencesandoutcomes/experiencesandoutcomes/hwb305a.asp) **& HWB 4-05a**

**RME:**

* 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 408a**
* I am developing my own understanding of values such as honesty, respect and compassion and am able to identify how these values might be applied in relation to moral issues. [**RME 3-09b**](http://www.educationscotland.gov.uk/myexperiencesandoutcomes/experiencesandoutcomes/rme309b.asp) **RME 4-09b**

**Social studies:**

* 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 describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people’s lives. [**SOC 3-05a**](http://www.educationscotland.gov.uk/myexperiencesandoutcomes/experiencesandoutcomes/soc305a.asp)
* I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since. [**SOC 3-06a**](http://www.educationscotland.gov.uk/myexperiencesandoutcomes/experiencesandoutcomes/soc306a.asp) **& 4-06a**
* I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. [**SOC 3-15a**](http://www.educationscotland.gov.uk/myexperiencesandoutcomes/experiencesandoutcomes/soc315a.asp)
* 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**](http://www.educationscotland.gov.uk/myexperiencesandoutcomes/experiencesandoutcomes/soc316a.asp)
* Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected. [**SOC 4-16b**](http://www.educationscotland.gov.uk/myexperiencesandoutcomes/experiencesandoutcomes/soc416b.asp)
* I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences. [**SOC 3-17a**](http://www.educationscotland.gov.uk/myexperiencesandoutcomes/experiencesandoutcomes/soc317a.asp)