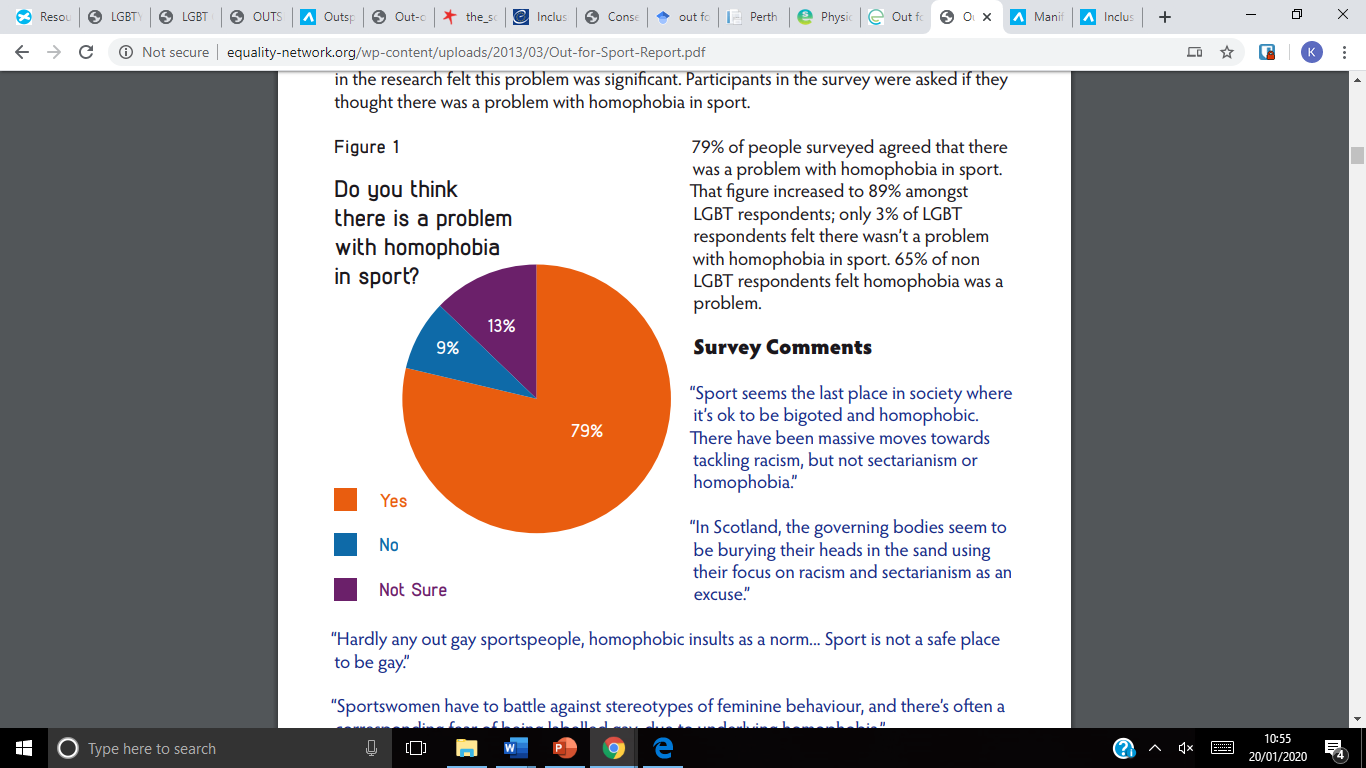
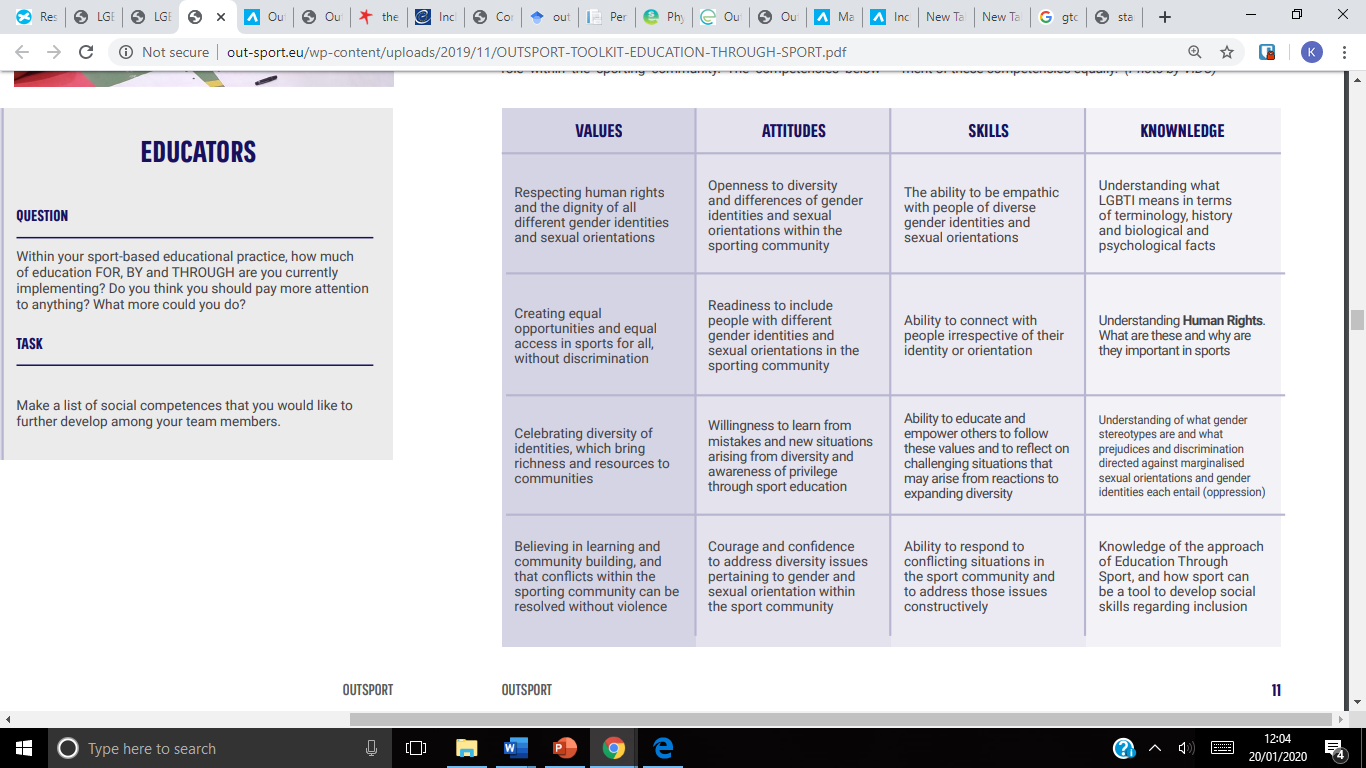
**LGBTIQ+ Young People in Scotland's Experiences of PE**

“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand.” (Nelson Mandela, 2000)

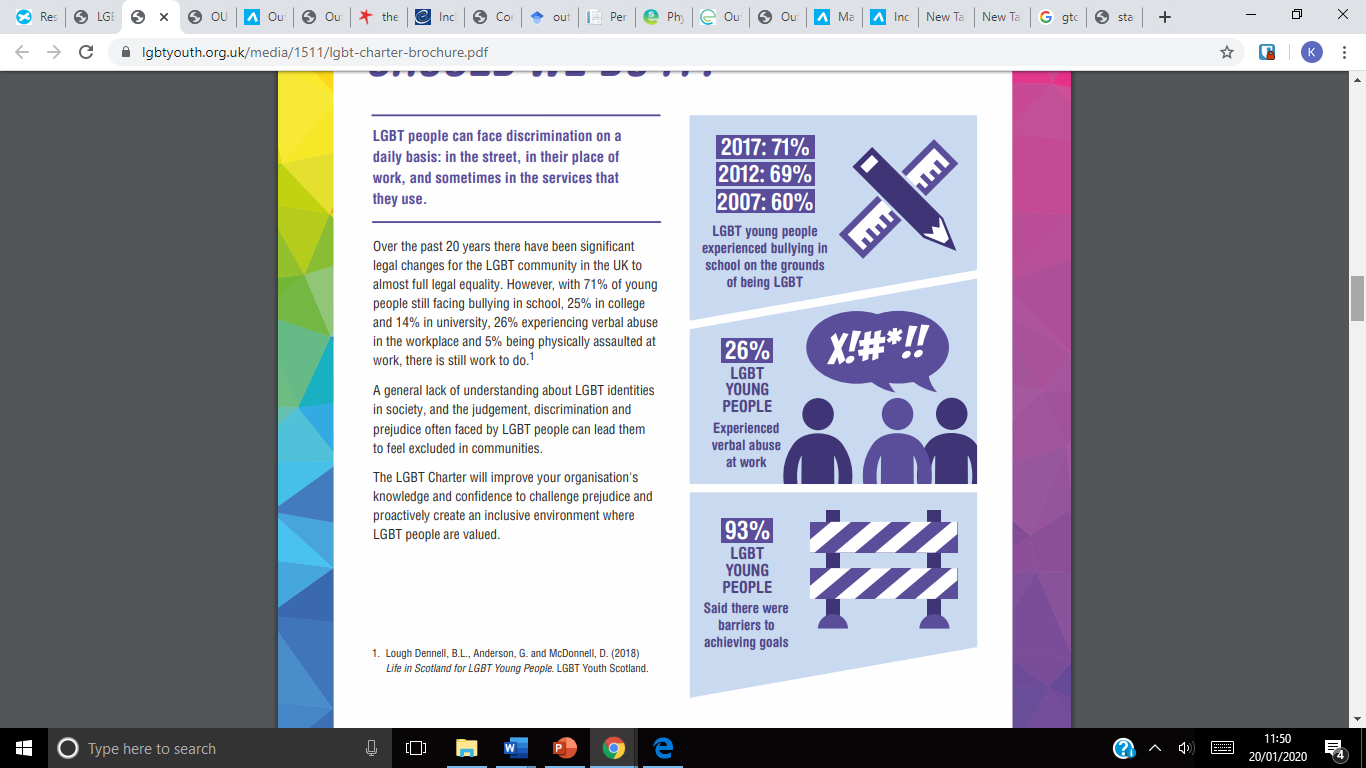
The Out for Sport 2012 report carried out by the Equality Network Scotland found that 62% of LGBTIQ+ people have experienced homophobia, biphobia and transphobia in sport, with these rates reducing slightly in physical activity. These instances of discrimination have a negative impact upon LGBTIQ+ people and their willingness to partake in any physical sport or activity (Smith et al., 2012).

[The Outsport project](http://www.out-sport.eu/about/) was the first initiative at European level to gather scientific evidence about discrimination based on sexual orientation and gender identity in sport. They then would go on to use sport as a way to tackle homophobic, biphobic, transphobic and interphobic discrimination, by communicating and raising awareness of LGBTIQ+ issues, backed up by training and scientific research.

This led to the creation of the OutSport Toolkit which offers methods which can be used in the education of LGBTIQ+ inclusion, within a PE or sport setting. The toolkit discusses how teachers can develop values, attitudes, skills and knowledge which will enable both teachers and students to create a safe and welcoming environment for LGBTIQ+ children and young people (OutSport, 2019).

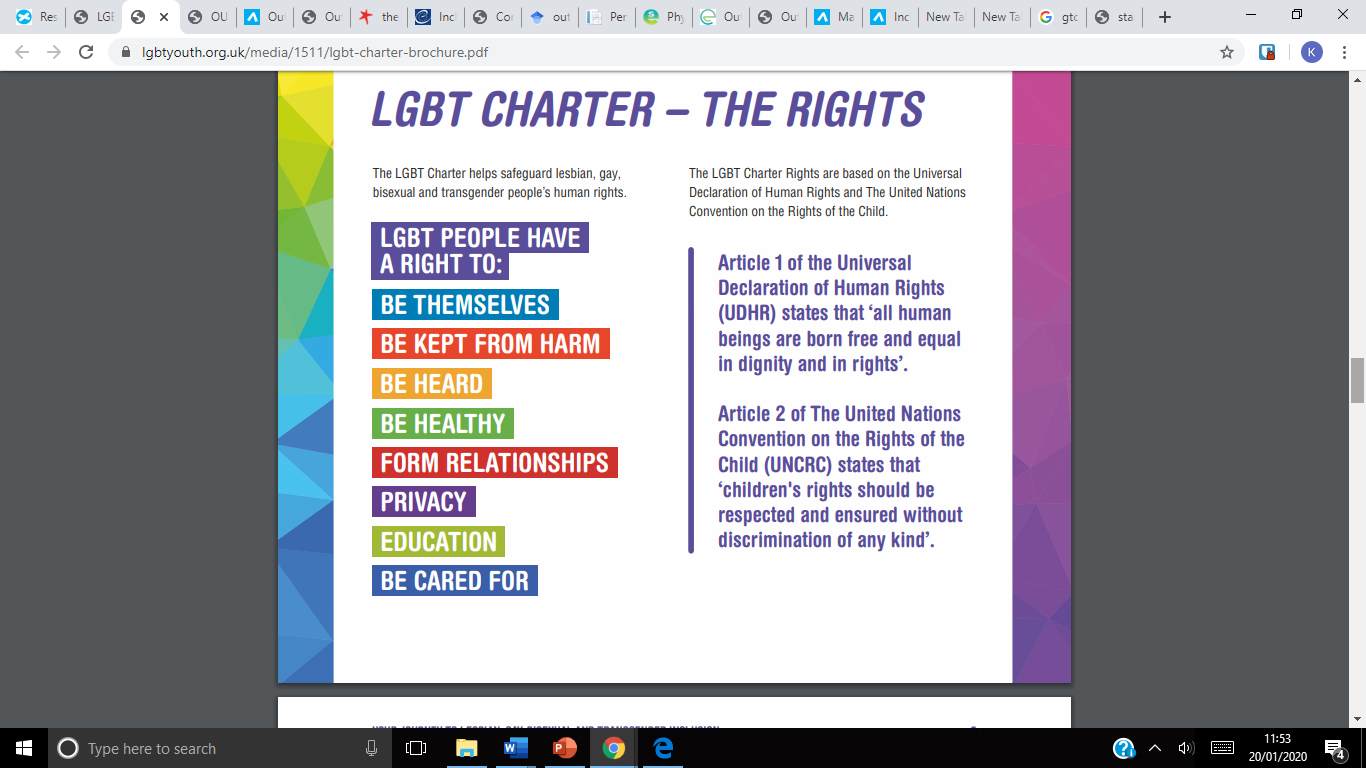
An international study was conducted by Out on the Fields (2015) of 9494 people – 7000 of whom identify as LGBTIQ+ - to research attitudes around being involved in sports as an LGBTIQ+ person. From this research, 80% believed that LGBTIQ+ people are not accepted in sport, with sport being seen as more homophobic than the rest of society. There are clear signs of fear of discrimination from both players and officials, shown through 70% of gay men and 73% of lesbians, remaining at least partially in the closet while participating in sport (Out on the Fields, 2015).

Education Scotland’s “Raising the Bar” document was created to ensure that every child and young person in Scottish schools has 2 hours of quality physical education every week in school, which is well planned with a core focus on learning (Education Scotland, 2019). In spite of this, many LGBTIQ+ young people admit to avoiding PE, for fear of bullying or discrimination (Evans & Chapman, 2014).

The Stonewall School Report 2017, which took account of over 3700 LGBT+ young people living in the United Kingdom, found that in 2017, 48% of young people were bullied for being, or being perceived to be LGBTIQ+ in Britain’s schools. The study also found that 1 in 4 lesbian, gay and bisexual young people had attempted suicide, with 3 in 5 having self-harmed. For transgender young people, these numbers increase to almost half having attempted to take their own life and 96% having self-harmed (Stonewall, 2017).

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 a part of all aspects of teaching and learning across the curriculum. However, 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, also disclosed at least one mental health problem (Lough Dennell et al, 2018).

Stonewall’s School Report 2017 found that 32% of teachers do intervene at the time of the LGBTIQ+ bullying, while only 7% of head teachers do so. Recent studies have revealed that more than half of LGBTIQ+ pupils have heard their school staff use homophobic language, as well as derogatory speech around gender identities and expression (Berry, 2018, cited in Goodboy & Martin, 2018). Here it can be noted that staff who fail to create an inclusive school environment cause further disruptions to feelings of safety and security for LGBTIQ+ young people. However, the Stonewall School Report found that one third of transgender youth did not feel they could use their correct pronouns at school, as well as 3 in 5 not being allowed to use the correct toilet or changing room for their gender expression (Stonewall, 2017).

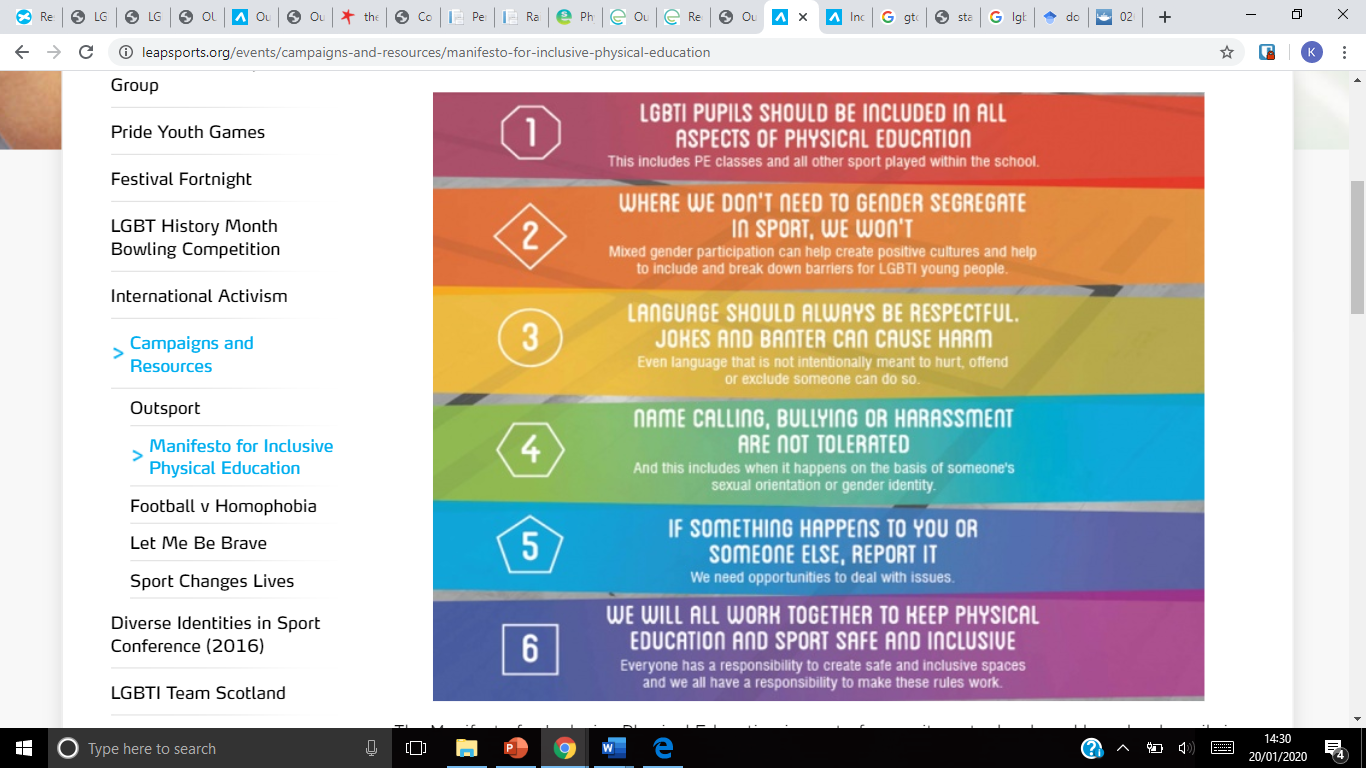
There have been suggestions that a lack of appropriate training for teachers on best practice for working with LGBTIQ+ children and young people as a contributing factor to LGBTIQ+ children and young people being disillusioned by sport and physical education (Bailey, 2005). Further discussions have found that some teachers say they would feel unsure or uncomfortable if they were approached and ask to discuss LGBTIQ+ issues with a pupil. There seems to be a concern about providing too much information around LGBTIQ+ issues, which will “encourage” it, or that parents will not approve of LGBTIQ+ education (McIntyre, 2009). However, in spite of moral panic, teachers have a duty care to their pupils, and they negate this when gender stereotypes or homophobic and transphobic remarks or bullying go unchallenged.

The General Teaching Council for Scotland (GTCS) Standards for Registration, states that under Social Justice, it is required that every teacher in Scotland is;

* “Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation.
* Valuing as well as respecting diversity…
* Respecting the rights of all learners…” (GTCS, 2012, p.5-6).

This clearly demonstrates what is expected from every teacher in Scotland, that they strive for inclusion for all, have respect for and protect children and young people who are at a higher risk of discrimination, such as LGBTIQ+, BAME, or ASN, to name a few. That is not to say that there have not been improvements to the treatment of LGBTIQ+ people, especially with regards to law and policy. Unfortunately, these advances are not as far along as would be preferred in sport, where LGBTIQ+ young people still do not feel safe or supported, due to homophobia and transphobia (Denison & Kitchen, 2015). For trans and intersex young people, there are further barriers to sports, particularly with regards to changing facilities. This can be seen within sport at all levels, from grassroots and community sport through to elite level.

For this reason, LEAP Sports Scotland worked collaboratively with Shawlands Academy in Glasgow to create the Manifesto for Inclusive Physical Education. This is a set of commitments which builds upon those pupils' lived experiences of taking part in school sport as LGBTIQ+ young people. By signing up to the Manifesto, schools can demonstrate a visible commitment to improving those experiences by working to make school sport fully LGBTIQ+ inclusive (LEAP Sports, 2017). The Manifesto has 6 clear steps which teachers must follow to ensure they are providing an LGBTIQ+ inclusive environment for sport and physical activity in their school.



References

Bailey, R. (2005). “*Evaluating the relationship between physical education, sport and social inclusion*”. Educational review. 57(1). 71-90.

Denison, E. & Kitchen, A. (2015). “*Out on the Fields: The First International Study on Homophobia in Sport”.* [Online]. Available at: http://www.outonthefields.com/wp-content/uploads/2016/04/Out-on-the-Fields-Final-Report.pdf.

Education Scotland. (2019). *“Raising The Bar”.* [Online]. Available at: https://education.gov.scot/improvement/learning-resources/improving-the-quality-of-core-physical-education/.

Evans, C. and Chapman, M. (2014). “*Bullied youth: The impact of bullying through lesbian, gay, and bisexual name calling*”. *American Journal of Orthopsychiatry*. 84(6). pp.644-652.

Goodboy, A. and Martin, M. (2018). “*LGBT bullying in school: perspectives on prevention”.* Communication Education. 67(4). pp.513-520.

LEAP Sports Scotland. (2017). “*Manifesto for Inclusive Physical Education”.* [Online]. Available at: https://leapsports.org/events/campaigns-and-resources/manifesto-for-inclusive-physical-education.

Lough Dennell, B.L., Anderson, G. and McDonnell, D. (2018). “*Life in Scotland for LGBT Young People*”. LGBT Youth Scotland. [Online]. Available at: https://www.lgbtyouth.org.uk/media/1354/life-in-scotland-for-lgbt-young-people.pdf.

Mandela, N. (2000). “*Speech at the Inaugural Laureus Lifetime Achievement Award”*. Monaco. [Online]. Available at: http://db.nelsonmandela. org/speeches/pub\_view.asp?pg=item&ItemID=NMS1148.

McIntyre, E. (2009). “*Teacher discourse on lesbian, gay and bisexual pupils in Scottish schools*”. Educational Psychology in Practice. *25*(4). 301-314.

OutSport. (2019). “*OutSport Toolkit: Education Through Sport”.* [Online]. Available at: http://www.out-sport.eu/wp-content/uploads/2019/11/OUTSPORT-TOOLKIT-EDUCATION-THROUGH-SPORT.pdf.

Smith, M., Cuthbertson, S. & Gale, N. (2012). ‘*Out For Sport: Tackling Homophobia and Transphobia in Sport”.* [Online]. Available at: http://www.equality-network.org/wp-content/uploads/2013/03/Out-for-Sport-Report.pdf

Stonewall (2017) ‘*School Report*’ [Online]. Available at: https://www.stonewall.org.uk/sites/default/files/the\_school\_report\_2017.pdf.