

LGBT Inclusive and Equalities Education Information Workshop

Orkney Islands Council Education, Communities and Housing

Welcome

- Opportunity for questions and discussion will be provided.
- Please be respectful to each other.
- May be different personal or family experiences within the room.
- No recordings should be made of this meeting- audio or visual.

Agenda

- Background.
- Time for Inclusive Education –Directors.
- Common queries
- Further questions – comments.

Our learners are the heart of everything we do.



Changing world



Orkney Youth Forum

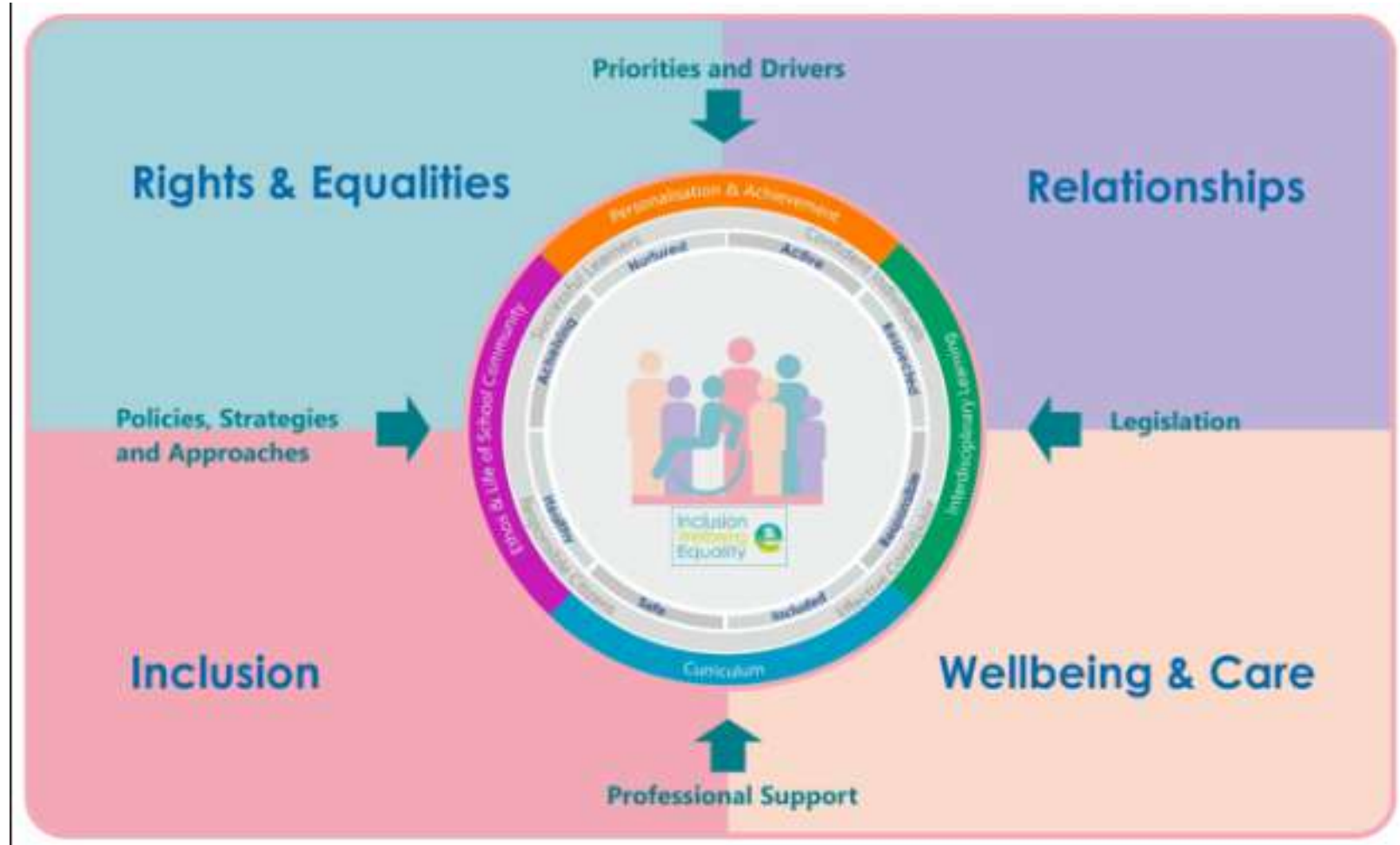
Highlighted a need for better education around LGBT+ identities and issues, in order to eliminate stigma and misunderstanding of LGBT+ people in our community.

It is recognised that LGBT+ young people can have a particularly difficult time in Orkney and may experience homophobic, biphobic and / or transphobic bullying, may feel excluded, disrespected and even unsafe.

Context Card

The Orkney Youth Forum asked for better education about LGBT people in schools to address experiences of bullying, feeling excluded, or feeling unsafe at school.

Inclusion Wellbeing and Equalities Framework



OLC Approach

- Tackling prejudice and bullying.
- Engage with parents and carers.
- Provide support for staff with training and the signposting of age and stage appropriate resources.
- This is NOT Relationships, Sexual Health and Parenthood (RSHP) education which is dealt with in a different way.

Guidance on LGBT Inclusive Education

The National Approach in Scotland (2026)

Inclusive Schools

Inclusion, Wellbeing, and Equalities Framework

Curriculum for Excellence: Experiences and Outcomes

GTCS National Framework for Inclusion

Getting it Right for Every Child (GIRFEC)

Healthy Eating in Schools Guidance

Poverty and Social Justice Guidance

Gender Based Violence Education Framework

Scottish Attainment Challenge

Digital Citizenship Education

Equally Safe at School

Health and Wellbeing

Mentors in Violence Prevention

School Counselling

Anti-Racism in Education

LGBT Inclusive Education: National Approach

Respect for All: National Approach to Anti-Bullying

Additional Support for Learning National Guidance

**Included, Engaged, and
Involved Part 1, 2, 3
Guidance**

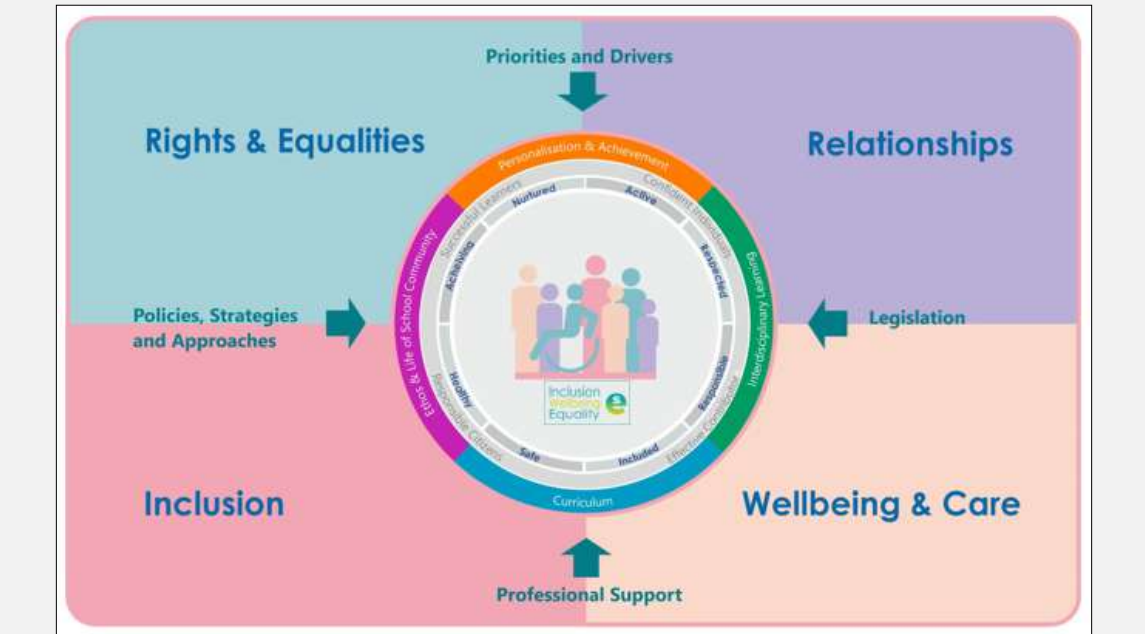
Equity Plans

Context Card

This slide shows some examples of the wider national frameworks, guidance, legislation, and approaches that support inclusion, equality, rights, and wellbeing in Scottish education. LGBT Inclusive Education is one part of this.

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EHRC: Technical Guidance for Schools in Scotland

Religious, Moral, and Philosophical Education

UNCRC: United Nations Convention on the Rights of the Child

Schools - fostering a positive, inclusive and safe environment: guidance

What is LGBT Inclusive Education?

Welcome to Bletchley Park. I'm Alan Turing and you're going to be working on my codebreaking team. I'll guide you through your first day.

We have to break today's code as quickly as we can if we want to save people's lives. Let's start with yesterday's code. Use it in our preliminary equations.



a = 2	e = 8	i = 24	m = 15	q = 23	u = 9	y = 20
b = 3	f = 1	j = 4	n = 18	r = 26	v = 25	z = 19
c = 5	g = 10	k = 14	o = 17	s = 16	w = 11	
d = 6	h = 12	l = 21	p = 22	t = 7	x = 13	



Stage One: Algebra

1

5b

2

2p - 2m

3

$\frac{j}{a}$

4

d²

5

5k - l

6

2z + g

7

cj

8

2(w + s)

9

5r

10

$\sqrt{v}$

11

6m - 2x

12

b(n - j)

13

3m - 10

14

y² - s²

15

2q + 4y

16

(k - d) + (p - a)

17

i - 2e

18

5h - z

19

go

20

$\sqrt{12h}$

21

2d - f

22

3y

23

4(q - h)

24

a(l ÷ t)

25

$\frac{4l}{2k}$

26

$\frac{2r}{x}$

Continue to Stage Two...

Bletchley Park was home to the British codebreakers of WWII. Alan Turing is the most famous of these codebreakers today, but he had the support of thousands of other staff, 75% of whom were women.

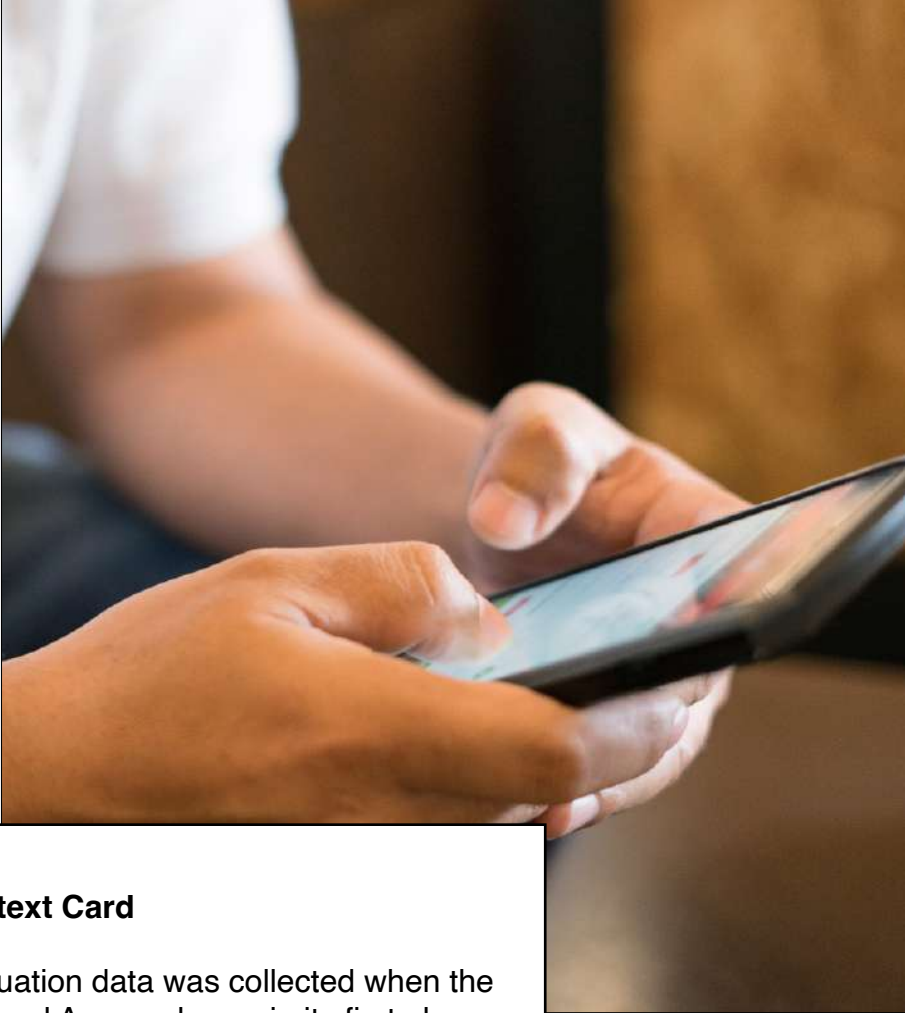
- Part of the broader framework of inclusive education for all learners
- Includes LGBT people, diverse families, bullying and prejudice, and relevant history within the school curriculum
- Similar to how schools include learning about race, disability, sexism, and religious prejudice
- Not a standalone lesson about LGBT people, but included within broader learning
- Learning is factual, contextually relevant, and suitable for the age and stage of learners. Primary and secondary learning will look different

Context Card

This slide provides a broad overview of the National Approach to LGBT Inclusive Education. It forms one part of the wider approach to inclusion, equality, rights, and wellbeing in Scottish education.

Source: Scottish Government Guidance on LGBT Inclusive Education (2024)

Why is it being delivered?



Context Card

Evaluation data was collected when the National Approach was in its first phase of implementation from 2021-2023, and published in 2023.

- Homophobic bullying and prejudice remain ongoing issues in schools, including in online and social media contexts
- This can include direct bullying, as well as prejudice-based language, for example “that’s so gay” or homophobic slurs
- Homophobia can affect any young person, including those targeted because they do not conform to stereotypes about how boys or girls are expected to behave
- **Anti-bullying work does not only respond to incidents.** It also prevents by helping learners understand the prejudice, stereotypes, and language that can lead to bullying
- Young people can witness or experience homophobia in Scottish school settings (national evaluation sample):
 - 96% of primary pupils (P5-P7) said **learning about homophobic language was relevant to their experiences** at school (n=94)
 - 49% of secondary pupils had **witnessed or experienced bullying** related to being, or being perceived as, LGBT (n=341)

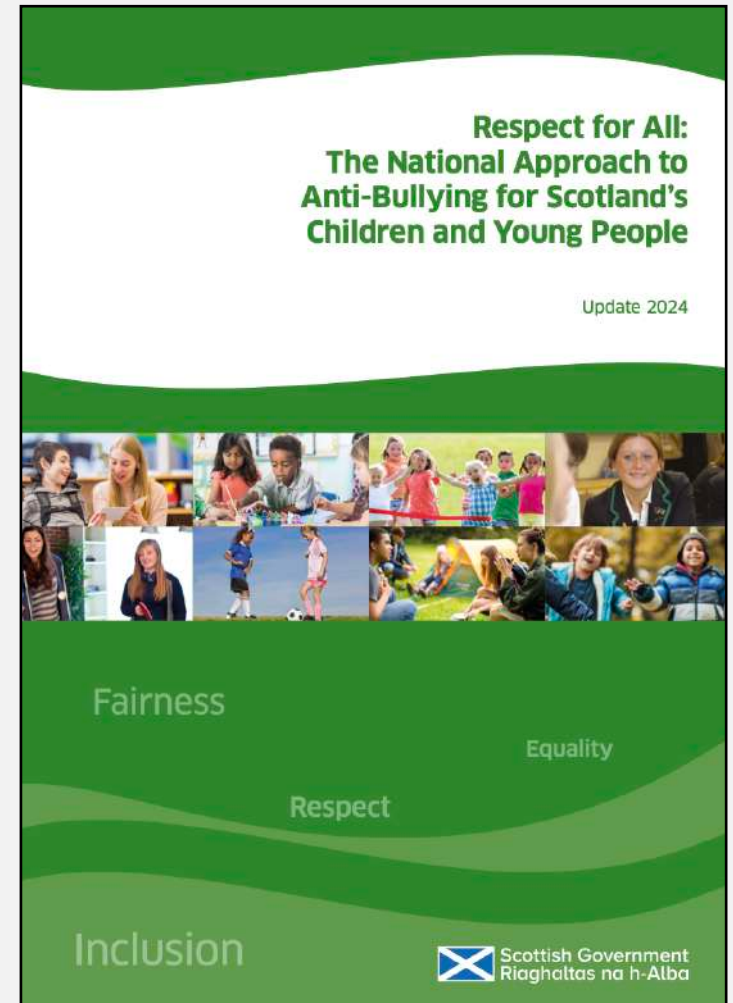
National Approach to Anti-Bullying (2024)

“Preventing and responding to prejudice-based bullying will require **a line of enquiry that directly addresses the prejudice(s)** that has motivated the bullying behaviour. This will include **proactively** challenging the root causes of different forms of prejudice – such as harmful stereotyping, stigma, negative perceptions, and ‘othering’ – **through the Four Contexts for Learning.**”

p27

Context Card

This quotation is from Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People (2024). It explains that prejudice-based bullying should be addressed both through responses to incidents and through preventative education.

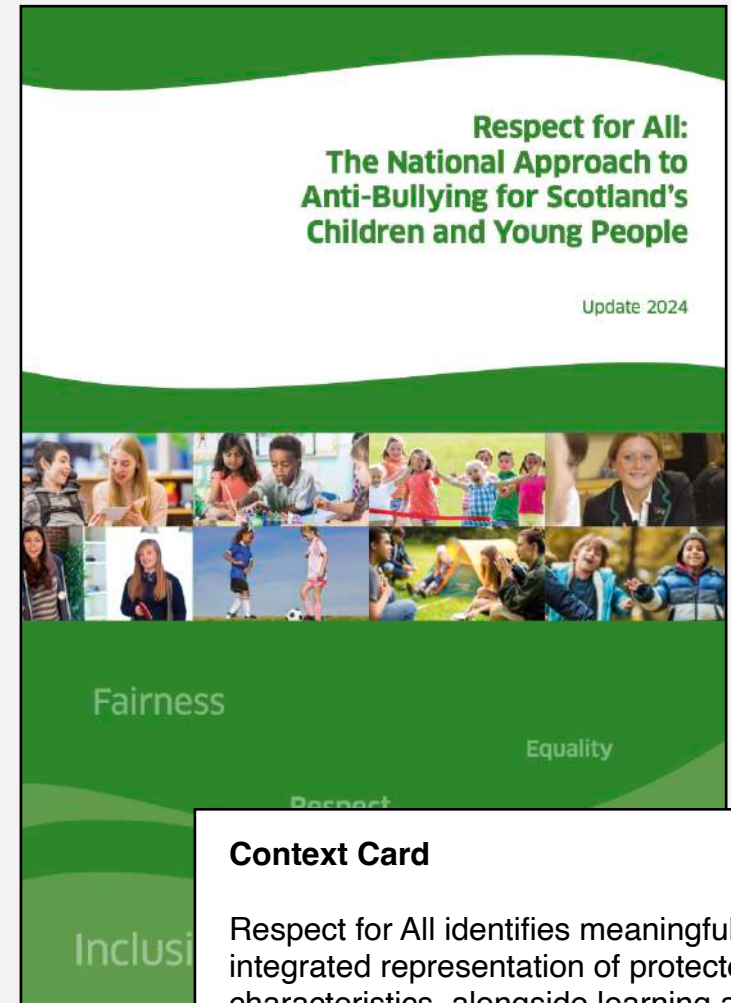


National Approach to Anti-Bullying (2024)

"As well as general learning on healthy relationships and respect, there are opportunities to use the curriculum to address forms of prejudice. This may include:

- opportunities for children and young people to learn about the causes, manifestations, impacts and prevention of prejudice in its various forms.
- the development of a curriculum which fosters good relations by **including meaningful, integrated representation of all protected characteristics and opportunities for organic learning** about diverse people, families and communities in society.
- **considered learning experiences** for children and young people to develop their knowledge and understanding of diversity, rights, and Respect for All."

p27



Context Card

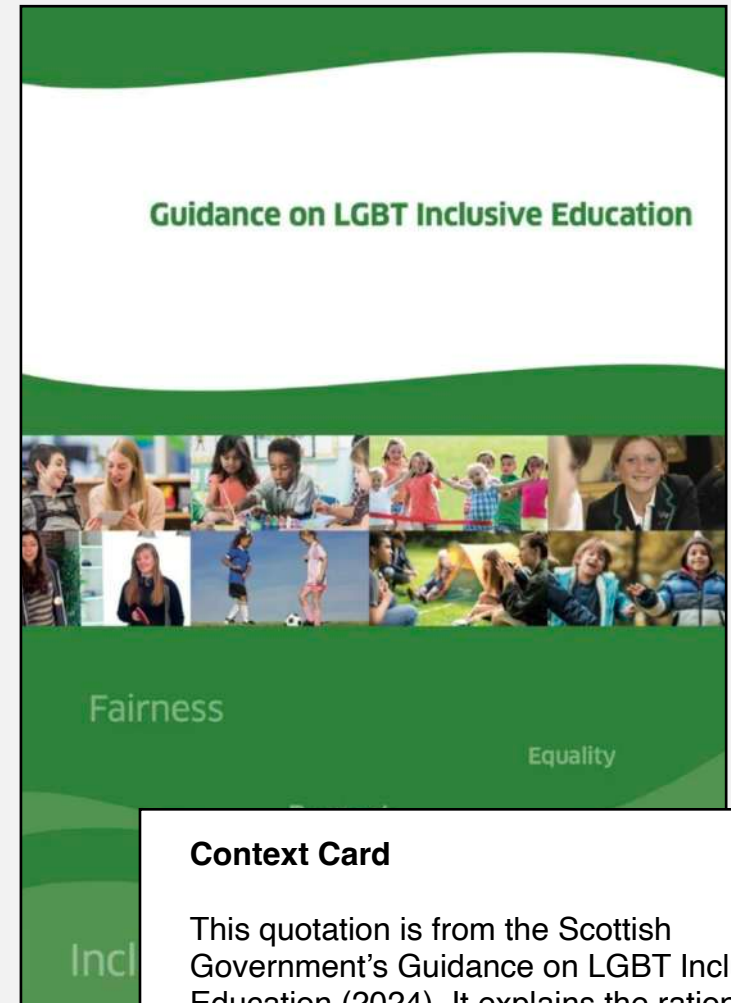
Respect for All identifies meaningful, integrated representation of protected characteristics, alongside learning about diverse people, families and communities, as part of a preventative approach to prejudice and bullying.

Guidance on LGBT Inclusive Education (2024)

“Children and young people are likely to engage with topics related to equality, identity, and encounter information about diverse groups of people in society, through social media and the internet where they may encounter harmful content and disinformation.

It is important that the curriculum therefore provides children and young people with opportunities to learn about these topics in a safe and factual learning environment.”

p4

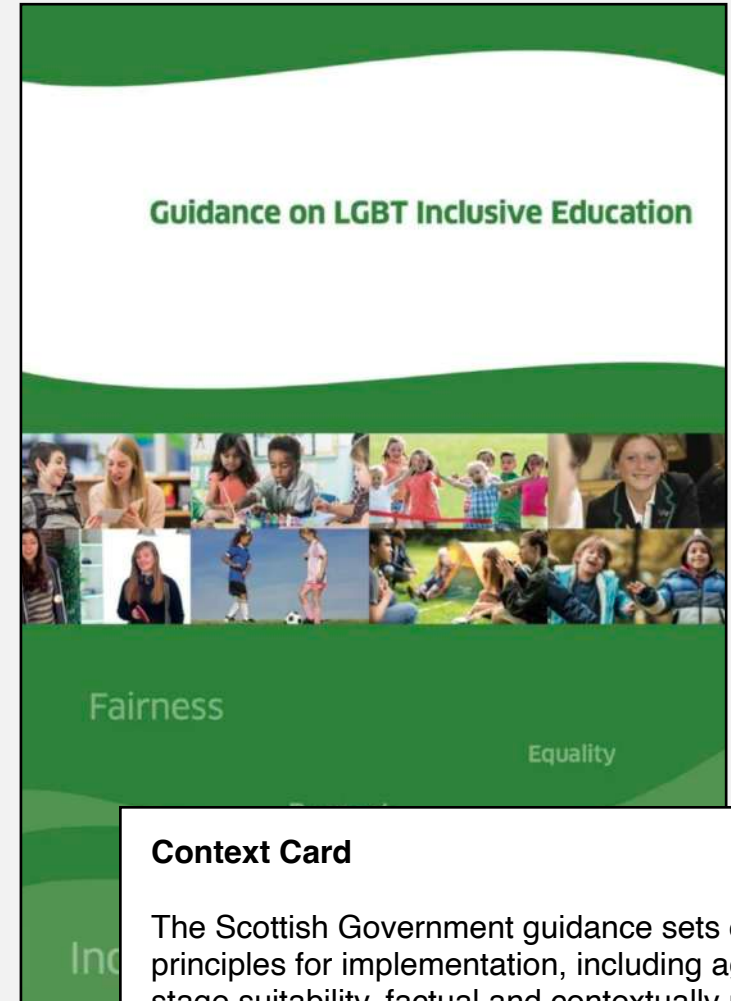


Context Card

This quotation is from the Scottish Government's Guidance on LGBT Inclusive Education (2024). It explains the rationale for providing factual learning in school, including in a context where children and young people encounter information online.

Guidance on LGBT Inclusive Education (2024)

- A proactive educational approach to addressing prejudice and bullying
- Developed with a range of education stakeholders
- Learning should be **differentiated and suitable for the age and stage** of learners
- Learning should be **meaningful, factual** and **contextually relevant**, and **delivered through ordinary year-round learning**
- **Integrated in curriculum, rather than treated as exceptional or standalone**
- Not the same as Relationships, Sexual Health and Parenthood (RSHP) education, and forms part of the broader curriculum e.g. Literacy, Social Studies
- National resources, differentiated for age and stage, are available to provide examples for teachers



Context Card

The Scottish Government guidance sets out principles for implementation, including age and stage suitability, factual and contextually relevant learning, curriculum integration, and teacher professional judgement. Teachers are supported to reflect these principles in their practice.

National Platform: lgbteducation.scot

 [lgbteducation.scot](#)

[Home](#) [About](#) [CPD Pathway](#) [Toolkit](#) [Resources](#) [Evaluation](#) [Profile](#)

Resources for the National Approach to LGBT Inclusive Education in Scotland

Welcome to the national platform for teachers to access quality approved materials, resources, and professional learning linked to Scotland's Curriculum to support the implementation of LGBT Inclusive Education.

The two stage national professional learning **Delivering LGBT Inclusive Education** has been provided by the Scottish Government, and should be completed by primary and secondary school teachers in Scotland.

The **Implementation and Evaluation Toolkit** provides a structured pathway for schools to implement LGBT Inclusive Education effectively.

National Guidance on LGBT Inclusive Education is available for teachers and educators, Senior Leaders, and Directors of Education.

Resources

Access a suite of quality approved resources and materials to support you to embed LGBT Inclusive Education Learning Themes across your curriculum; including lesson plans, worksheets, book reviews, and multimedia learning materials. All resources are linked to Scotland's Curriculum.

[Explore the Resources](#)

CPD Pathway

Access Stage 1 of the national "Delivering LGBT Inclusive Education" professional learning, freely available for teachers and school staff in Scotland. Stage 2 can be booked upon completion. This course should be completed by primary and secondary school teachers in Scotland.

[Begin Professional Learning](#)

Guidance

Teachers, Senior Leaders, and Directors of Education can access the National Guidance on LGBT Inclusive Education. This sets out the national approach and includes content about how settings can take this forward and connect to broader education frameworks in Scotland.

[Read the Guidance](#)

Context Card

lgbteducation.scot the national platform supporting implementation of LGBT Inclusive Education in Scotland. It provides national guidance and resources. Teachers can access example curriculum resources [here](#).

Example Teaching Resources

+ Equality and Inclusion: Learning and Teaching (Early - Second Level)

+ Numeracy and Mathematics Worksheets (First to Second Level)

- Scots Poetry Collection (Second Level)



This resource contains a collection of original poems written in Scots which feature LGBT themes.

It has been designed to support teaching and learning in the 'Literacy' Experiences and Outcomes and all poems link to one or more of the LGBT Learning Themes. The poems can be used individually or as a pack and each one comes with an accompanying worksheet and teachers' notes.

Poems, Worksheets, and Teachers' Notes included.

Level: Second Level
Developed by: Time for Inclusive Education (TIE)

[Download Resource](#)

+ Role Models Lessons (Second Level)

+ What is Discrimination? Learning Activity (Second Level)

+ STEM Learning Pathway (Second Level)

+ Art and Design: David Hockney Art Unit (Third Level)

+ Numeracy and Mathematics: Alan Turing's Codebreaking Maths (Third Level)

- Expressive Arts: Understanding Verbatim Theatre Unit (Third Level to Senior Phase)



This resource contains a unit on verbatim theatre practices. Using Tectonic Theater's 'The Laramie Project' as a starting point, it introduces learners to the concept of verbatim theatre, its origins, and how it has developed over time. 'The Laramie Project' is a verbatim community response to the murder of Matthew Shepard who was living in Laramie, Wyoming.

This unit allows learners to understand the real-life impact of prejudice and consider social issues they are interested in by creating their own verbatim theatre productions. This unit also explores verbatim theatre about the Grenfell Tower fire, the repeal of Section 28, and further examples of theatre engaging with social impact topics.

Powerpoint, Lesson Notes, Worksheets, Script and Video included.

Level: Third to Senior (Adaptable)
Developed by: Time for Inclusive Education (TIE)

[Download Resource](#)

+ Social Studies: Early Modern Scotland - Poem 49 (Third Level to Senior Phase)

+ Social Studies: The Story of Bayard Rustin (Third Level to Senior Phase)

+ Social Studies: The Story of Press for Change (Third Level to Senior Phase)

+ Social Studies: The Story of Sally R

+ HWB/RME: Equality & Inclusion - L

+ Literacy and English: Interpreting

+ Media Education/HWB: Learning

+ Media Education/HWB: Learning

Context Card

These are examples of teaching materials available through the national platform. They are designed to support the National Approach and are linked to Curriculum for Excellence. They are not prescribed lesson scripts. Teachers exercise professional judgement when planning learning for their own context.

- Example national resources are publicly available:
- Developed by teachers to provide examples of practice
 - Linked to Curriculum for Excellence
 - Classroom teachers use professional judgement to develop suitable learning for their learners and context

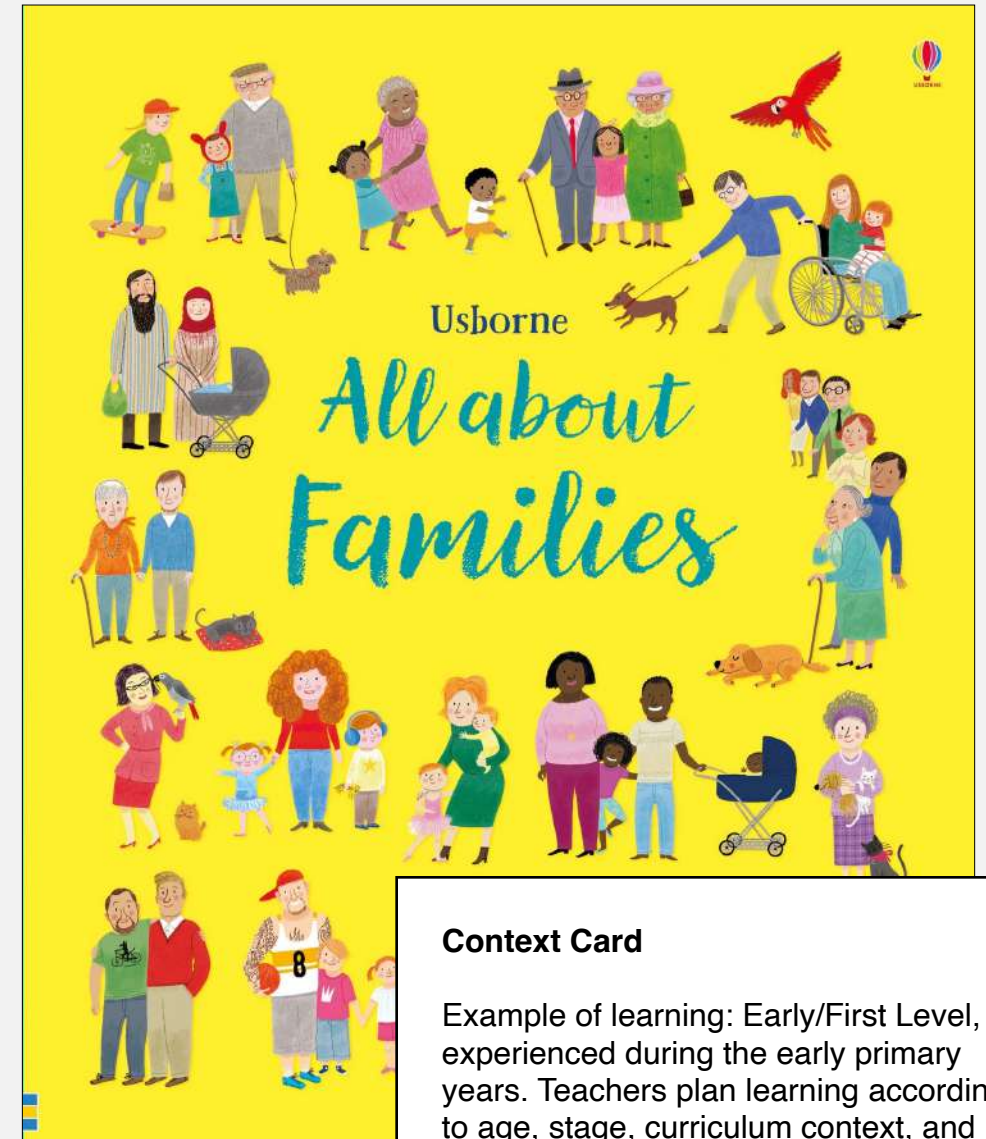
In Practice Across Stages

Early Level / First Level

- Learners see a range of different families in their learning
- This may mean families with two mums or two dads as well as mum and dad, but also other diverse families, such as single-parent, co-parenting, or blended families
- This allows learners to better understand families that may be different to their own and reflects the society they live in

I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.

HWB 0-45a / 1-45a



In Practice Across Stages

Second Level

- Learners see representations of diverse figures within their learning and may explore historical examples selected by teachers to fit with class topics
- For example, learning about the life and codebreaking work of Alan Turing when exploring World War II or to strengthen knowledge of mathematics and technological advancements

I have worked with others to explore, and present our findings on, how mathematics impacts on the world and the important part it has played in advances and inventions.

MTH-212a



Welcome to Bletchley Park. I'm Alan Turing and you're going to be working on my codebreaking team. I'll guide you through your first day.

We have to break today to save people's lives. L in our preliminary equa

a = 2	e = 8	i
b = 3	f = 1	j
c = 5	g = 10	k
d = 6	h = 12	l



Context Card

Example of learning: Second Level, experienced during the upper primary years. Teachers plan learning according to age, stage, curriculum context, and the needs of their learners.

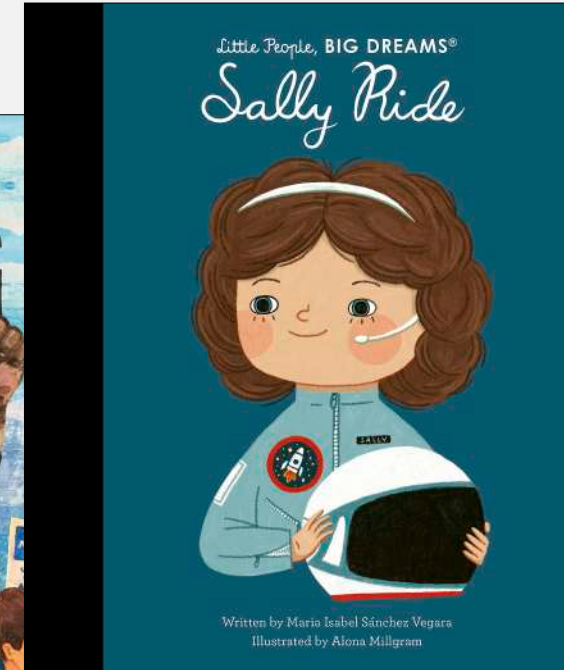
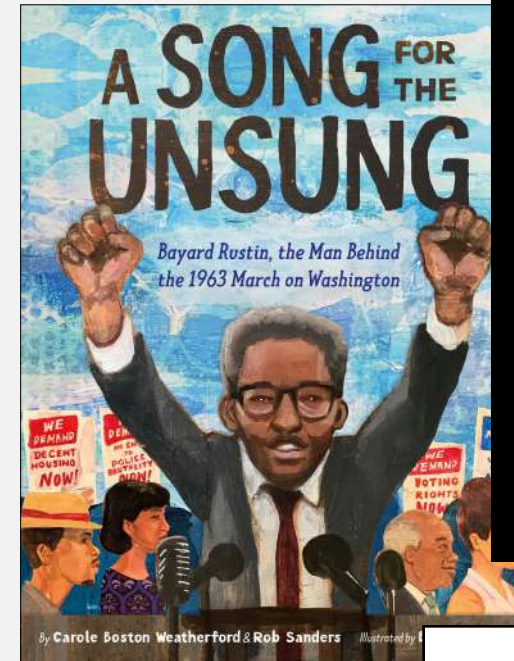
In Practice Across Stages

Second Level

- Learners explore different forms of discrimination, prejudice, or bullying against people and can explain the impact this can have
- Learners engage with case studies to understand the impact of different forms of discrimination or prejudice
- For example, learning about Bayard Rustin and the US Civil Rights Movement, or learning about the life of Sally Ride, to learn about racism, homophobia, or sexism

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



Context Card

Example of learning: Second Level, experienced during the upper primary years. Teachers plan learning according to age, stage, curriculum context, and the needs of their learners.

In Practice Across Stages

Third Level

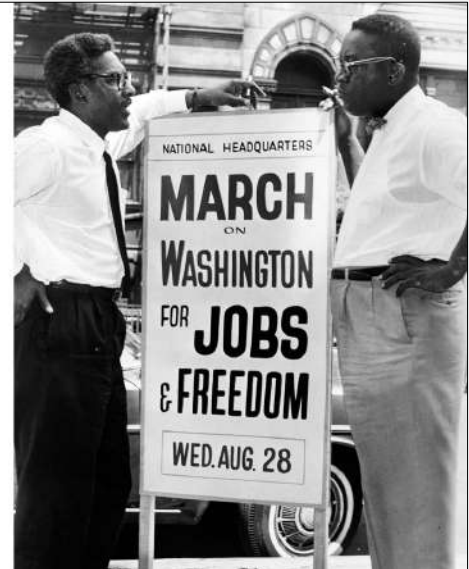
- Learners analyse case studies, historical sources, and contemporary examples to explore prejudice, discrimination, inequality, and rights movements
- For example, studying Bayard Rustin and the US Civil Rights Movement, examining his role in organising the 1963 March on Washington, alongside the racism and homophobia that shaped his experiences
- Learners might also examine rights movements more broadly (e.g. Section 28 repeal, women's rights movements)

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

Significant Historical Event

- In 1963, Bayard became the Chief Strategist and organiser for the March on Washington for Jobs and Freedom.
- The march was attended by an estimated 250,000 people and this is where Dr. King delivered his "I Have A Dream" speech.
- One year later, the Civil Rights Act 1964 was introduced in America.



Context Card

Example of learning: Third Level, experienced during the lower secondary years. Teachers plan learning according to age, stage, curriculum context, and the needs of their learners.

In Practice Across Stages

Fourth Level / Senior Phase

- Learners deepen their understanding of human rights and equality by exploring the Equality Act 2010, including the nine protected characteristics
- Learners examine different forms of discrimination, using case studies to consider their potential impact and consequences to support workplace preparedness
- Learners critically examine the concepts of rights and responsibilities



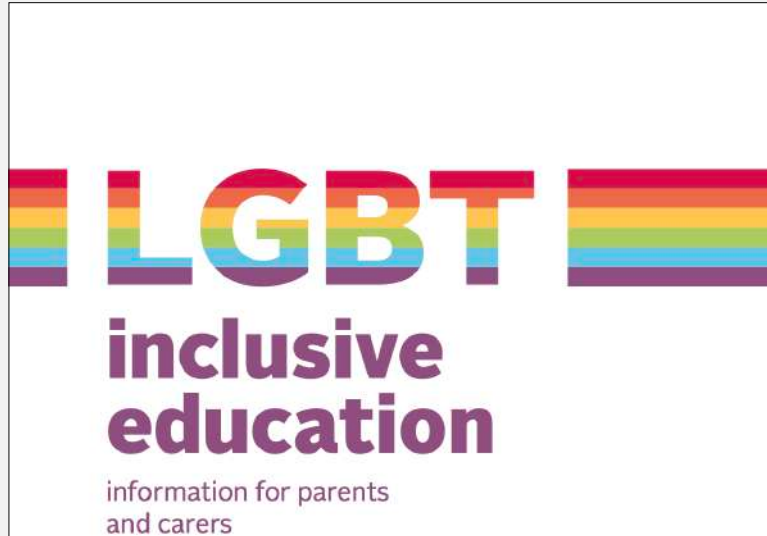
As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

HWB 4-09a

Context Card

Example of learning: Fourth Level/ Senior Phase, experienced during the upper secondary years. Teachers plan learning according to age, stage, curriculum context, and the needs of their learners.

More Information



Context Card

Further information specifically for parents and carers is available through Parentzone Scotland, alongside the Scottish Government guidance and the NPFS guidance for parents and carers.

National Parent
Forum of Scotland



I think my child is lesbian, gay, bisexual, and/or transgender. How can I support them?

Many LGBT young people can find it difficult to tell their parents and carers about their identity because they are worried about the reaction they may receive. To support your child without putting pressure on them, it can be helpful to speak positively about an LGBT topic with them. This can reassure them that you love and support them. Perhaps you could use this leaflet as a conversation starter.

"Have you learned about any LGBT people or history at school yet? I think it's good that this is happening now so that LGBT young people know that it is okay to be themselves."

There are also support services available for parents and carers.

Switchboard is a telephone helpline and they can provide support and advice based on your own circumstances.

☎ 0800 0119 100 (open from 10am until 10pm every day)

The Proud Trust also has a range of resources for parents and carers related to LGBT identity, coming out, and a live chat option for answers to your questions.

🌐 theproudstrust.org/trusted-adults

How can I help my child's school to do this?

The national platform for LGBT Inclusive Education (lgbteducation.scot) launched in September 2021. It is the Scottish Government's expectation that LGBT Inclusive Education will be delivered in early years settings, primary and secondary schools in Scotland. You can ask your child's school if they have started engaging with this policy area. Be clear that this is the approach as found on lgbteducation.scot and is separate to any other LGBT awareness training or programmes they may have used previously.

If they haven't, you can ask when they will begin. If they are unaware of the National Approach, encourage them to visit lgbteducation.scot where they can get started. There is a free professional learning for teachers and resources hosted there. You can also refer them to tie.scot where they can book free workshops and assemblies for the school, if they would like to.

Can I read the school resources?

Yes. As with all areas of the curriculum, your child's school should be able to share the content being taught with you. As this is individual to each school, you should contact the school directly. Schools want to support parents and carers being involved in their child's learning.

We also create example resources that teachers can use and these are all publicly available. You can access these at lgbteducation.scot/resources

My child is being bullied, what can I do?

Bullying of young people because they are LGBT, are thought to be LGBT by others, or have LGBT family members is just as serious as any other kind of bullying. Young people experiencing bullying of any kind need support and to know their rights. You can arrange a meeting with your child's school to discuss what actions school staff will be taking to address the situation. It is important that your voice and your child's voice are heard and respected in these discussions.

Scotland's anti-bullying service RespectMe has information for young people, parents and carers about prejudice-based bullying. Find this at respectme.org.uk

- [Parentzone Scotland](#) for parent/carer information
- [LGBT Inclusive Education Guidance for Parents and Carers](#)
- [Scottish Government: Guidance on LGBT Inclusive Education](#)

Questions we have been asked

Right to withdraw?

Guidance on the teaching of Relationships, Sexual Health and Parenthood (RSHP) education makes clear that parents and carers may have the option to withdraw their child(ren) from all or part of a planned sexual health education programme as part of RSHP. This is usually considered when a parent or carer has had the opportunity to consider the topics which will be considered as part of the curriculum.

There are **no similar terms** on which withdrawal can be requested from LGBT Inclusive Education e.g learning about homophobic language **as is the case with the rest of the curriculum.**

This is not a special rule for LGBT, it applies across the broad curriculum – e.g. if a class is learning about the Civil Rights Movement, pupils can't be withdrawn from learning about racism. If a class is studying climate change, they couldn't be withdrawn because of a disbelief in climate change.

Curriculum content

Where LGBT-related content or themes arise as part of the curriculum in the delivery of broader Experiences and Outcomes (for example, a text which includes a gay character during planned learning in Literacy or learning about rights movements in Social Studies), it would not be possible for a withdrawal request to be granted.

This is because it does not relate to a sexual health education programme as part of RSHP. Learning related to LGBT inclusive education is part of the broader curriculum and will be included across curriculum areas.

Appropriate to age and stage of the children and young people.

Transparency of resources

- Teacher professional judgement on resources they choose to use.



Any questions?

**Thank you for
listening.**

