



Title: Lesbian, Gay and Bisexual (LGB) equality

Level: THIRD

Code: 3.7

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
<p>I understand the importance of being cared for and caring for others in relationships, and can explain why. HWB 3-44a</p> <p>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</p> <p>I understand my own body’s uniqueness, my developing sexuality, and that of others. HWB 3-47a</p>	<ul style="list-style-type: none"> • Explains why commitment, trust and respect are central to being cared for and caring for others. • Demonstrates respect and understanding of the diversity of loving and sexual relationships, for example, LGBTI relationships, marriage, living together, co-parenting. • Recognises the impact of puberty and developing sexuality.

About this activity

Most young people know what it means to be gay, lesbian or bisexual. They may be part of a family with gay, lesbian or bisexual parents or family members. At the start of secondary school they may be thinking about their own sexual orientation. While the intention of the RSHP resource is to be inclusive of all sexualities and across all learning activities, this one-off session looks at LGB equality. When we talk about this in class we recognise that LGB young people can still experience harassment or bullying, we want to be clear this is not acceptable. We also want to put our focus on the positive and emphasise sexual orientation is about love and relationships. This session has a focus on sexual orientation, other activities in the RSHP resource focus on gender and address Transgender issues and rights. This lesson is part of our learning to respect each other, challenge discrimination and be kind to all.

Resources to support this activity

- Slides
- **Shh! Silence Helps Homophobia** (LGBT Youth Scotland film 7 minutes 2 seconds) <https://youtu.be/XQKGigb5l28>
- Quotes from young people are taken from **Equal at school?** School Report Scotland: The experiences of lesbian, gay, bi and trans young people in Scotland’s schools in 2017 https://www.stonewallscotland.org.uk/sites/default/files/school_report_scotland_2017_0.pdf

Activity

1. Introduce the session along these lines: Today's activity is about LGBT Equality, so we are talking about the lives of lesbian, gay and bisexual people and their rights to live their lives with respect and human dignity. Acknowledge that the young people will likely know these terms but use the slide to explain:

The words we use to describe sexual orientation

Sexual orientation is about who you are attracted to.

- We say a person is **gay** when they love someone of the same gender, this can be used when we talk about two men together or two women together.
 - We say a person is **lesbian** when a woman loves a woman (so for women we can say gay or lesbian).
 - We say a person is **bisexual** when they feel they can be in love with a person who is the same gender as them, or someone of a different gender.
 - We say a person is **heterosexual** (sometimes people say 'straight') when people of different genders love each other, so a man and a woman.
2. Explain that there are a couple of other terms that it's useful to know to help the discussion, again acknowledge the young people might know these but share and discuss. The terms are **homophobia** and **biphobia**:

Homophobia is about having a negative attitude or behaviour towards someone just because they are lesbian or gay. **Biphobia** is the same thing against someone who is bisexual. Homophobia and biphobia can include horrible language or threats or violence against LGBT people of any age.

3. The second term is **coming out**. Share the slide, discuss/clarify:

Coming out is when someone tells someone else their sexual orientation.

Explain that most of us are brought up to think that everyone is attracted to the opposite sex (heterosexual/straight). For people who are heterosexual then they don't need to come out as anything, because it's what people might assume. LGBT people have to make the choice to say they are lesbian, gay or bisexual - or not tell that they are attracted to someone of the same gender (or both if they are bi). LGBT people can come out at different times, and maybe only to some people if they are worried about what they will say or do. It should be up to the LGBT person to come out, non-one else should say who they are without their permission.

4. **So what is it like to be young and lesbian, gay or bisexual?** Explain that there is research done in Scotland about the lives of young LGBT people. But before sharing this, here's a film about one boy's experience of school. Watch **Shh! Silence Helps Homophobia** (LGBT Youth Scotland film 7 minutes 2 seconds) <https://youtu.be/XQKGigb5l28>
5. Take any immediate reactions then share the slides: **LGB young people, bullying and violence at school** and then **How does this make young people feel?** Discuss what is presented. After reviewing the slides explore: *How would you react to or support a friend who was experiencing such negativity? What should adults do – at home or in school to support young LGBT people?*

6. Explain that despite some of the bad experiences LGB young people have it is actually against the law to discriminate against someone or harass them if they are lesbian, gay or bisexual. (Share the next slide) Lots of positive changes have happened to help make the lives of LGB people fair and equal. Things like:
 - Equal Marriage so that LGB couples can get married.
 - LGB people can become parents and carers by adopting or fostering children.
 - LGB people can do any job.
7. Acknowledge that it hasn't always been this way. In the past LGB people were treated unfairly and experienced discrimination and violence. The problem today is that even the law says there must be equality, not everyone acts in ways that are fair and accepting of everyone else, just as was obvious for the boy in the film earlier, so not everyone treats LGB people equally and with respect.
8. Pose the question: *What do you think has brought about some of the positive changes that have helped make things more equal for LGB people?* The young people might suggest any of the following, or you can: The law says people should be treated equally, there are more LGB people who are out and proud of who they are, you see lots more LGB people on TV or social media (so they are more *visible*) and many of us have LGB family members, and this makes it quite a normal thing for people to know and talk about.
9. Explain that one way to make things better for your community is to get organised and tell people what needs to change about society. This is what LGB people have been doing. Share the slide and discuss what Ella has found helps:

“Being part of the LGBT community has meant so much to me in the past few years. Through events like Pride, LGBT youth groups and workshops I have met wonderful people who all celebrate and accept each other”. Ella age 17
10. **The Rainbow Flag:** Ask the young people if they have heard of Pride and ever seen the Rainbow Flag that is flown (share the slide) it has become the symbol of LGBT Pride. Explain that rainbow flags have been used by many cultures and struggles but the LGBT flag each colour represents something. Read and have a conversation about what each colour stands for and why this might be important for people who want equality and to be free to be themselves.
11. **Love is Love:** Share the slide and read the quote. What do young people think the expression love is love might mean? If necessary explain that this is a phrase often used now to emphasise that we are all human beings, all we want is the right to love who we choose to love. (The quote from the 5 year old child captures this well).
12. End with informing young people that the organisation LGBT Youth exists in Scotland to provide information and support. Also, remind them that they can always talk to you if they have any questions about anything that comes up for them in lessons. On slide:

LGBT Youth provides information and support: <https://www.lgbtyouth.org.uk>

Additional ideas

- The LGBT School Charter is a way to ensure your school is inclusive and supportive of LGBT people: <https://www.lgbtyouth.org.uk/national-programmes/schools-and-teachers/lgbt-schools-charter/>
- Stonewall have produced a timeline of LGBT equality <https://www.stonewall.org.uk/about-us/key-dates-lesbian-gay-bi-and-trans-equality>

Connecting with home

The text below could be used to communicate with home about this learning activity.

Most young people know what it means to be gay, lesbian or bisexual. They may be part of a family with gay, lesbian or bisexual parents or family members. At the start of secondary school they may be thinking about their own sexual orientation. We will be spending one session looking particularly at LGB equality. When we talk about this in class we recognise that LGB young people can still experience harassment or bullying, we want to be clear this is not acceptable. We also want to put our focus on the positive and emphasise our sexual orientation is about love and relationships. This lesson is part of our learning to respect each other and be kind to all.

The organisation **LGBT Youth** has lots of information and support available for young people who are lesbian, gay or bisexual <https://www.lgbtyouth.org.uk>

Parents Enquiry Scotland is a voluntary organization which provides information and support for parents whose sons or daughters have come out as lesbian, gay, bisexual or transgender. It has been in existence for over 40 years. <http://parentsenquiryscotland.org/>

Practitioner Notes