



Title: A fair and equal life for girls and boys
Part 3: Being transgender

Level: SECOND

Links to Curriculum for Excellence

Experiences and Outcomes	Benchmarks
I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b I know that all forms of abuse are wrong, and I am developing the skills to keep myself safe and get help if I need it. HWB 2-49a	<ul style="list-style-type: none"> • Identifies different kinds of friendships and relationships. • Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect. • Identifies positive things about own body image and appearance. • Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help. • Demonstrates an understanding of diversity in sexuality and gender identity.

We can also identify these additional CfE Experiences and Outcomes as being relevant to these activities; they sit within **Mental, Emotional, Social and Physical Wellbeing** within Health and Wellbeing. As the responsibility of all they do not have associated Benchmarks.

- 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 2-09a
- 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 2-10a

Learning Intentions

- Children learn about themselves, what makes them unique and the idea of diversity.
- Children consider stereotypes and gender-biased expectations.

Success Criteria

- I understand that how I look, how I behave, or my aspirations should not be limited by stereotypes, my sex or expectations of what boys and girls should do.
- I can give examples of, and can challenge, stereotypes.
- I show respect for others.
- I understand and accept diversity amongst my peers.

Resources to support this activity

- PowerPoint/Slides

Activity

This is a relatively short input that will clarify for children what is meant by transgender.

This activity continues a narrative across the RSHP resource that encourages children to be whatever kind of girl or boy they want to be, free from stereotypes and gender-biased expectations. What is offered here is only one learning activity, in your class or setting there will be a need for a broader commitment to equality, this and prior activities can help engage children in this work.

You may have a child in your class who at this early age does not wish to be identified as either a boy or a girl. You may have a child in your setting who experiences a marked incongruence between their experienced gender and the gender associated with their biological sex - you may have already been told by the child's parent/carer about the child's gender dysphoria. In these circumstances the duty remains to ensure a safe and healthy learning environment for this child, respectful of their and their parents' wishes in terms of any changes they wish to make to things like name or dress or chosen pronouns. In any of these circumstances the child may experience prejudice-based bullying and while this set of learning activities seek to promote kindness, empathy and rights, the learning activities will only be a part of how you create an inclusive, safe space for all children.

1. Remind the children that the class/group is learning about being a girl and boy and about being fair to everyone, and that they can be any kind of girl or boy they want to be. Explain then that there are some people who grow up feeling that the sex they were born just doesn't fit how they feel. Ask if the children have heard the word *transgender* and introduce the term/definition on the slides, and talk through to ensure understanding. (NOTE The images are of adults who identify as transgender. The symbol shown represents the transgender community, you might share this and the symbols for male and female too by way of explanation?)

If a person describes themselves as **transgender** (sometimes people just say **trans**) they feel that the sex they were born doesn't match how they feel inside.

So, a **transgender woman** lives as a woman today, but was born a boy. A **transgender man** lives as a man today, but was born a girl.

2. Ask the children if they remember learning about the words prejudice, discrimination and sexism – what do they remember they mean? Introduce the word **transphobia**, this is a word that explains when someone is hurt or put down because they are transgender.

Transphobia is a kind of prejudice and discrimination. It is when someone who is transgender is put down or hurt or discriminated against just because they are transgender.

3. Key points to get over are:
 - Acknowledge that for people who are transgender things can be difficult when other people are cruel or rude to them.
 - Remember too that everyone of us is born unique and special, this is what makes us all so interesting.

Further learning activities are available that connect to this RSHP curriculum content

- Stereotypes and equality
- Being Fair

Additional material

Sandyford is a service based in NHS Greater Glasgow and Clyde and provides support and information. This link may be helpful for parents: <https://www.sandyford.org/parents-sandyford/secondary/gender-identity/>

Parents/carers who are communicating with teachers/educators about a child who is expressing their wish to be identified as transgender might be interested in this blog with animations, produced by a mother of a transgender child, it tells the story of their experience together:

<http://www.howtobeagirlpodcast.com/videos>

Practitioner Notes

