



Title: Similarity, diversity and respect
Part 4: Heterosexual, Lesbian, Gay, and Bisexual

Level: FIRST

Links to Curriculum for Excellence

Experiences/Outcomes	Benchmarks
I recognise that we have similarities and differences but are all unique. HWB1-47a	<ul style="list-style-type: none"> Recognises that everyone is unique and identifies similarities and differences. Explains that development and growth of each individual is different.

The RSHP resource learning activities provide information about Es/Os and Benchmarks associated with RSHP within Health and Wellbeing. The teacher/educator can make links to other curricular areas. In terms of this activity there are clear links to the *Mental, Emotional, Social and Physical Wellbeing* curricular area and so the relevant Experiences and Outcomes are also identified here:

- 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 1-09a
- 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 1-10a

The learning intentions and success criteria are met with delivery of all parts of this topic.

Learning Intentions

- Children learn about themselves, what makes them unique and the idea of diversity.
- Children consider stereotypes and gender-biased expectations.
- Children learn about what is meant by the term disability.
- Children learn about what is meant by the terms heterosexual, gay, lesbian, and bisexual.
- Children learn about sexual orientation in the context of learning about love.

Success criteria

- I can give examples of what makes me a unique individual.
- I show respect for others.
- I understand that how I look, how I behave, and my aspirations should not be limited by stereotypes, my sex or expectations of what boys and girls should do.
- I understand that some children have a disability that can affect how they walk, see, hear, speak, learn, or do other things.
- I understand that the terms heterosexual, gay, lesbian, and bisexual can be used to describe who a person is attracted to or falls in love with.

Resources to support this activity.

- PowerPoint Slides
- Film (duration 4 minutes 6) In a Heartbeat <https://vimeo.com/227690432>
- Film (duration 3 minutes 48) Kids of Gay Parents Speak Out <https://www.youtube.com/watch?v=JG0yghzVuYA>

Whenever you use content on a platform like YouTube, please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.

Activity

1. Gather the children together. We suggest an introduction along these lines: *Our lesson today is about love – and we will be learning about what words we use depending on who a person falls in love with. Here are some of the words we will use today, you probably have heard some of these before, you can let me know.* (Use the slides or make flashcards, the text is a guide for you as teacher/educator about what can be said by way of definition).

We say a person is **gay** when they love someone of the same sex, 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 sex as them, or someone of a different sex.

We say a person is **heterosexual** is when people of a different sex love each other, so a woman and a man.

Take any questions and clarify where necessary.

2. Time for a conversation with the children about **love**. Use the slide: **What is love?** Ask the children: *Have you heard people talking about being in love? What do you think being in love means?* Then the prompt and slides: *What do people do when they are in love?* You might expect children to talk about holding hands, watching TV together, spending time together, kissing, getting married, having a family etc. Use the slides to prompt discussion as necessary. Be open to accepting all their interpretations. There might be a few giggles and embarrassment. Children might talk about things they love or love to do. There might be shout-outs that someone in the class loves someone else.... Manage this sensitively so that no-one is embarrassed, 'fun is okay, making fun of others is not'.
3. Ask the children what might it feel like if you really like someone, more than just a friend, but maybe have a crush on someone? Tell them we have a short film for them to see about a boy who has a crush on someone and doesn't quite know how to react. Show the short film **In a Heartbeat** <https://vimeo.com/227690432>

Some possible discussion questions (thinking of the main character as the hero): *How did the main character of the film feel? Was he a bit worried about anything? How did our hero feel at the end of the film?*

There *may* be children who will comment negatively about the character, they may say something along the lines of ‘*a boy can’t fancy anther boy*’. Deal with this sensitively, no need to engage in correcting the child, explain that in this story that is what happened. Explain that it’s up to us all about how we feel and who we like or have crushes on.

4. Moving on, tell the children that if we are thinking about lesbian, gay and bisexual people we need to remember that all our families are different – and some children will have lesbian mums or gay dads. This is a short film where children who have a lesbian mum talk about their family.

Show the short film: **Kids of Gay Parents Speak Out**

<https://www.youtube.com/watch?v=JG0yqhzVuYA>

Possible discussion questions: *So, these children have lesbian mums, what did you like about them talking about their mums?*

Note: A child may have a lesbian mum(s) or gay dad(s). They may say this in the course of discussion. Acknowledge their contribution, but do not ask further questions in front of the class. Rather, check in with the child later when there is an opportunity to do so privately, this can be as simple showing you appreciate their contribution.

5. Explain that we all live in different kinds of families, that we have some photos to look at today that will help us remember this. Share the slide with captions, have some general conversation about what the children see.
6. To end the lesson, recap along the lines of (use the slide): *Today we have been thinking about what we mean by the words gay, lesbian, bisexual and heterosexual. This is all about who a person loves. Do you remember what they mean?* Review and ensure understanding. Emphasise the key messages:
 - Some people are gay or lesbian or bisexual.
 - Some members of our family may be gay or lesbian or bisexual.
 - It’s never okay to be mean to someone. It’s never okay to make fun of someone because of their family or who they are.

Connecting with home

This text might be useful to connect learning with home:

Children are often curious about what gay, lesbian or bisexual means. Of course, some of our children know what these words mean, or they may be part of a family with gay, lesbian or bisexual parents, carers or family members. We are learning about being gay, lesbian or bisexual and we have also introduced the word ‘heterosexual’. When we have been talking about this in class, our focus is on love and relationships. This lesson is part of our learning to respect each other and be kind to all.

If you like to read with your child, **The Great Big Book of Families** by Mary Hoffman, is a lovely book that describes all different kinds of families. You might like to ask for a copy at your local library.

We also watched a couple of short films that you might want to watch too.

In a Heartbeat <https://vimeo.com/227690432> is an award winning animation.

Kids of Gay Parents Speak Out <https://www.youtube.com/watch?v=JG0yqhzVuYA> is a series of short interviews with kids who speak about their diverse families.

Further RSHP activities on this topic Similarity, diversity and respect are available

- I am unique: My self-portrait.
- Boys and Girls
- Disability

Practitioner Notes

