

Lesson three: My relationships



Lesson aim:

Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language.



Learning outcomes:

- I know the correct terms to describe gender and sexuality
- I know that treating someone as 'wrong' or 'less than' because of their gender and/or sexuality can constitute homophobic, biphobic or transphobic bullying
- I have considered appropriate ways to communicate about gender and sexuality



Resources required:

- Resource sheet: Definition dominoes
- Resource sheet: Gender and sexuality fact sheets
- Resource sheet: Gender and sexuality answer sheets
- Resource sheet: Mobile phone template 2
- Resource sheet: Pictures of different people (inclusive of a range of genders, ages, ethnicities, body shapes and including disabilities)
- Large paper
- Pens

Key words: homophobic, biphobic, transphobic

Teacher notes:

A lack of understanding around terminology to describe gender and sexuality can lead to inappropriate use of terms and can also be a factor in homophobic, biphobic and transphobic bullying. Whilst the focus of this lesson is on understanding gender and sexuality, the subject of same gender sex may arise. If a pupil raises the question of how people of the same gender have sex, you could say: 'People have sex in different ways. What matters is that both people respect each other and agree to what is happening. No one should ever do anything that they are uncomfortable or unwilling to do'. Ensure that any misuse of terminology is corrected gently. It is important not to suggest that the word is wrong. Instead, check the pupil's understanding of the term and suggest the correct term, clarifying its meaning.

Begin the lesson by...

Explaining that we will be learning about the words that are used to describe different genders and different sexualities. Tell pupils that people are romantically attracted to a range of different types of people and that attraction varies from one person to another. Some people are attracted to people of a different gender to them, some people are attracted to people of the same gender as them and some people are attracted to both. What matters is that people feel comfortable and safe to be themselves. Remind pupils it is unacceptable to use words that describe any gender or sexuality as an insult. This is known as homophobic, biphobic or transphobic bullying. Everyone has the right to be respected as individuals. Remind pupils of the working agreement.



Activity one: Definition dominoes

Divide the class into small groups. Provide each group with a large sheet of paper and a blue, black and green pen. Ask pupils to write down all of the words they have heard of to do with sexuality and gender using the black pen. Then instruct pupils to circle the words that they believe to be acceptable words to use with the blue pen.

Explain the following definitions:

Gender	Whether you describe yourself as a boy, or a girl.
Cisgender	Feeling the same gender as the sex you were born: Being born with a penis and feeling like a boy Being born with a vagina and feeling like a girl
Transgender	Feeling a different gender to the sex you were born: Being born with a penis and feeling like a girl Being born with a vagina and feeling like a boy
Pangender	Someone who does not feel like a boy or a girl.
Sex	The sexual organs you were born with: Male (penis and testicles) Female (vulva and vagina)
Intersex	Being born with features of both male and female sexual organs. This can be either internally and/or externally.
Sexuality	Who you are attracted to.
Gay	Being attracted to someone of the same gender as you.
Lesbian	A woman who is attracted to women.
Bisexual	Someone who is attracted to both men and women.

Tell pupils that they are going to play a game of definition dominoes. Give each pupil a domino and ask them to circulate around the room until they find their match. Check the matches as the game progresses to ensure correct understanding of all the definitions.

Return pupils to their original groups. Tell pupils to use a green pen to circle and add any additional words they now know are the correct words to use when talking about sexuality and gender.

Remind pupils it is unacceptable to use words that describe any gender or sexuality as an insult. Everyone has the right to be respected as individuals.

Activity two: Find the fact

Display the gender and sexuality fact sheets around the classroom. Give each pupil an answer sheet. Tell pupils to move around the classroom and read the fact sheets in any order. Instruct pupils to write the answers on their answer sheet and also the letter that is displayed at the bottom of the fact sheet.

1. Many gay people say they first knew that they were gay when they were in **primary** school.
2. It is legal for people to have sex over the age of **16** whoever they are in a relationship with.
3. Judging gay and lesbian people as 'wrong' or 'less than' is known as **homophobia**.
4. Judging bisexual people as 'wrong' or 'less than' is known as **biphobia**.
5. Judging transgender people as 'wrong' or 'less than' is known as **transphobia**.
6. People rarely choose their sexuality. It is a **natural** feeling of attraction they have towards another person.
7. People rarely choose their gender. It is a **natural** feeling of being more like a boy or girl or neither.
8. Same-sex marriage became legal in England, Scotland and Wales in **2014**.
9. **Heteronormativity** is a term used to describe the way in which the world assumes relationships are always with people of the opposite gender.

Tell pupils to look at the letters from the fact sheets and unscramble them to make a word that they have been learning about in this lesson.

Answer: Sexuality



Can you think of any examples of heteronormativity?

Suggested answers may include: adverts, children's story books, wedding cards etc



Activity three: Right responses

Give each pupil a mobile phone template. Tell pupils to imagine that their friend has just sent them a message to tell them that they are gay. Ask pupils to consider how they could respond in a supportive way if their friend told them they are gay, writing down the message that they would send back onto the mobile phone template. If time allows repeat this activity, this time imagining a friend telling them that they are transgender.

Invite any pupils who feel comfortable to share their responses with the rest of the class. Highlight and feedback on any strengths from the suggested responses.



Extension:

Prior to the lesson gather a range of pictures of different people. Put different coloured dots on the back of the pictures at your discretion to pair people together. Reflect a range of relationships including same sex, someone who is single (recently divorced) and someone who is single (intentionally and happy to be).

Invite the class to gather around the people pictures. Ask pupils to suggest who they think could be in a romantic relationship with each other. Ask pupils to group the people according to their suggestions. Once the pupils have finished grouping the people, ask them to explain why they made their choices. Feedback any observations such as if they have been grouped by gender, race, interests, age etc.



Does this represent the full range of relationships?

Invite pupils to turn the characters over to reveal who is in a relationship and if so with who.



Are there any surprises? Why?

Normalise a full range of relationships by discussing with the class that people are romantically attracted to a range of different types of people and that attraction varies from one person to another.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some of the new terms that they have learned to describe a person's gender or sexuality. Ask pupils to tell you something supportive that they could say if someone told them that they were gay or transgender.

Reassure pupils that people are romantically attracted to a range of different types of people, and that attraction varies from one person to another. What matters is that people feel comfortable and safe to be themselves. Remind pupils it is unacceptable to use words that describe any gender or sexuality as an insult. This is known as homophobic, biphobic or transphobic bullying. Everyone has the right to be respected as individuals. Tell pupils that if they are aware of any homophobic, biphobic or transphobic bullying it is important to report this to an adult they trust in the school. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils explored a range of terminology used to describe gender and sexuality, identifying the correct terminology.

Activity two: Pupils discovered and discussed facts relating to gender and sexuality, including those related to homophobic, biphobic and transphobic bullying.

Activity three: Pupils considered supportive responses to disclosures about gender identity and sexuality.

Evidence of assessment: Gender and sexuality answer sheets, mobile phone templates.

Gender

Cisgender

Transgender

Pangender

Sex

Intersex

Sexuality

Gay

Lesbian

Bisexual

Whether you describe yourself as a boy, or a girl

Feeling the same gender as the sex you were born:

Being born with a penis and feeling like a boy

Being born with a vagina and feeling like a girl

Feeling a different gender to the sex you were born:

Being born with a penis and feeling like a girl

Being born with a vagina and feeling like a boy

Someone who does not feel like a boy or a girl

The sexual organs you were born with:

Male (penis and testicles)

Female (vulva and vagina)

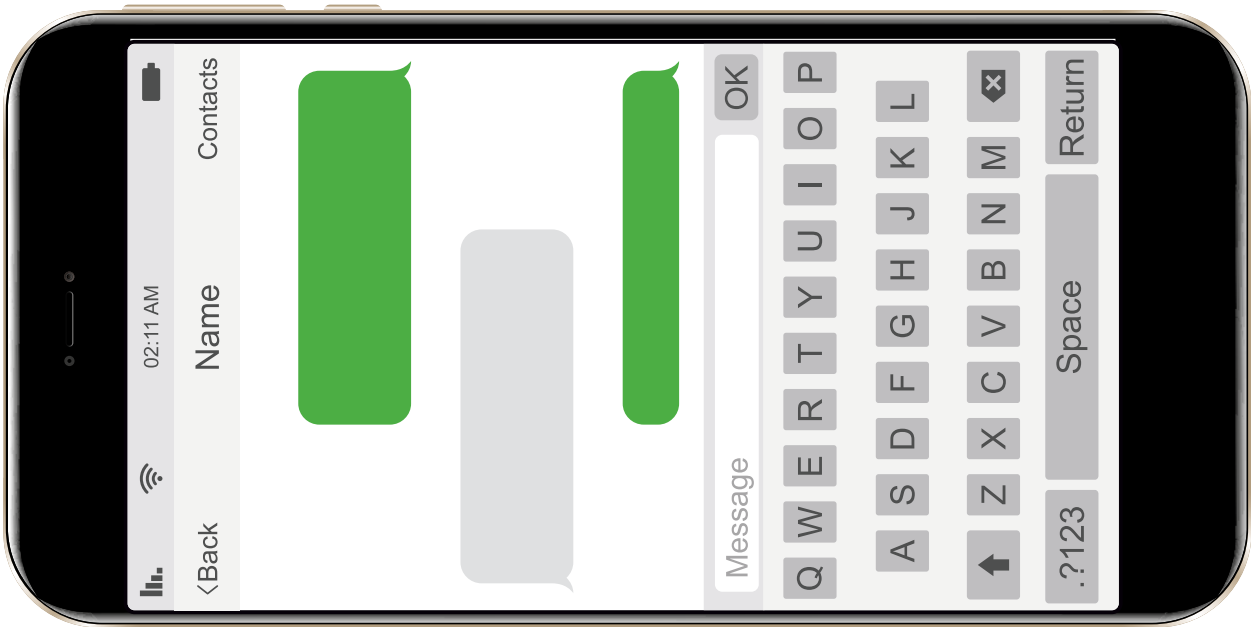
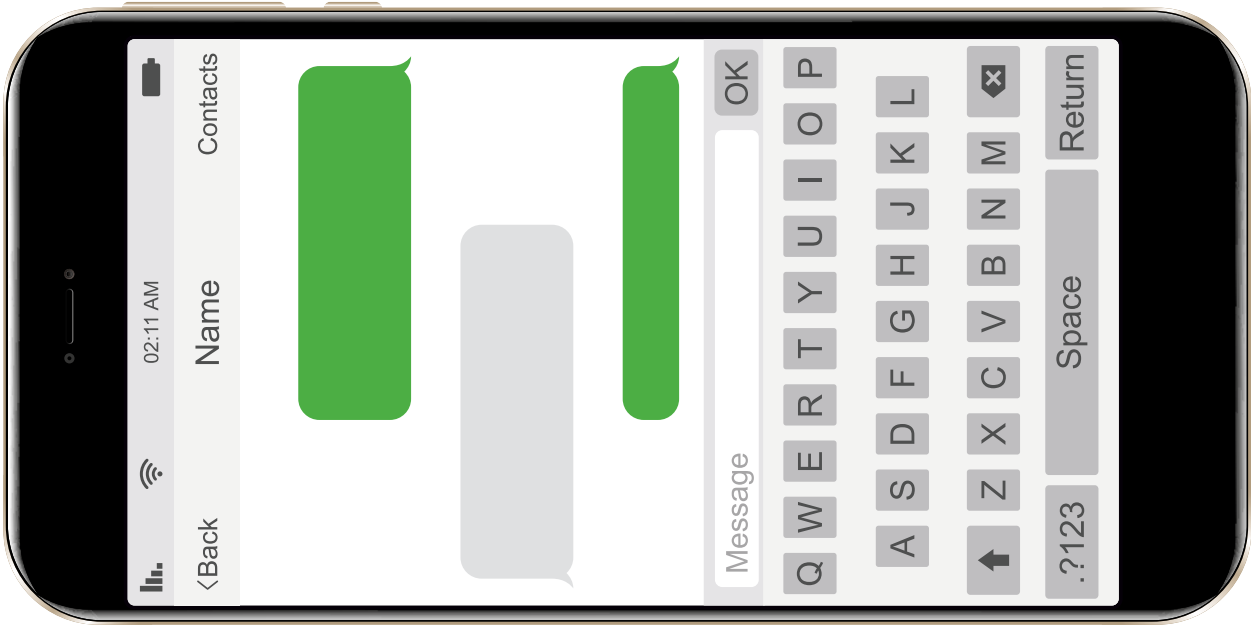
Being born with features of both male and female sexual organs. This can be either internally and/or externally

Who you are attracted to

Being attracted to someone of the same gender as you

A woman who is attracted to women

Someone who is attracted to both men and women



1. Many gay people say they first knew that they were gay when they were in primary school.

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2. It is legal for people to have sex over the age of 16, whoever they are in a relationship with.

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3. Judging gay and lesbian people as 'wrong' or 'less than' is known as homophobia.

A

4. Judging bisexual people as 'wrong' or 'less than' is known as **biphobia**.



5. Judging transgender people as 'wrong' or 'less than' is known as transphobia.



6. People rarely choose their sexuality. It is a natural feeling of attraction they have towards another person.



7. People rarely choose their gender. It is a natural feeling of being more like a boy, girl or neither.



8. Same-sex marriage became legal in England, Scotland and Wales in 2014.



9. Heteronormativity is a term used to describe the way in which the world assumes relationships are always with people of the opposite gender.



1. Many gay people say they first knew that they were gay when they were in _____ school.
2. It is legal for people to have sex over the age of _____, whoever they are in a relationship with.
3. Judging gay and lesbian people as 'wrong' or 'less than' is known as _____.
4. Judging bisexual people as 'wrong' or 'less than' is known as _____.
5. Judging transgender people as 'wrong' or 'less than' is known as _____.
6. People rarely choose their sexuality. It is a _____ feeling of attraction they have towards another person.
7. People rarely choose their gender. It is a _____ feeling of being more like a boy, girl or neither.
8. Same-sex marriage became legal in England, Scotland and Wales in _____.
9. _____ is a term used to describe the way in which the world assumes relationships are always with people of the opposite gender.

Letters: _____



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Letters: _____

