

# LGBTQ+ Curriculum Statement



## Intent

At Overleigh, we strive to be inclusive. For our school to be inclusive, children need to see themselves, their families and their experiences reflected positively within the school ethos and culture and through the content of curriculum. Research (Stonewall 2017) shows that gender stereotyping and homophobic bullying are common in primary schools and that school can be a negative experience for many young LGBTQ+ people. It also cites that pupils who are taught positively about LGBTQ+ issues are much more likely to feel welcome and included, have better mental health and achieve more highly. As a school, we have a responsibility and the power to make the inclusion of LGBTQ+ a priority. Our approach to this will focus on two main areas (expanded below):

- 1. Creating a LGBTQ+ Inclusive Curriculum**
- 2. Promoting positive attitudes and addressing discrimination**

## Implementation

### **Legal and Statutory Requirements**

Gender reassignment and sexual identity are among the nine protected characteristics under The Equality Act 2010.

Schools must:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Relationships Education statutory guidelines state that “LGBT content should be fully integrated into schools’ programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.”

### **1. Creating a LGBTQ+ Inclusive Curriculum**

At Overleigh, LGBTQ+ experiences and relationships are reflected through RSE and PSHE curriculums throughout the school, through the following areas and objectives:

#### **Families and people who care for me**

- *That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.*
- *That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.*

## **Respectful Relationships:**

- *The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.*
- *About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help*
- *What a stereotype is, and how they can be unfair, negative or destructive.*

In order to ensure inclusivity at Overleigh, we go beyond this statutory curriculum content, reflecting LGBTQ+ relationships throughout the curriculum on our children's ongoing journey through school.

### **In addition, we:**

#### **Incorporate LGBTQ+ figures and issues into the curriculum, as we do for all protected characteristics:**

- Use prominent LGBTQ+ figures within all areas of the curriculum (e.g. authors, artists, sports people)
- Raise awareness of events such as LGBTQ+ History Month in February or Pride Month in June – through whole school acts of collective worship.

#### **Challenge gender stereotypes and celebrate difference**

- Avoid gender stereotyping and represent diversity in learning environments, including role play areas, displays, toys, books etc.
- Encourage all staff in our school community to examine our own language and/or expectations.
- Raise awareness on whole school Values days, Diversity week, Anti Bullying week.

#### **Increase representation of LGBTQ+ in our resources throughout school**

- Include stories that feature LGBTQ+ characters and narratives during whole school assemblies and through shared reading, class stories and half-termly Values days. In each year group, at least one of these books will be used in Shared Reading within the year.
- Ensure that these books are available and prominently displayed in classrooms and whole school library. (Refer to the books list attached)
- Use diverse experiences within resources, for example in mathematics problems, include references which reflect LGBTQ+ experiences.

## **2. Promoting positive attitudes and addressing discrimination**

### **Have relevant policies in school**

- Ensure policies are available for staff, pupils and parents by displaying these on our school website. Review policies annually and share updates and amendments with staff, parents and governors.

### **Use appropriate terminology and language**

- Use the appropriate language to use. Staff will be trained on the appropriate language to use and definitions (attached) will be available.

## **Promote a zero-tolerance attitude to homophobic bullying and language.**

- Have clear anti-bullying procedures in place (see anti-bullying policy)
- Have a consistent approach to recording and dealing with any incidents. These are recorded on CPoms and reported to governors.

## **Support, train and empower staff**

- Empower all staff to make their own practice LGBTQ+ inclusive and to support children – through in-school training.
- Ensure that all staff are knowledgeable about the school's policies, the legal requirements regarding equality, the statutory basis for curriculum content, and the reasons behind the promotion of tolerance and respect for all, so that they are empowered to deliver the content confidently and to respond to any questions from children and parents.

## **Consider practical implications - School uniform/ general school environment**

- Maintain gender-neutral uniform, so that pupils can wear any of the uniform items listed. (Refer to Uniform Policy for more detail).
- Deal sensitively, alongside parents, with requests and needs on an individual basis, for example regarding use of toilets, changing rooms, on school trips, use of pronouns and alternative names. (Refer to the LGBTQ+ policy for more information).

## **Impact**

At Overleigh, by embedding a culture of openness and positivity around LGBTQ+, we will promote empathy, tolerance and respect throughout our school. We will ensure that all members of our school community, including LGBTQ+ members – children, staff and families – will feel welcome, included and positively represented.

This document should be read alongside the relevant policies – RHE policy, PSHE policy, Uniform Policy, Anti-bullying and Anti-harassment policy, The Equality Act 2010, Equality Objectives, Safeguarding Policy and the Glossary of Terms for LGBTQ+.