

LGBT+ History Focus Week.

9th - 13th June 2025.

Parent Information Meeting.



We are an inclusive school.

Today's meeting will cover:

- Southfield Park Equalities Programme 2024-2025
- Look at how we meet Ofsted and legal requirements under the Ofsted inspection framework and the Equality Act 2010
- Understand the mental health impact on young people

Southfield Park Vision Statement

At Southfield Park we promise you a caring community where everyone can **SUCCEED**. We provide a **HAPPY** and exciting environment to **INSPIRE** you to learn and grow. We will **NURTURE** your talents and encourage you to **EXCEL** in everything you do. We want the best for you and from you, so that you can **SHINE**.

How we will make your child **SHINE** at Southfield Park:

SUCCEED We want your child to be a confident and successful learner who achieves their very best. We will treat your child as an individual, carefully monitoring their progress and planning next steps on their learning journey. All staff are dedicated and committed, ensuring that your child will get the very best.

HAPPY We will provide a fun, friendly learning environment in our state of the art building, where we enthuse about what each new day will bring.

INSPIRE Your child will be inspired by our creative and imaginative approach to the curriculum, providing a firm foundation for lifelong learning.

NURTURE We will build strong relationships based on trust and respect. Pupil voice is highly valued by us all and we listen, value and act on what is important to you.

EXCEL By working together to create a community that is constantly striving for the highest possible standards in everything we do.

We will create opportunities to allow your child to **SHINE**

Southfield Park Equalities Programme 2024-25.

Black History Month - October.

Black History Focus Week - Monday 14th October - Friday 18th October.

International Women's Day - Saturday 8th March (Friday 7th March)

UK Disability History Month - 22nd November - 22nd December.

Disability Focus Week - Monday 17th March - Friday 21st March.

Pride Month - June.

LGBTQ+ History Focus Week - Monday 9th June - Friday 13th June.

Southfield Park Equalities Programme 2024-25.

The word "CELEBRATION" is rendered in large, white, 3D block letters with a slight shadow. It is surrounded by a dense, colorful shower of confetti in shades of red, blue, green, and yellow. The background is white, and the entire scene is set against a grey gradient background.

CELEBRATION

Southfield Park Equalities Programme 2024-25.

TACKLING HOMOPHOBIC, BIPHOBIC AND TRANSPHOBIC BULLYING



DfE-funded project for schools.

Why is this important?

What does the law say?

Education and Inspections Act 2006

Schools have a “Duty to promote high standards and the fulfilment of potential” for every child.

Schools should “promote the well-being of pupils at the school, and ... promote community cohesion”

Wellbeing includes :

- protection from harm and neglect
- physical and mental health
- emotional wellbeing
- social and economic wellbeing

Why is this important?

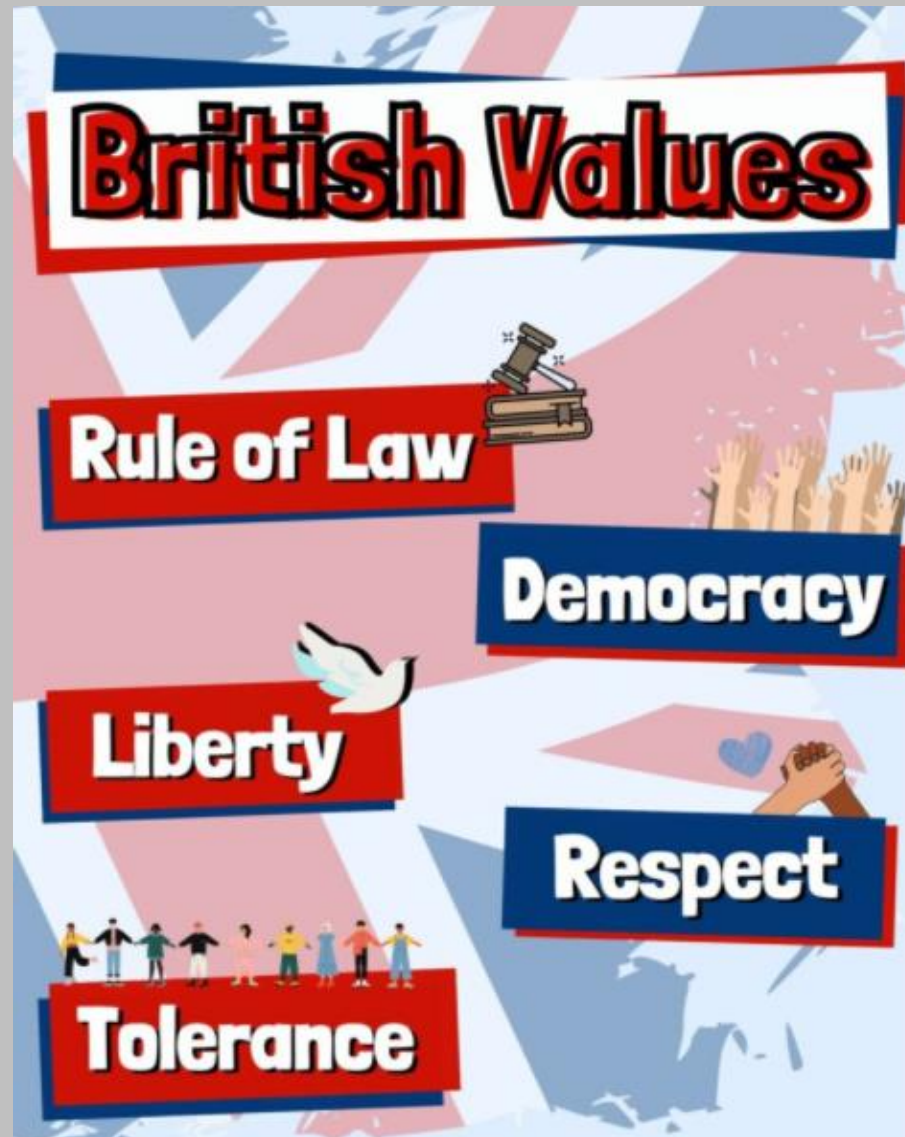
What does the law say?

The Teaching Standards (2011, *Updated 2013*).

Sets professional standards for all teachers in England, outlines the personal and professional conduct of teachers. These standards state that teachers must treat pupils with **'dignity, building relationships rooted in mutual respect'** as well as **'not undermining fundamental British values, including democracy, the rule of law, individual liberty'**. Importantly these standards also state that teachers must **'Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability'**.

Why is this important?

What does the law say?



Why is this important?

What does the law say?

The Public Duty of the Equality Act 2010

Protected characteristics in the act include sex, sexual orientation and gender reassignment.

Schools have due regard to:

(a) “eliminate discrimination, harassment, victimisation”

(b) “advance equality of opportunity”

(c) “foster good relations between persons who share a relevant protected characteristic and persons who do not share it”

This includes tackling prejudice and promoting understanding.

Why is this important?

What does the law say?

Protected Characteristics (Equality Act 2010)



Why is this important?

What does the law say?

The Relationship, Education and Sex Education (RSE) and Health Education statutory Guidance (2019)

The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendship, family relationships and relationships with other children and adults.

By the end of primary school children should know (...) 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.

Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils LGBT, they should ensure that their content is fully integrated into their programme of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how to do this and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

Why is this important? Ofsted.

With primary pupils inspectors might explore whether:

- pupils ever hear anyone use the word 'gay' when describing something, or whether they have been told by teachers that using the word 'gay', to mean something is rubbish, is wrong, scary or unpleasant and why it is wrong
- pupils have had any lessons about different types of families (single parent, living with grandparents, having step-parents, having two mums or two dads)
- pupils think if there is someone born a girl who would rather be a boy, or born a boy who would like to be a girl, they would feel safe at school and be included.

Why is this important?

Ofsted.

With senior leaders, and when looking at documentary evidence, inspectors might explore:

- whether there is any homophobic language used against staff
- whether the school's bullying and safeguarding policies and equality objectives address gender identity and sexuality
- whether training has been provided for staff in how to tackle homophobic/transphobic bullying, including language
- how the school seeks to support LGBT pupils and those from LGBT families

With governors inspectors might explore:

- how the school meets its statutory duty to prevent all forms of prejudice-based bullying, including homophobia, biphobia and transphobia
- whether they are aware of any homophobic/transphobic bullying or language in school and whether incidents are followed up effectively
- how they ensure that sexuality and gender equality are covered within the school's behaviour guidelines and policies.

Why is this important?

Why should we tackle HBT in schools?

- Children grow up in many different families.
- Pupils should be able to talk about their families.
- Pupils should be able to be themselves.
- HBT bullying is an issue in primary schools and leads to more serious bullying down the line.
- Fear of bullying can stop children from talking about their families and from doing what they enjoy.
- All children need to be prepared for life in 21st century Britain.

Why is this important?

What's the impact?

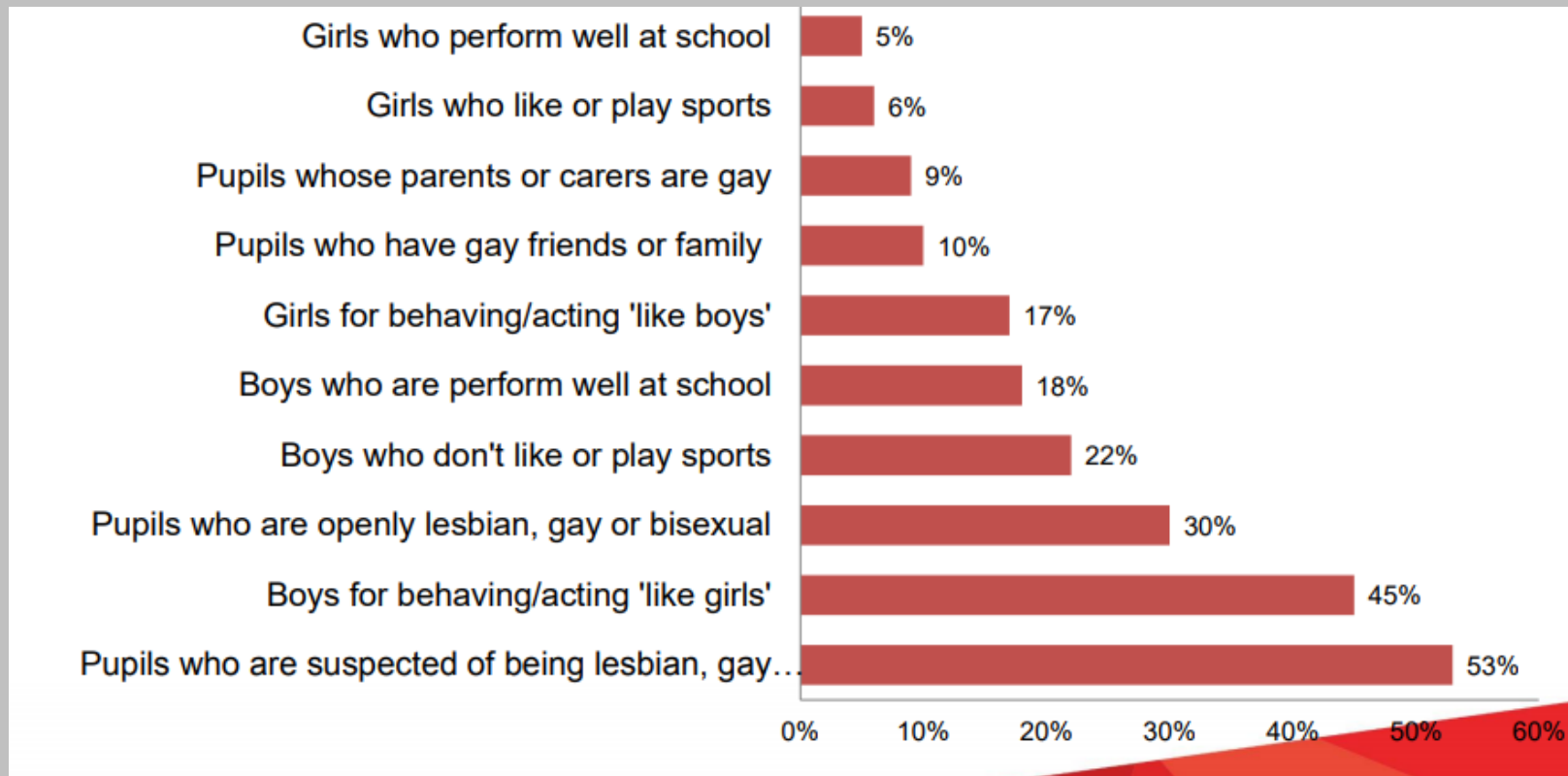
Three in five pupils who experience homophobic bullying state that this has had an impact on their school work

One in three pupils say that they've changed their future educational plans because of it

One in five LGB young people (18 per cent) and **one in three** trans young people (32 per cent) say they've missed lessons due to discrimination or fear of discrimination

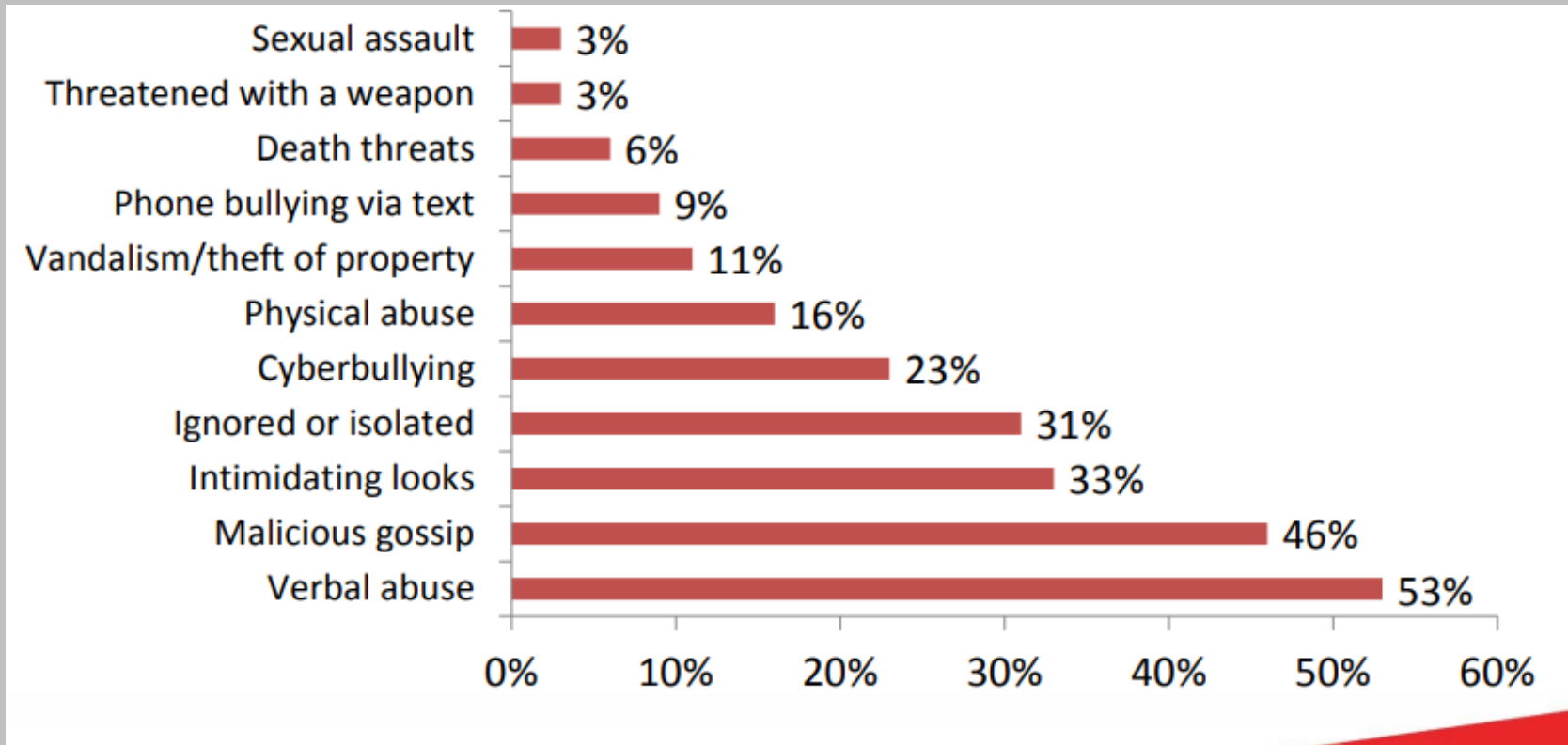
Stonewall research.

Who experiences homophobic bullying?



Stonewall research.

Type of bullying faced by lesbian, gay and bisexual pupils?



Why is this important?
What's the impact?

Nearly one in four (23 per cent) lesbian, gay and bisexual young people have tried to take their own life at some point.

More than one in four (27 per cent) of trans young people have tried to kill themselves

More than half (53 per cent) of LGBTQ young people have deliberately harmed themselves

Identifying HBT language

Have you heard any of these?

Homophobic: 'This homework's so gay'

Biphobic: 'Make your mind up, you can't like boys and girls'

Transphobic: 'That hair makes you look like a right tranny'

.....: 'Stop being such a girl'

Stonewall research.

Homophobic, Biphobic and Transphobic Bullying



Almost half (45 per cent) of primary school teachers say children in their schools experience homophobic bullying

Seven in ten (70 per cent) primary school teachers hear homophobic language in school

More than eight in ten (86 per cent) have had no specific training to prevent and tackle homophobic bullying

Stonewall research.

Homophobic, Biphobic and Transphobic Bullying



More than half (55 per cent) of lesbian, gay and bisexual young people have experienced homophobic bullying

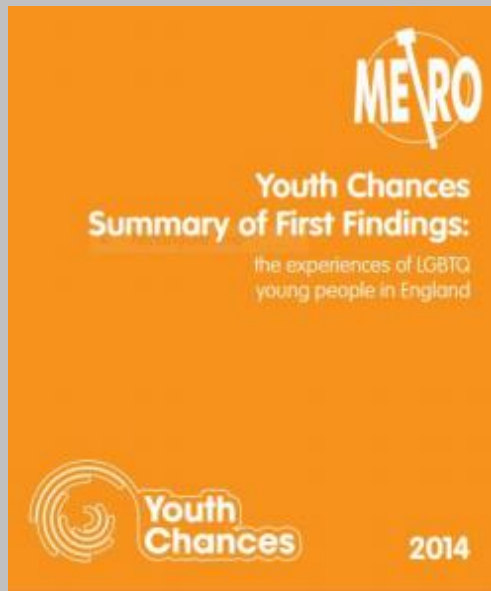
Ninety nine per cent of lesbian, gay and bisexual young people hear the phrases 'that's so gay' or 'you're so gay' in school

Three in five say teachers who witness bullying never intervene

More than half (53 per cent) of lesbian, gay and bisexual pupils have never been taught about lesbian and gay people or seen lesbian and gay issues addressed in class.

Additional research.

Metro: Youth Changes Report 2014

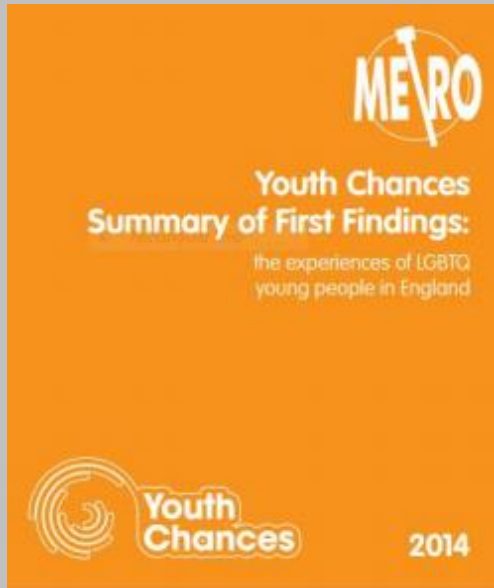


Two in five (40 per cent) of trans young people say they first thought they were trans aged 11 or under.

One in four (25 per cent) lesbian, gay and bisexual young people say they first thought they were LGB aged 11 or under

Additional research.

Metro Youth Changes Report 2014



Two thirds (65 per cent) of LGBT young people say teachers and staff do not speak up against homophobia, biphobia and transphobia

Three quarters (75 per cent) of trans young people say they've experienced name-calling and 28 per cent physical abuse at school, even higher than for LGB young people

Nine in ten all of those surveyed said they have never learned about bisexuality (89 per cent) or transgender issues (94 per cent)

Additional research.

Growing up LGBT+ 2021



25% of LGBT children do not have a supportive home environment and are facing daily tensions at home.

48% of children have little or no positive message about being LGBT.

LGBT young people are **twice** as likely to contemplate suicide, and black LGBT young people are **three times** more likely.

91% of LGBT pupils have heard negative language about being LGBT.

Tackling HBT language

School script.

Question what the pupil said

“What do you mean by that?” or “Do you know what that word means?”

Explain what they meant

Explain what LGBT means in an age-appropriate way

Link to school rules

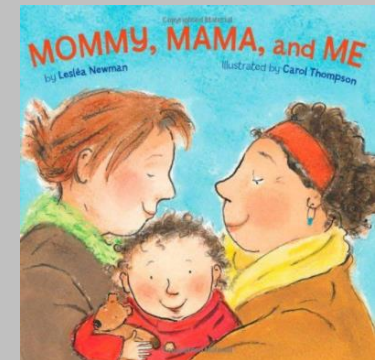
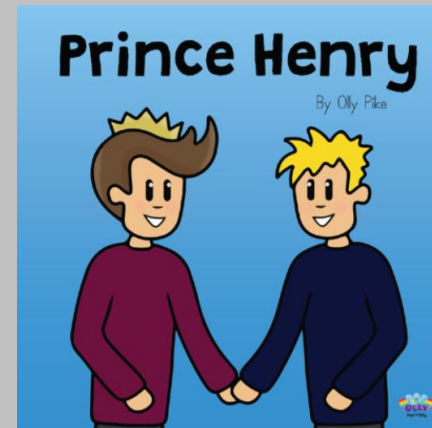
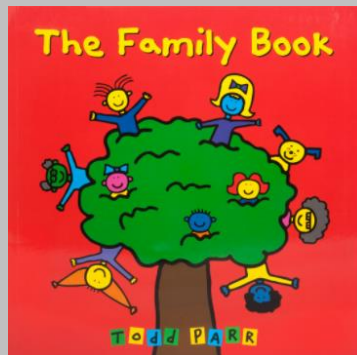
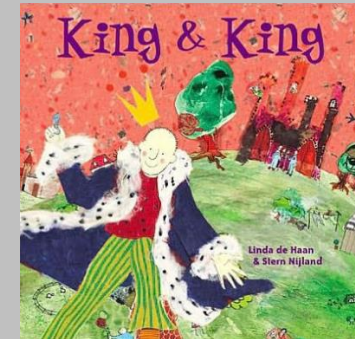
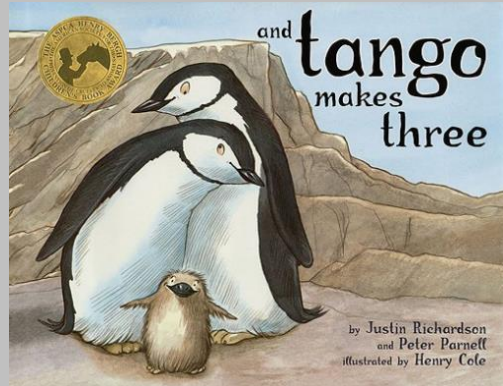
Our school rules are to respect each other and ourselves.

Put it into a personal context

“How do you think it might feel if you had a friend or family member who was LGBT?”

So what next?

June is LGBT+ History Month with our focus week being 9th-13th June

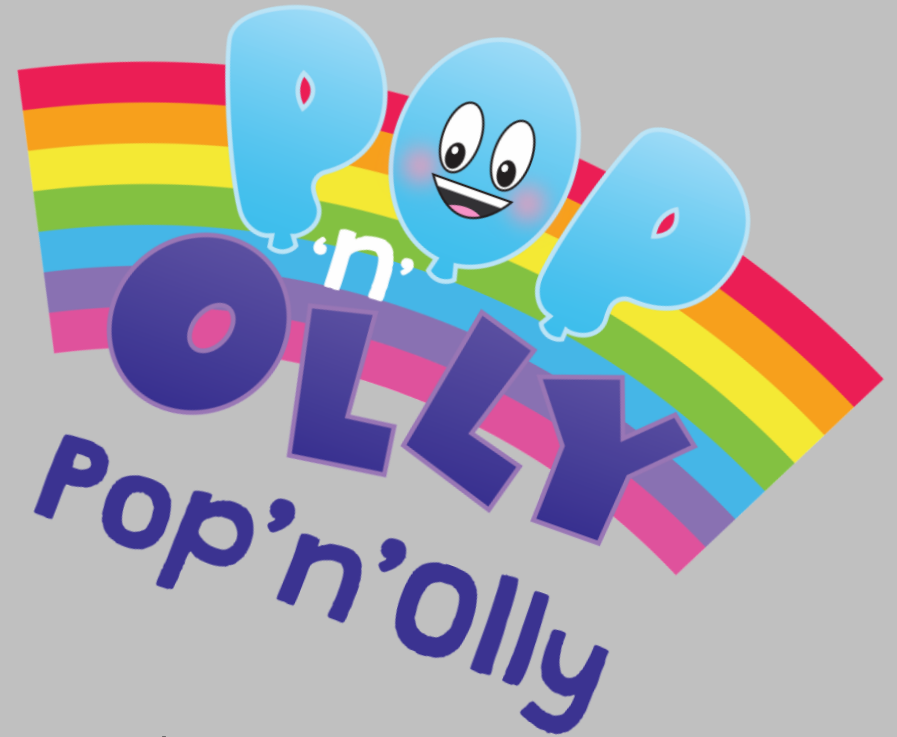


So what next?

LGBTQ+ Focus Week (9th - 13th June 2025)						
Reception And Tango Makes Three by Justin Richardson and Peter Parnell The Family Book	Year 1 Jump by Michelle Magorian Have you ever seen a 'Normal'? By Olly Pike	Year 2 King and King by Linda de Haan A House for Everone by Jo Hurst	Year 3 Olly Pike https://www.popnolly.com/ Jamie by Olly Pike	Year 4 Julian is a Mermaid by Jessica Love Prince Henry by Olly Pike	Year 5 Oscar Wilde Labi Siffrie (Something inside so strong)	Year 6 Alan Turing Justin Fashanu

So what next?

Monday June 9th



<https://www.popnolly.com/>

So what next?



Monday June 9th

9:00-9:15	Whole school Assembly (Hall)	Topic: Identity Learning Objectives: <ul style="list-style-type: none">• To know the meaning of identity.• To know that everyone is different. Key Message: Our individual identities are unique. We are all different and that's OK
9:15-10:15	Education session for Yrs 5 & 6 (Hall)	Topic: Understanding LGBT+ Identities Learning Objectives: <ul style="list-style-type: none">• To identify and define different sexual orientations.• To define the terms 'Assigned Sex', 'Gender', 'Transgender', and 'Non-binary'.• To know some ways that societal restrictions on identity expression can affect individuals or groups.• To identify ways to make school more inclusive for everyone. Key Message: LGBT+ people are a valid and welcome part of our society.

So what next?



Monday June 9th

10:15-10:45	Education session for EYFS (Hall)	<p>Topic: Family Diversity</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">• To know that there are different types of families.• To identify different types of families, including families head by same-sex couples.• To recognise that all families are equal and that the primary role of a family is to love, care for, and support each other. <p>Key Message: Other people's families, either in school or in the wider world, sometimes look different from their family, but these differences should be respected</p>
10:45-11:00	Break	
11:00-11:30	Education session for Yrs 1 & 2	<p>Topic: Combating Negative Gender Stereotypes</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">• To know that anyone can pursue any job, wear any clothes, or play with any toys regardless of their gender.• To know about different people who may dress or act differently from what others might expect.• To identify ways to make school more inclusive for everyone. <p>Key Message: To know there are many different ways to be human. A person's gender does not have to define other aspects of their identity.</p>

So what next?



Monday June 9th

13:30-14:15	Education session for Yrs 3 & 4 (Hall)	<p>Topic: Combating Negative Gender Stereotypes</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">• To know that some people may express themselves differently to others.• To know that some people may dress or act differently from what others might expect.• To identify conscious and unconscious gender stereotyping.• To identify ways to make school more inclusive for everyone. <p>Key Message: There are many different ways to be human. A person's identity is not defined solely by their gender.</p>
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Parent's right to withdraw.

The RSE Guidance separates 'sex education' and 'relationship education'. Parents have the right to withdraw their primary-age children from sex education, but do not have the right to withdraw their children from relationship education, including relationship education covers LGBT+ relationships.

Supreme Court Ruling on Definition of 'Sex' in the Equality Act

On the 16/04/2025 The UK Supreme Court unanimously agreed that, for the purposes of interpreting the word 'sex' within the protected characteristic under the Equality Act 2010, Parliament's intention was to refer to 'biological sex' (a term which neither the law or the court defines clearly) rather than legal gender acquired through a Gender Recognition Certificate (GRC).

The ruling is specifically addressing the definitions as used in the Equality Act 2010. This ruling does not define what a woman is - it interprets what it means in the specific context of the protected characteristic of 'Sex' in the Equality Act 2010.

Trans people are still protected from discrimination under the Equality Act 2010, which includes 'Gender Reassignment' as a protected characteristic. The court clearly stated that protection extends to cover trans people whether they have a GRC, or not. The judge also clarified that transgender women can still be protected under the characteristic of 'sex' through associated or perceived protections of women.

The legal implication of this ruling is that single-sex spaces may now exclude trans men and women. The Supreme Court ruling itself does not state that they have to, but they may now legally choose to if they can demonstrate that this choice is a 'proportionate means of achieving a legitimate aim' and they meet other conditions contained in the Equality Act 2010.

Recent Legislation and Guidance Updates

On 25/04/2025 the Equality and Human Rights Commission (EHRC) released an interim update on the practical implications of the ruling with advice for schools. This states that schools in England and Wales **'must provide separate single-sex toilets for boys and girls over the age of 8. It is also compulsory for them to provide single-sex changing facilities for boys and girls over the age of 11'**. The law in Scotland requires schools, irrespective of pupils' age, to provide separate toilet facilities for boys and for girls.

Following the Supreme Court ruling, the guidance suggests that **'pupils who identify as trans girls (biological boys) should not be permitted to use the girls' toilet or changing facilities, and pupils who identify as trans boys (biological girls) should not be permitted to use the boys' toilet or changing facilities'**. They clarify that 'suitable alternative provisions may be required'.

However, please note this is both non-statutory guidance and interim guidance. The EHRC announced that there will be more guidance at the end of June

Definition of 'Gender Reassignment' in the Equality Act 2010 - Who is Protected and When?

Gender reassignment is defined in the Equality Act as applying to anyone who 'is proposing to undergo, is undergoing or has undergone a process (or part of a process) of reassigning the person's sex by changing physiological or other attributes of sex.' (*The Equality Act 2010, Section 7*).

Gender-fluid and non-binary people are protected by the 'gender reassignment' provision of the Equality Act as confirmed by the 2020 case of *Taylor vs Jaguar Land Rover*, 2020. The Equality Act 2010, Code of Practice (Section 2.19) states that **'gender reassignment is a personal process, that is moving away from one's birth sex to the preferred gender, rather than a medical process.'**

This means that from the moment they begin their social transition (for example, asking to be called a different name or starting to use different pronouns), trans people of any age are protected under the 'gender reassignment' characteristic. There is no requirement to have obtained a gender recognition certificate or to have had any medical intervention to be protected under this characteristic.

