

CHALLENGING HOMOPHOBIA IN PRIMARY SCHOOLS



AN EARLY YEARS RESOURCE
Written by Andrew Moffat

Published by Birmingham's Bullying Reduction Action Group (BRAG)

Birmingham is for Everyone

Birmingham City Council is proud of Birmingham's great diversity and wants our city to be a place where everyone is welcome and can play a positive and active part.

We believe that all children, young people and adults have the right to learn and work in an environment that is free from harassment and bullying so that they feel safe.

We believe that bullying for any reason is unacceptable and are working hard to tackle all types of bullying, including bullying on account of people's race, creed, colour, sexual orientation or disability.

We are also finding ways to address new and emerging forms of bullying, such as cyber-bullying.

Bullying Reduction Action Group (BRAG)

Across Birmingham many people are working hard to reduce bullying of children and young people in the city. The Bullying Reduction Action Group (BRAG) is a group of professionals from different agencies working with children and young people across Birmingham. BRAG seeks to support the reduction of bullying behaviour relating to children and young people in Birmingham through:

- networking;
- facilitating others to take action to prevent and tackle bullying; and
- disseminating good practice.

Stonewall Education Champion

BRAG has been a Stonewall Education Champion since the scheme began in 2007 and works with Stonewall and other Local Authority and School Champions to establish ways in which we can address homophobic bullying and promote a safe and inclusive learning environment for all young people.



Website

Working closely with Birmingham Safeguarding Children Board, BRAG has developed some web pages to point you in the direction of all the information, support, advice and services you need to help you prevent and tackle bullying of children and young people, wherever you are in Birmingham.

www.birmingham.gov.uk/stopbullying



FOREWORD



Birmingham City Council endeavours to improve the lives of children, young people and families. We celebrate our rich diversity and take steps to prevent and tackle all kinds of bullying, including homophobic bullying and in so doing believe that children will attain more at school, people will be happier and our city will be more economically successful.

I am delighted to support the work of the inter-agency **Bullying Reduction Action Group (BRAG)**, who promote anti-bullying work in Birmingham and have been a Stonewall Education Champion since the scheme began in 2007.

I support their work to safeguard children from harm by bullying and to create positive bully-free learning environments where every child is valued and enabled to make the most of their potential.

This series of lesson plans, authored by **Andy Moffat**, Assistant Head at Chilwell Croft Primary School,

acknowledges and celebrates the fact that families are different and that the children in Birmingham schools live in different types of families. These lessons are based on children's stories, some funny, some sad, and are accompanied by activities that seek to create inclusive, non-bullying environments for primary-aged children in schools and other settings.

This reprint of "**Challenging Homophobia in Primary Schools**" will not only help everyone working with primary-aged children to make a positive difference to their lives and challenge homophobia, but also to meet the new "behaviour and safety" requirements of OfSTED and the Equality Act (2010).

A handwritten signature in black ink, appearing to read 'S. Hughes'.

Stephen Hughes,
Chief Executive of Birmingham City Council



CHALLENGING HOMOPHOBIA IN PRIMARY SCHOOLS

Five-year olds need to be taught that gay and lesbian men and woman exist. Some five-year olds will already know this; there are children in our schools today who are being brought up by parents in a same sex relationship, and there are children who have gay uncles and aunts, gay brothers and sisters, gay grandparents. There are children living next door to gay people and children whose parents socialise with gay people. Gay people pop up on television programmes like Coronation Street, Hollyoaks and Emmerdale. Gay people, in fact, are everywhere....except in the National Curriculum, and certainly not visible in our schools.

Schools have become very effective in promoting diversity and we often talk about engaging with our communities. We talk about every child being special and encourage children to be proud of the person they are. However if a child is gay, do they receive the same support and encouragement? There will be children in every primary classroom who feel they do not fit in with the gender expectations of their peers. These children may or may not grow up to be gay, but regardless we need to be providing a supportive and nurturing environment for their learning. Every child benefits from an ethos of mutual respect and a celebration of who they are. Teaching about sexuality:

- a) Gives potentially gay children the skills to deal with their sexuality when they realise who they are.
- b) Gives potentially heterosexual children the skills to deal with their sexuality when they realise who they are
- c) Reduces the likelihood of homophobia because by talking about gay people we de-mystify them and remove the taboo.

As a primary teacher qualifying in the mid 1990's I was terrified of Section 28. I didn't mention the word "gay" in a classroom for the first ten years of my career! When I heard children use the term "gay" as a put down I would deal with the situation without actually repeating that word. I didn't know what I was allowed to say or wasn't allowed to say, so I didn't say anything at all. Section 28 was repealed in 2003 and now the government recognises the need to address homophobia in schools in a clear and consistent way.



Since 2000, the national Government has recognised sexual orientation bullying and argued

“Pupils do not necessarily have to be lesbian, gay or bi-sexual to experience such bullying. Just being different can be enough” (DfES 2000)

They also emphasised that “Heads have a legal duty to ensure that homophobic bullying is dealt with in schools” (DfES 2007).

More recently this has been re-iterated by a significant change in the law. The Equality Act (2010) clarified the new legal duties of public bodies, such as schools, to eliminate discrimination, harassment and victimisation, including on grounds of sexual orientation and gender re-assignment and also to advance equality of opportunity and foster good relations.

The new Coalition Government also made tackling bullying a key priority in its guidance document for schools “Preventing and Tackling Bullying” (DFE 2011) and Nick Gibb, the Minister of State for Schools addressed the Stonewall Education Conference in July 2011, saying:

“Tackling poor behaviour and bullying are top priorities for this government and we are supporting all schools to take action against all forms of bullying, including prejudice-based and homophobic bullying”

Since then, in January 2012, a new OfSTED framework has been introduced which focuses more sharply on behaviour (and bullying) as one of only four key areas of the new school inspections.

The Government approach focuses not only on responding to bullying when it happens but also taking actions to prevent bullying happening in the first place.

Prevention and early intervention is the key to addressing homophobic bullying in schools. There is nothing complicated or horrific about teaching young children that some girls grow up and fall in love with boys, some girls grow up and fall in love with girls. Some boys grow up and fall in love with girls and some boys grow up and fall in love with boys; that’s all there is to it. I am not teaching children about gay sex, I am merely teaching children that gay people exist and that it’s okay.



Mark Jennett ('Stand Up for Us' 2004) argues;

"All schools, particularly early years settings and primary schools, are ideally placed to challenge homophobia because they make a significant contribution to the development of values and attitudes in young children that are likely to be highly resistant to change in later life."

This resource contributed to the No Outsiders project which ran from September 2006 to December 2008 and explored ways in which primary schools could work to challenge homophobia. The resource takes the 'Stand Up for Us' document forward, providing sixteen practical lesson plans for teachers in early years; the plans are a tool enabling teachers to meet the government legislation outlined above.

In the years since the resource was written, I have spoken at conferences about challenging homophobia in eighteen different local authorities. Furthermore, to my knowledge there are schools in thirty five different local authorities who are using this resource and I often hear that the plans are being used in places I have not been to. Five local authorities have published the resource and bought the books for all of their primary schools.

There are four plans for reception, six plans for Year 1 and six plans for Year 2. I advise teaching the plans as a module over a half term. Each plan uses a children's book as a focus for the lesson. The teacher reads the story, there are notes for discussion and then a role play to tease out the issues and develop thinking. A plenary concludes the lesson. Each lesson plan is linked to the learning objectives identified in SEAL (DfES 2005).

The reception plans focus on the understanding that we are all different and we can all like different things and still be friends. There is no specific mention of sexuality; rather the plans promote diversity and confidence in oneself. The role plays are fun and inclusive and the books are bright and cheerful.

The Year 1 module builds on the objectives met in reception. Now the characters in the books are individual and have trouble fitting in with the roles that are expected of them. The stories show how they come to be accepted by their peers as they develop confidence in the person they are. In 'Welcome to Lizard Lounge', a chameleon tries to be like everyone else before finally having faith in his own identity. In 'Who Are You Stripy Horse?' a toy horse has no name and doesn't know who or what he is. The cockerel in 'Cock-a-Moo-Moo', can't get his call right. Having established that 'we all have an identity and we



all belong', week four demonstrates what can happen when someone is left out because of who they are (Noah takes all the 'regular' animals on to his ark and leaves the unusual ones behind). Week five introduces a gay character for the first time, in 'Spacegirl Pukes'. There is no particular emphasis on the lesbian mums in the story, or in the role-play but they are there, they exist and it's the first time the plans specifically reinforce diversity in families. The module ends with 'Picnic in the Park', showcasing diverse families.

The Year 2 module begins by challenging gender roles and expectations. Mr Seahorse carries his young across the sea and meets other male fish doing the same. 'Tyrannosaurus Drip' explores the feelings of a dinosaur not fitting in to the expectations of his Tyrannosaurus parents. There follow three books which specifically deal with raising awareness of sexuality; 'And Tango Makes Three' uses penguins to tell the story of two dads bringing up a chick. 'King and King' tells the story of a Prince who is under pressure to get married to a Princess but falls in love with her brother instead, and then to bring the subject home and relevant to the children's own experience, 'Molly's Family' tells the story of a girl with two mums who is told by classmates that hers isn't a proper family. The module closes with 'This is Our House' which aims to show the consequences of prejudice and discrimination, in a very child-friendly way. The role play aims to transform children's understanding of homophobia and the language it carries.

The lessons for Year 1 and 2 work just as well in Year 3 and 4 and, in this publication, I have highlighted the SEAL learning outcomes which can be met by teaching these lessons.

Two Key Stage 2 plans are also included, for use with children from Years 5 or 6. These have been edited from 'Emotional Literacy: a Scheme of Work for the Primary School' by Andrew Moffat (Incentive Plus 2008). They focus on reading two books: ie 'William's Doll', which explores some of the the feelings and emotions William experiences when his grandma buys him a doll and 'The Whisperer', which leads to discussion of rumour spreading, name calling and tackling bullying.

If we don't mention gay and lesbian relationships in the classroom we run the risk of unconsciously teaching children that being gay is something to be ashamed of or something to hide. Children need to know that there are different kinds of families and there is not one model that is preferable. Children need to develop empathy and to have confidence in being who they are, even if that means being different to the child next to them. Finally, children need to understand that the world is full of different people who like different things, and we should celebrate that fact with them.

Andrew Moffat

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Updated March 2012



REFERENCES

DfES (2000)

Don't Suffer in Silence – Anti-bullying Guidance

DfES (2004)

Every Child Matters

DfES (2004)

Stand Up for Us: Guidance for Challenging Homophobia in Schools (written by Mark Jennett)

DfES (2005)

Primary National Strategy: Excellence and Enjoyment: Social and Emotional Aspects of Learning guidance (SEAL)

DCSF (2007)

Safe to Learn: Embedding Anti-bullying in Schools

Equality Act (2010)

The Equality Act is the law which bans unfair treatment in the workplace and the wider community. Section 149, the Public Sector duty came into force on April 5th 2011 and applies to public bodies like schools.

www.homeoffice.gov.uk/equalities/equality-act

DfE (July 2011)

Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing Bodies

OfSTED (Jan 2012)

The Framework for school inspection.



EMOTIONAL LITERACY / CHALLENGING HOMOPHOBIA

Reception

Week 1	Orange Pear Apple Bear – Emily Gravett	ISBN 978-1-4050-9022-3
Week 2	Colour Me Happy – Shen Roddie and Ben Court	ISBN 978-1-4050-0909-6
Week 3	Red Rockets and Rainbow Jelly – Sue Heap and Nick Sharratt	ISBN 0-14-056785-2
Week 4	Together – Jane Simmons	ISBN 9781-8-4616-288-6

Year One

Week 1	Welcome to Lizard Lounge – Laura Hambleton	ISBN 1-84059-390-3
Week 2	Who Are You, Stripy Horse? – Jim Helmore and Karen Wall	ISBN 978-1-4052-2729-2
Week 3	Cock-a-Moo-Moo – Alison Bartlett and Juliet Dallas- Conte	ISBN 0-333-94753-3
Week 4	The Other Ark – Lynley Dodd	ISBN 0-141-50018-2
Week 5	Spacegirl Pukes – Katy Watson	ISBN 0-906500-87-7
Week 6	Picnic in the Park – Joe Griffiths and Tony Pilgrim	ISBN 190566408-7

Year Two

Week 1	Mister Seahorse – Eric Carle	ISBN 0-140-56989-8
Week 2	Tyrannosaurus Drip- Julia Donaldson and David Roberts	ISBN 978-1-4050-9000-1
Week 3	And Tango Makes Three – Justin Richardson and Peter Parnell	ISBN 0-689-87845-1
Week 4	King and King – Linda de Hann and Stern Nijland	ISBN 1-58246-061-2
Week 5	Molly's Family – Nancy Garden	ISBN 0-374-35002-7
Week 6	This is our House – Michael Rosen and Bob Graham	ISBN 978-1-4063-0564-7

Year Five and Six Plans

	The Whisperer – Nick Butterworth	ISBN 9780007120185
	Williams Doll – Charlotte Zolotow	ISBN 0060270470



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I like belonging to my class.</p> <p>I like the ways we are all different.</p> <p>Getting on and falling out: I can play with other children.</p>	<p>Read 'Orange Pear Apple Bear' Discussion: What are the four objects that make up this book? How are they different from one another? Role play:</p> <ol style="list-style-type: none"> 1) Place pictures of the four objects (apple, pear, orange, bear) around the circle. As you call out "apple", children move to apple spot. As you say "bear", children move to bear spot etc. 2) Play a variation of 'fruit basket' game, using the objects from the book. Label the children 'apple', 'orange' etc. then call out "apples" and all those labelled 'apples' swap places. Repeat with all labels. Say two at the same time, etc. 3) Place cards with the four objects drawn on them in front of the children. Children to take it in turns to rearrange the cards and then point to each in turn as the class calls out the names in the new order. 4) As a class, discuss actions/ statues for each of the four objects. As you re-read the book, children perform the action/ statue. 5) Show the children a real orange, pear and apple. If we cut them up could we make a fruit salad? Would there be enough to go round the whole class? Are there any other fruits we could add to make the fruit salad even better? Cut up fruit, mix it all up in a bowl and share it around the class. <p>Plenary: What does the fruit salad taste like? Would it taste the same if we had only apples in it? What if it was only apples and pears? Isn't it great that we can make such a lovely flavour by mixing up so many different things! Imagine how boring life would be if we only had apples to eat. It's a bit like in our class; we are all different too. What a great class this is – lots of different people like a big fruit salad mixed in together! Wouldn't our class be boring if we were all the same!</p>	<p>'Orange Pear Apple Bear' by Emily Gravett</p> <p>Four large picture cards, one with a bear drawn on it, one with a pear, one with an apple and one with an orange</p> <p>An apple, orange, pear.</p> <p>Different fruits with which to make a fruit salad, bowls and spoons for the children.</p>

RECEPTION: WEEK 2



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I like belonging to my class.</p> <p>I can take turns in a group game.</p> <p>Getting on and falling out: I can work in a group with other children.</p> <p>I can take turns when I play a game.</p>	<p>Read 'Colour Me Happy' Discussion: What are the favourite pages in the book? Why? What feelings do we have in our class sometimes? What things make us happy? What makes us sad? Excited? Scared? The jealous page, the sad page and the angry page again; what is causing the tiger to feel these feelings? How does he stop feeling angry? (he cuddles his teddy on the next page)</p> <p>Role play: Place coloured shapes, tissue paper or pieces of material on the floor in the middle of the circle. You want every child to end up with a partner holding a colour, so depending on the number of children in the class, divide up the colours as equally as possible. You could stick to those colours represented in the book or use many different patterns/ colours. Put the children in to pairs. Explain that we are going to make our classroom rainbow coloured for the afternoon. Each child should decide with their partner which material/ card they want to use. In the circle, in a round, each pair to get up and take a colour. They should explain what the colour reminds them of or why they have chosen it. Children may have to settle for second or third choices if their first choice is taken by someone else. Encourage children to be accepting and to see that there are many different great colours to choose. Alternatively you could double up pairs if children are unable to choose an alternative. When everyone has chosen a colour you could do a number of activities:</p> <ol style="list-style-type: none">1. Create a whole class colour- collage or 'class rainbow picture'. Everyone sits in the circle and then one pair at a time comes to the centre and glues their colour on to the collage. At the end all sit back and admire the class effort, nominating the bits you like best. Make the point that the picture works best because it's all mixed up and there are so many different colours in it.2. Use a clothes line and ask children to peg their colour up one at a time to create a class rainbow.	<p>'Colour Me Happy' by Shen Roddie and Ben Cort</p>

RECEPTION: WEEK 2 continued...



Knowledge, understanding and skills (SEAL)	Activities	Resources
	<p>3. Play a colours circle game (based on 'There's a space on my right...'). Arrange the circle so there is a space left big enough for two children to sit in. Whoever has the space on their right decides which colour to call to sit with them. In their pair, the children say "(names), we like your colour, come and sit next to us". The chosen pair then gets up and sits in the space next to the caller. This leaves a new space; the pair on the right nominates a new pair/ colour to sit next to them. Once a pair has moved they have to stay. The game ends when all pairs have moved.</p> <p>4. Children sit in the circle holding their colours. Nominate a child to stand in the centre and say "The rainbow needs ..." and then to choose a colour. He/she might say "The rainbow needs yellow" and then everyone with yellow or with a pattern that includes yellow, swaps places. Repeat with different colours / children.</p> <p>Plenary: Make the point that you really like seeing everyone with different colours. What a colourful class we are! Would our games be as much fun if we all had the same colour? Why not?</p> <p>Isn't it great that we can enjoy playing games with all these different colours! Ask children to say how their materials/ colours are different. It's great to like different things. Imagine if we all looked the same, ate the same things, liked the same things; wouldn't our class be boring!</p>	

RECEPTION: WEEK 3



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I know the people in my class.</p> <p>I like the ways we are different.</p> <p>I can tell you something special about me.</p> <p>Getting on and falling out: I like the ways we are all different and can tell you something special about me.</p>	<p>Read 'Red Rockets and Rainbow Jelly' Discussion: What things does Sue like, what things does Nick like? Are they the same? Ask children to identify their favourite pages and find things in the book that they like. Even though Sue and Nick like different things, do they still like each other? Why?</p> <p>Role play: Stand in a circle. Re-read the book and wave at Sue and Nick. Then for each page that you read, the children jump in to the circle if they like what is on the page, and stay still if they don't. You might want to give a signal for when it is time to jump. Within two pages all the children will be jumping in for everything, but that is fine (see plenary),</p> <p>Plenary: At the end you can say "How wonderful! We all like lots of the same things! Even though we are all different in lots of different ways in lots of other ways we are the same!" Ask children to come up with ways that they are different to other people in the class, then ask them to come up with ways in which they are the same</p> <p>Or:</p> <p>Role play: Each child to identify with a partner one thing they both like. Double up the partners and in fours each group to identify one thing they all like. Repeat in groups of eight, sixteen, then as a whole class.</p> <p>Plenary: Talk about how great it is that even though we are all different, we all like "xxx"! So we all have things in common – we are different in some ways and the same in other ways!</p>	<p>'Red Rockets and Rainbow Jelly' by Sue Heap and Nick Sharratt</p>

RECEPTION: WEEK 4



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I know that people in my class like me.</p> <p>I like the ways we are all different.</p> <p>I know that everybody in the world has feelings.</p> <p>Getting on and falling out: I can make up when I have fallen out with a friend.</p> <p>I can think of ways to sort things out when we don't agree.</p> <p>Good to be me: I can tell you the things I like doing and the things I don't like doing.</p>	<p>Read 'Together'</p> <p>Discussion: How do you know that Nut and Mousse are friends at the beginning of the story? What goes wrong? How do you think Mousse feels when Nut climbs to the top of the high wall and Mousse is stuck at the bottom? How does Nut feel when Mousse swims and Nut is stuck at the side of the lake? Why do they say "You're not my friend any more?" Do they like not being friends? How do they solve their problem?</p> <p>Role play: Put the children in to pairs. One is Mousse and one is Nut. Re-read the book and help the children to act out each page. The short descriptive sentences lend themselves to actions and the short sentences are easy for the children to repeat. Encourage the children to say the lines to their partner, repeating after you. The book ends with the animals sleeping, which is a nice calm way to end the role play.</p> <p>Plenary: Talk about the way that the two animals stay friends even though they are different in many ways. What a shame they stopped being friends just because they liked different things. Isn't it better to like someone even if they are different to you? Can you be friends with someone who is different? Ask children to think of one way in which they are different to their partner. We are all different in lots of ways, but we can still be friends! What would life be like if we were all the same?</p>	<p>'Together' by Jane Simmons</p>

YEAR ONE: WEEK 1



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I know that I belong to a community.</p> <p>I feel safe and content within my class.</p> <p>I feel good about the ways we are similar in the group and the ways I am different.</p> <p>I can tell you how I am the same as and different from my friends.</p> <p>Say no to bullying: I can tell you some ways in which I am the same as and different from my friends.</p>	<p>Read 'Welcome to Lizard Lounge' Discussion: What happens in the story? What is lizard trying to find all the way through the story? (someone like him).</p> <p>Role play: Stand in a circle. Identify someone to play the part of the chameleon in the story. Ask the children to recall what the chameleon did. Chameleon to approach a child in the circle and say, "Hello, am I the same as you?" The respondent should then reply "No, I'm (name). You're not the same as me." Chameleon should then approach a different child and ask "Hello, am I the same as you?" to which the child gives the same answer. Repeat four or five times and then have Chameleon sit down with head in hands and shout desperately, "Who am I?" Ask a child from the circle to step forward and say to Chameleon, "You are (name). Come and sit with me", and take them back to the circle. Repeat role play with different children.</p> <p>Plenary: Ask the children how the chameleon in our role-play felt when everyone kept saying he/she was different. What made the Chameleon feel happy in the end? How would he/ she have felt if we had laughed at him/ her? Look at us in our class; are we all the same? Are we all different? Is it okay to be different? (If you have twins in your class they might like to tell you how they are different).</p> <p>Can we still be friends with people who are different to us? How would you feel if some children in our class kept telling you that you were different? Does it make someone happy to keep telling them they are different? What made Chameleon happy at the end of the story? (that he was accepted by the other lizards)</p> <p>In pairs find one thing that is the same about you and one thing that is different.</p>	<p>'Welcome to Lizard Lounge' by Laura Hambleton</p>

YEAR ONE: WEEK 2



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I know that I belong to a community.</p> <p>I feel safe and content within my class.</p> <p>I feel good about the ways we are similar in the group and the ways I am different.</p> <p>I can tell you how I am the same as and different from my friends.</p>	<p>Read 'Who Are You, Stripy Horse?' Discussion: What happens in the story? What's the matter with stripy horse? How does he find out who he is in the end? What does Herman say near the end that is very kind? ("You can have my name if you want"). Why is this not a good solution for stripy Horse? What does Ming the Wise say to Stripy Horse as his answer? ("Always read the label").</p> <p>Activity: Give each child a blank label (preferably a sticky label that can be peeled off later in the role play). Each child to write their name on the label and decorate it. Use scrap paper if labels are not available.</p> <p>Role play: Each child to put their name label in a bowl in the middle of the circle and then sit down in a circle. Explain we are going to pretend that we don't know our own names. We need Ming the Wise to tell us. We are all going to have a turn being Ming the Wise. Choose a child to go first. They should wear a Ming the Wise hat. They approach the bowl solemnly; explain this is a very important naming ceremony. Take a random label out of the bowl and identify the name (may need help). Then approach the child whose name they hold, unpeel the label and stick it on the child's chest, saying "I name you xxxxx (name). Be yourself.". Ming then returns to their space and places the hat on the head of the next person, who continues the ceremony. Repeat till everyone has been "named". If someone gets their own name, they should return it and choose another. If they are the last name in the bowl, have a spare teddy bear's name tag so that they get to name someone else)</p> <p>Plenary: Do we walk around with labels on us all the time? Why not? Are our names important? Why? What do we mean by "Be yourself"? Why can't we be someone else? What if you feel different like the chameleon did last week, should you try and be someone else then, or is it better to be who you are? Why?</p>	<p>'Who Are You, Stripy Horse?' by Tim Helmore and Karen Wall</p> <p>A Ming the Wise Hat</p>

YEAR ONE: WEEK 3



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I feel good about the ways we are similar in the group and the ways I am different.</p> <p>Getting on and falling out: I can make someone else feel good by giving them a compliment.</p> <p>I can see things from someone else's point of view.</p> <p>Say no to bullying: I am proud of the ways in which I am different.</p>	<p>Read 'Cock-a-Moo-Moo' Note: When reading this story, for the purposes of this module I would not read the last page of the book. The point of this lesson is that it doesn't matter what noise the cockerel makes or that he is different. The book ends with him saving the other animals by being different. The final page, when he crows "Cock-a-doodle-doo" rather detracts from this message, Therefore, end the story at "You're a hero!" cried all the animals. Cockerel was so happy."</p> <p>Discussion: What happens in the story? Why is Cockerel unhappy that he can't say "Cock-adoodle-doo"? What do the other animals say to him when he crows in a different way? Does it really matter how Cockerel crows? How does the story end?</p> <p>Role play: Explain to the children we are going to play the 'Cock-a-moo-moo' game. In the game, all the children in the circle become cockerels. Practice now calling "Cock-a-doodle-doo". However, one child is going to be different. When they crow, they call "Cock-a-moo-moo" instead. Identify someone to leave the room and be a detective, then choose a child to be the different cockerel. When the detective returns, ask them to stand in the middle of the circle and try to identify the different cockerel. The detective approaches a child and says "The fox is coming". The child then responds by calling "Cock-a-doodle-doo!", unless the detective has approached the different cockerel, who calls "Cock-a-moo-moo" instead. Can the detective guess the different cockerel? Give the detective a limit of guesses before asking the different cockerel to identify themselves by calling out "Cock-a-moo-moo!"</p>	<p>'Cock-a-Moo-Moo' by Alison Bartlett</p>

YEAR ONE: WEEK 3 continued...



Knowledge, understanding and skills (SEAL)	Activities	Resources
	<p>Plenary: How did the detectives do in the game? Did they correctly identify the different cockerels? Could they tell who was going to be different? Why not? Think about the story; how do you think the cockerel feels about being different, and being told he's getting things wrong all the time? Is Cockerel hurting anyone by being different? Does it affect any other animals when he says "Cock-a-moo-moo"? When Cockerel says "I'm never going to crow again", what could the other animals say? Why doesn't any animal say "It doesn't matter how you crow; be yourself!" What would you say to Cockerel? Ask a child who played the part of the different cockerel in the game to come to the middle of the circle and ask children in the circle to approach him/ her and say things to make him feel better about being different.</p>	

YEAR ONE: WEEK 4



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I feel good about the ways we are similar in the group and the ways I am different.</p> <p>I can tell you how I am the same as and different from my friends.</p> <p>I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.</p>	<p>Read 'The Other Ark' Discussion: What happens at the beginning of the story? Who does Noah take on his Ark? Who does he leave behind? What do all the animals left behind have in common? (They are all different). Which are your favourite animals? Do you think the Noah in this story is a kind man? How does he choose which animals to save and which to leave behind? What would you do if you were him?</p> <p>Role play: Overturn four tables to create an Ark. Choose someone to be Noah. Ask him to prepare his Ark for the animals. Explain that in our class you want there to be no-one left outside. "In our class we have No Outsiders!" We want to fit everyone on our boat before the floods come. Our Noah will not leave anyone behind. The animals went in two by two so we need to get in to pairs. Each pair should have something in common- same hair colour or eye colour or skin colour or like the same flavour ice cream. Line up in pairs and have Noah welcome each pair aboard the Ark. Can we fit everyone on our Ark? No-one left behind! No Outsiders!</p> <p>Plenary: Why is it important to say we have "No Outsiders" in our class? How would it feel to be on the 'outside'? Do you think you could recognise someone feeling left out? What could you say to someone if you thought they were feeling like an outsider? Put a doll in the centre of the circle. Explain the doll feels like she doesn't belong. The doll feels left out, like an outsider. Ask children to approach the doll and say something to make it feel included.</p>	<p>'The Other Ark' by Lynley Dodd</p> <p>Tables that can be overturned, or PE mats (anything that can provide a platform to represent an Ark)</p> <p>A doll</p>

YEAR ONE: WEEK 5



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>Relationships: I know the people who are important to me.</p> <p>I can tell when I feel cared for.</p> <p>I can tell when I love or care for someone.</p>	<p>Read 'Spacegirl Pukes' Discussion: What happens in the story? Who gets ill first? Who gets sick next? Who is next? Why does everyone get sick? Why doesn't the rocket blast off at first? Who works out what the problem is? Where do you think Spacegirl went at the end of the story? Would you like to be a spacegirl or spaceboy? How can you tell that Mummy Neenee and Mummy Loula love Spacegirl very much?</p> <p>Note: It may be that some children react to the fact that there were two mums in the story. If the subject is brought up deal with it as a matter of fact. "Well some children do have two mums. Spacegirl's mums are lesbians. They love each other very much and they live together. Some children have two dads that live together; they would be gay men. Some children live with a mum and a dad, some live with one mum or one dad or one nan or one grandad. There are lots of different kinds of families." You could go round the class and identify the different families that exist in just our classroom. If anyone reacts negatively to two dads or two mums living together, remind the class that last week we talked about having "No Outsiders" in our class. If people are different to you, it doesn't mean they are not as good as you. If the subject is not brought up then leave it till the plenary and then bring it up yourself (see next page).</p> <p>Role play: We're going to act out the story of 'Spacegirl Pukes'. We need some people to be in the control tower, someone to be spacegirl, someone to be Mummy Neenee and Mummy Loula, Trotsky the cat, the ground crew member, and the rest of the children can hold hands and stand in the shape of a rocket. The children playing the two mums should be of the same gender to reinforce that the family in this story has two mums (or two dads). Having a boy and girl play the characters would rather defeat the object, which is to show that there are different kinds of families. Read through the story and role play the action. End with all children counting down from 10-1 and shouting "blast off!" before sinking to the floor and sitting.</p>	<p>'Spacegirl Pukes' by Katy Watson and Vanda Carter</p>

YEAR ONE: WEEK 5 continued...



Knowledge, understanding and skills (SEAL)	Activities	Resources
	<p>Plenary: Talk about how the best bit of our role play was that there were no outsiders- everyone was involved, everyone had a part to play and everyone made it great. If it has not yet been brought up, talk about the two mums in the story. Who looks after Spacegirl? Say that Mummy Neenee and Mummy Loula love each other very much and they are lesbians. Some children have two mums like the mums in the story, or some children have two dads that love each other and live together, they would be gay men. Some children have a mum and a dad that live together, some children live with one mum or one dad or Nan or granddad or with lots of other children and carers. There are lots of different families around and none are better than any others. What's the most important thing about a family? (Being loved, cared for, looked after). What different families do we have in our class? Comment on the fact that we are all different but we all still get along and in our class we look after each other, it's a bit like having our very own special family!</p>	

YEAR ONE: WEEK 6



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>Relationships: I feel good about the ways we are similar in the group and the ways I am different.</p> <p>I can tell you how I am the same as and different from my friends.</p> <p>Getting on and falling out: I can tell you what being a good friend means to me.</p>	<p>Read 'Picnic in the Park' Discussion: Discuss what happens in the book? Who comes to Jason's party? How many different families can you remember from the story? What did each family bring to the party? Why did everyone bring something to share?</p> <p>Role play: We're going to act out the story of 'Spacegirl Pukes'. We need some people to be in the control tower, someone to be spacegirl, someone to be Mummy Neenee and Mummy Loula, Trotsky the cat, the ground crew member, and the rest of the children can hold hands and stand in the shape of a rocket. The children playing the two mums should be of the same gender to reinforce that the family in this story has two mums (or two dads). Having a boy and girl play the characters would rather defeat the object, which is to show that there are different kinds of families. Read through the story and role play the action. End with all children counting down from 10-1 and shouting "blast off!" before sinking to the floor and sitting.</p> <p>Plenary: What was the best thing about Jason's picnic? There were lots of different people who were able to bring lots of different things to share. There were families with one mum, families with one dad; families with two dads; families where there were no children; families where there were foster children. Some families had different skin colour and some had the same skin colour. But all families were happy, smiling and brought something to the party. What a fantastic party! Are we all friends in this class? We don't leave anyone out because they are different, do we? That's what's so great about this class – it's a bit like Jason's party – everyone different and everyone friends!</p>	<p>'Picnic in the Park' by Joe Griffiths and Tony Pilgrim</p>

YEAR TWO: WEEK 1



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>Relationships: I know the people who are important to me.</p> <p>I can tell when I feel cared for.</p> <p>I can tell when I love or care for someone.</p> <p>I understand that if someone leaves me they might still love me.</p> <p>I understand that people have to make hard choices and sometimes they have no choice</p>	<p>Read 'Mister Seahorse' Discussion: What happens in the story? What is the seahorse doing throughout the story? Who does he meet along the way that is also looking after babies? In what different ways are the daddy fishes looking after their babies? What does Mister Seahorse say to the baby seahorse that tries to get back in to the pouch? Why does he say that? Do you think that's a hard choice for Mr Seahorse to make? How do we know that Mister Seahorse loves his babies very much?</p> <p>Role play: Show the children a bag of marbles tied at the top. Explain that we are going to pretend that these are Mister Seahorse's babies. Choose someone to be Mister Seahorse and give the bag to him (Note: it really should be a boy, as we are making the point that men can look after babies and bring up children). Now put the children in to pairs and ask them to decide what sea animals they are going to be, and to decide upon an action that they can do when they speak. Once everyone is ready, ask Mister Seahorse to swim to the pairs in the circle and say: "Hello". The children will then say, "Hello, Mister Seahorse. We are _____" and perform their action. Mister Seahorse will then say "Nice to meet you, I'm looking after my babies" and swim back to the centre of the circle before approaching a different pair. You could put marbles in to the bag and at the end of the role play ask Mister Seahorse to set his children free. He should gently tip out the marbles and watch them swim away...</p>	<p>'Mister Seahorse' by Eric Carle Bag of marbles</p>

YEAR TWO: WEEK 1 continued...



Knowledge, understanding and skills (SEAL)	Activities	Resources
	<p>Plenary: Do you think the story is based on truth? Do male seahorses look after their young? (They do). Mr Seahorse meets lots of other male fish in the story who are also looking after their young. Do you think its right that they do that? Are men good at looking after children? Are women better? Does it matter who brings up children? Are there good things about both men and women bringing up children?</p> <p>Note: You could ask at this point who brings up the children in the class – who lives with mum, with dad, with nan or grandad, with two dads or mums, with aunty etc. to demonstrate that there is not one model that fits all. We all live in different families and that’s okay. What do you think is the most important thing in a family – love? The children could make a card for the person or people that they love in their home.</p>	

YEAR TWO: WEEK 2



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I feel good about the ways we are similar in our class and the ways I am different.</p> <p>I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.</p> <p>Say no to bullying: I can tell you what bullying is.</p> <p>I can tell you how someone who is bullied feels.</p> <p>I can be kind to children who are bullied.</p> <p>I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.</p> <p>I know what to do if I am bullied.</p>	<p>Read 'Tyrannosaurus Drip' Discussion: What's the story about? How do you think the duckbilled dinosaur feels when his family calls him Tyrannosaurus Drip? Do you think he feels like an 'outsider'? At what point do his feelings begin to change? How do you think he feels inside when he meets other dinosaurs who are just like him?</p> <p>Role play: How do the tyrannosaurus dinosaurs react when the duckbilled dinosaur first hatches out of the egg? Place a doll in the centre of the circle and say to the children that we are going to role-play how the tyrannosaurus dinosaurs behave to animals that are different. Ask children one at a time to approach the doll and say "Tyrannosaurus" comments to him. Look at the book for ideas; "You're weak", "Look at his long arms. He's not like us!", "Get a grip!", "What a drip" etc.</p> <p>Discuss how the doll would feel right now if he could hear the things we are saying about him. Would he feel like he belonged in our class? What does he need to hear to make him feel included? Is this an example of bullying? How does bullying make someone feel? What do you think the doll should do if he feels like he is being bullied? Would you be there for him?</p> <p>Now role-play duckbilled dinosaur responses. Look at the book; what is the first thing they say to the duckbilled dinosaur when they meet him ("Nice to see you, have some veg"). What could you say to the doll? Even though he looks different to us in our class, and he might behave very differently, let's make him feel included. What things could we say to him? Children to approach doll one at a time and say things to make him feel included.</p>	<p>'Tyrannosaurus Drip' By Julia Donaldson and David Roberts A doll</p>

YEAR TWO: WEEK 2 continued...



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>Good to be me: I can tell when it is right to stand up for myself.</p> <p>I know how to stand up for myself.</p>	<p>Plenary: In the story the duckbilled dinosaur was made to feel like an outsider. He felt like he didn't belong with the tyrannosaurus dinosaurs, and they didn't try to include him. In fact they pointed out his differences and made him feel worse. They were bullying him. If you were his brother or sister, would you have done anything to make the situation better for him? Is it okay to be different? Of course it is! What should you do if you feel bullied at school? Who can you talk to?</p>	

YEAR TWO: WEEK 3



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>Relationships: I know the people who are important to me.</p> <p>I can tell when I feel cared for.</p> <p>I can tell when I love or care for someone.</p>	<p>Read 'And Tango Makes Three' Discussion: What happens in the story? What makes the zoo keeper think Roy and Silo love each other? Do you think he was right?</p> <p>Role play: Shuffle a pack of animal snap cards and take out one so that one animal does not have a pair. Give out the animal cards random (you might want to use your own judgement as to who has the single snap card). Children must not show each other what animal card they have. At a signal from you, children to walk around the room making their animal noise/ action to find their pair, and sit down with them. There will be one child left alone because their pair has been removed. Discuss with the class what to do now – this animal hasn't got a partner. A different pair may well offer a space next to them – ask is it okay for this animal to join the other animal pair – can, for example, a bear live with a lion? Are we saying that's okay? Yes, if they want to! Thank the offering pair for allowing the lonely animal to live with them.. you might want to make them promise they won't eat the new member of their family – if a mouse is going to live with two cats, for example, And then use this as an example of the cats changing their habits to include their new family member.</p>	<p>'And Tango Makes Three' by Justin Richardson and Peter Parnell Animal snap cards</p>

YEAR TWO: WEEK 3 continued...



Knowledge, understanding and skills (SEAL)	Activities	Resources
	<p>Plenary: How do you think Roy and Silo felt when they realized they couldn't have a chick? How do you think they felt when they were given an egg to look after? Why does the zoo keeper give Roy and Silo an egg? What would have happened to the egg if the keeper hadn't given it to Roy and Silo? How did the keeper know that Roy and Silo would look after Tango properly? (He had watched them try and hatch a stone). Roy and Silo are two male penguins who are in love. What is the name for two men who love each other? (gay men). Do Roy and Silo affect the other penguins in any way? Do they make other penguins gay? (Of course not! You can't make someone gay – it's just the way some people are) Do you think Tango is happy being looked after by two daddy penguins? Do Roy and Silo love Tango very much? How can you tell? Talk about the word gay sometimes being used as a nasty word. Say there is nothing wrong with someone being gay, and often people are called gay even when they aren't gay. Sometimes people call someone "gay" just because they look different or behave differently. Say you don't want to hear the word being used in your class as a nasty name. We don't call people names in our class, we look after each other and that's why you like being the teacher in this class. Finish by talking about what you like about this class and ask the children to say what they like about being in this class.</p>	

YEAR TWO: WEEK 4



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I know what I have to do to myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.</p> <p>Say no to bullying: I can tell you what bullying is.</p>	<p>Read 'King and King' Discussion: What happens in this story? Why do you think the Prince doesn't want to marry any of the princesses his mother brings to him? Is he gay? What does gay mean? Do you think if he tried hard he could marry a princess and be happy? Should he at least try to fall in love with a princess? Is that what the Queen wants? (Or does she want him to be happy?)</p> <p>Role play: Show the children a selection of people cards. Explain we are going to set up a marriage scene for the prince and prince. Every person on the cards is at the wedding; all we have to do is identify what their role is and place them in the scene. Begin by placing a table at the top of the scene. Now ask the first child to choose one of the princes from the pile of people. The next child should choose the partner. Continue in the round, asking children to develop the scene by adding people from the range of cards and adding them to the picture, saying who they are. You might want add roles such as registrar, best man (for both grooms), family members, photographer, witness etc.</p> <p>Plenary: Are there any other fairy tales where a prince marries a prince and they live happily ever after? Why not? Could a princess marry a princess and live happily ever after? Of course! Note: if someone brings up how they can have children open it out to the group. Could they adopt? Maybe one of the princes already has a child. Note: There is a sequel book "King and King and family" where the two kings adopt a little girl. Do the king and king look unhappy about being gay? No. Is anyone calling them names or making them feel unwelcome? Of course not. Would we call them names if they were in our class? Do you think they might be bullied at school? What would you do if you saw someone calling them names? Is our class a fair and a safe place for everyone? It doesn't matter if someone is gay, does it!</p>	<p>'King and King' by Linda de Haan and Stern Nijland People cards (I use cut outs of people from clothes catalogues. Ensure there is a good male and female, disability and ethnic mix)</p>

YEAR TWO: WEEK 5



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I know what I have to do to myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.</p>	<p>Read “Molly’s Family’ Discussion: What happens in this story? Why does Molly feel upset? What is it that Tommy says that makes Molly feel upset? Is he right to say that? Think about all the families that we have in our class. Are they all the same? Would anyone like to share with us the members of their family? Can pets be part of your family? (Yes). Sometimes people call friends of the family ‘aunty’, even though they are not related. Families can include all sorts of people and have as many members as they want. (Note: You want to demonstrate here that there is not one ideal family, and everyone has a family, though they may be made up of different people. Looked after children also have families, either people they don’t live with anymore, or a current carer. It is important that the children choose who they see as their family, rather than being told “That is your family”)</p> <p>Activity: Having talked about the families that exist around the children in the class, ask them to draw their family as Molly did. You could either use them for a display or encourage the children to take the pictures home.</p>	<p>‘King and King’ by Linda de Haan and Stern Nijland People cards (I use cut outs of people from clothes catalogues. Ensure there is a good male and female, disability and ethnic mix)</p>

YEAR TWO: WEEK 5



Knowledge, understanding and skills (SEAL)	Activities	Resources
	<p>Plenary/Role play: Does Molly feel upset about her family before Tommy says “You can’t have a Mommy and a Mamma”, or only after he says it? Is Molly happy having two mums? So it’s only the nasty words from someone else that makes Molly unhappy? Is Tommy making Molly feel included or like an outsider? What would we say to Molly if she was in our class? (Note: if anyone persists in saying unkind statements either a) say “That’s a shame. I thought we were kind in our class. Who can think of a kind thing to say to say instead?” And then when a child has responded with a kind statement, say “Isn’t that better! You are behaving in a much kinder, more grown up way. I bet Molly would really like to be your friend. I bet you’ve got lots of friends if you say kind things like that to people. Who in this class is xxx’s friend? (children will put up hands) - I knew it!”</p> <p>or b) (to the child saying unkind things) “You’re not thinking about the instruction. Who can remind xxx what we are doing here? Are we saying nasty things to Molly or are we saying kind things? Who can think of a kind thing to say?”</p> <p>Say “We don’t have outsiders in our class do we? How would you react if Molly was in our class and you heard Tommy say those words?” Role-play the situation, and then discuss what we can say if we hear children saying nasty things about gay people or families that have gay people in them.</p>	

YEAR TWO: WEEK 6



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I know that I belong to a community.</p> <p>I feel good about the ways we are similar in our class and the ways I am different.</p> <p>I can tell you how I am the same as and different from my friends.</p> <p>I know what I have to do to myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.</p> <p>I can help to make the class a safe and fair place.</p> <p>I can help to make my class a good place to learn.</p>	<p>Read 'This is Our House' Discussion: What is this book about? What does George keep doing? Who does he not allow in to his house- what are the reasons he gives? How do you think this makes the other children feel? (Outsiders?). List the people he doesn't let in – girls, small people, twins, people with glasses, people who like tunnels... what kind of person is George behaving as? Why do you think the children say "This house isn't for people with red hair" at the end? Do you think they mean it? What does this show George?</p> <p>Role play: Up-end a table to represent a box (you could use PE mats). Identify someone to be George and role play the story. Put a hat on 'George' to make the distinction between the character (wearing the hat) and the child playing him. Make the point that the child playing the role is going to have to act really hard because he would never talk to people in such an unkind way in real life. As long as he/ she wears the hat, he/ she is George. When the hat comes off, George has gone.</p> <p>Now have children approach George and ask if they can join his house. George must always say "No, this house isn't for" And give a reason. Establish ground rules before beginning this roleplay. Say there are some things that never want to hear in your classroom such as, for example, "This house is not for black people". Make the rule before beginning that we are not going to use people's skin colour as a put-down in this role play.</p>	<p>'This is Our House' by Michael Rosen and Bob Graham PE mats or up-ended tables</p>

YEAR TWO: WEEK 6 continued...



Knowledge, understanding and skills (SEAL)	Activities	Resources
	<p>After a few people have been turned away from the house, approach the box yourself and say "What if I was to say, "George, I'm gay, can I come in to your house?" Stop the role play (take the hat off George) and have a discussion about what you think George would say if that happened. Say we established a ground rule that we wouldn't use skin colour as a put down, and we all agreed. Why was that important? Do you think we should do the same for gay people? If someone says "But there are no gay people in the class", say that may be so, but some people in here might have mums or dads that are gay, in the future some people in here might be gay themselves. Even if someone isn't gay is it still wrong to use the word as a put-down? We need to make sure we have no outsiders in our classroom, don't we?</p> <p>Re-play the role-play with the same child playing George and this time everyone asking to play in George's house is welcomed in. Fit the whole class in to the house, take a photo, cheer.</p> <p>Plenary: Say we talked about some difficult things this week and you were proud that the class was so mature and grown up. Say you have heard older children in the school sometimes use the word "gay" as a put down. They obviously don't understand like we do that it's okay to be gay and we shouldn't be using the word in a bad way. If we use words like that to put people down, we exclude them. We make them feel like outsiders, and we don't want to do that, do we? Do you think we should have a class charter where we all agree to make sure no-one in our class feels like an outsider?</p> <p>Create a "No Outsiders" class charter worded by the children which everyone signs, and display it on the wall of the classroom.</p>	

YEARS THREE & FOUR SEAL LEARNING OUTCOMES



The lessons for Y1 and Y2 work just as well in Y3 and Y4. The following SEAL learning outcomes for Y3 and Y4 can be met by teaching these lessons.

Welcome to Lizard Lounge

New Beginnings

- I know that I am valued at school
- I know how to make someone feel welcomed and valued at school
- I know what it feels like to be unwelcome
- I can predict how I am going to feel in a new situation or meeting new people

Changes

- I can tell you how it feels to belong to a group and know its important for everyone

Getting On Falling Out

- I know how to look and sound friendly
- I can tell you lots of ways to give friendship tokens to other people

Cock a Moo Moo

Changes

- I can tell you how it feels to belong to a group and know its important for everyone

The Other Ark

New beginnings

- I can contribute to making a class charter
- I understand my rights and responsibilities in school

Changes

- I can tell you how it feels to belong to a group and know its important for everyone

King and King

Changes

- I know that everybody goes through different sorts of change all the time
- I know that what we feel and think affects what we do (how we behave)

This is Our House

Good To Be Me

- I can choose to act assertively
- I know how to be assertive
- I can express myself assertively in a variety of ways

Going For Goals

- I can predict the consequences of my actions/ solutions or goals for myself, other individuals or groups
- I can make a choice about what to do based on my predictions of the likely consequences

Relationships

- I can take responsibility for my behaviour
- I can understand how I might hurt others
- I can take responsibility for what I might choose to do

YEARS FIVE & SIX: WEEK 1



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I understand my rights and responsibilities in school.</p> <p>I know some of the things that help us in school to learn and play well together.</p> <p>Getting on and falling out: I try to recognize when I or other people are pre-judging people and I make an effort to overcome my own assumptions.</p> <p>Good To Be Me: I understand that the majority view is not always right</p> <p>I can stand up for what I think after listening to others and making my own choice.</p>	<p>Recap the words 'proud' and 'ashamed'. Give examples of times when we might feel proud and times when we might feel ashamed.</p> <p>Read 'William's Doll'</p> <p>Discussion: What is this story about? What are the central themes to the story? Why do you think William's dad buys William a basketball and a train set? Did playing with these toys make William happy? Do you think William's dad wants William to be happy? Who changes the situation in the story? Why do you think Grandma buys William a doll? Do you think she was right to do that?</p> <p>What is the argument she uses at the end of the story? Look again at the last page. What do you think about what she says? Do girls and boys play with different toys in real life? What toys do you think girls play with? What toys do you think boys play with? Why do you think that is? Are there exceptions? Do boys get laughed at for playing with dolls? Do girls get laughed at for playing with train sets or playing football? Is it right that this happens? Do you think we should change this? How do we change it?</p> <p>Role play/ Activity: There are a couple of things you could do for a role play depending on your school situation:</p> <ul style="list-style-type: none"> If you are a primary school with a reception class arrange to take your class down to reception to do role play playing with the children there. But discuss first what you want each child in your class to play with. Do we want all the boys in reception to think boys only play football or building bricks? Similarly do we want to teach our reception children that girls only play dressing up or with dolls? The boys in your class should play with things they would normally expect girls to play with, and the girls play with things they would normally expect boys to play with. Reinforce how vital it is that we are role models. The little children will take from our lead. If we look embarrassed, they will pick up on it. It's only for 15 minutes! 	<p>'William's Doll' by Charlotte Zolotow A reception class or class with younger children in it.</p>

YEARS FIVE & SIX: WEEK 1 continued...



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>Relationships: I have helped someone who felt embarrassed</p>	<p>Plenary: It may be that the children in reception are more enlightened than us and feel they can play with whatever they want. Were the boys playing with 'boy things'? How interesting! So at what point do boys begin to realise they 'shouldn't' play with dolls and dress up? Did the boys in reception stop what they were doing and gravitate to older boys, and the girls gravitate to older girls? How did it feel to be a role model? Did any reception children argue you shouldn't be playing with these toys because you were a boy or a girl? What did you say?</p> <ul style="list-style-type: none">• In pairs role play the argument between gran and dad about buying William a doll. Think about the worries that dad might have and his reasons for arguing against the doll. Share some of the role plays. <p>Plenary: Who feels proud in the story, who feels ashamed? What would you say to the characters who feel ashamed or embarrassed? Should they feel ashamed? How can we change this situation?</p>	

YEARS FIVE & SIX: WEEK 2



Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I know that I am valued at school.</p> <p>Getting on and falling out: I know that sometimes difference can be a barrier to friendship</p> <p>I try to recognize when I or other people are pre-judging people and</p> <p>I make an effort to overcome my own assumptions.</p> <p>I know how it can feel to be excluded or treated badly because of being different in some way.</p> <p>Good To Be Me: I accept myself for who and what I am.</p> <p>Good To Be Me: I understand how rumour spreading and name calling can be bullying behaviours. I can explain some of the ways in which one person or a group of people can have power over another.</p>	<p>Read 'The Whisperer' Discussion: What is this book about? What happens in the story? Describe the main characters and their roles: Rat, Amber and Monty, Tom, Flossie, Tiger. Why does Rat say "Better than a letter, better than anything, everybody hears the whisper...but they don't see the whisperer! It's beautiful!" How does Rat benefit from the whispering he does? What is the consequence of his actions? How does Tiger change the situation? How does this situation change Rat's position? What do you think of the ending? What can we learn from the ending? Do you think there is a message in this book?</p> <p>Role play: Show the children a pile of cards and explain that one card has a cross on it while all the others are blank. Give out the cards as you are talking and tell the children that they are not allowed to show their cards to anyone else. If you have the card with the cross you win this game by not being identified. If you do not have the cross you win this game by correctly identifying who has. In a moment the children will be allowed to mingle and ask each other if they have the cross. One person will be lying because they do not want to be identified; can you work out who it is. Remember if you have the cross you can win this game if no-one guesses it's you so you have to lie and say you haven't got the cross. Can you remain hidden? Now allow the children to mix freely and talk to each other. You could give them a topic to discuss together like the weather. Remind children they are not allowed to show their card to anyone. You should pull children out of the role play if you see them doing this.</p>	<p>'The Whisperer' by Nick Butterworth Enough cards for everyone in the class. One card has a cross on it.</p>

YEARS FIVE & SIX: WEEK 2 continued...



Knowledge, understanding and skills (SEAL)	Activities	Resources
	<p>After five minutes call children back to the circle and ask children to nominate who they think has the cross and why. At this point the person who does have the cross should remain blank-faced so as not to be identified; when it is their turn to nominate they are going to have to lie and nominate someone else. Then allow the children to show their cards one at a time. Did anyone successfully identify the person with the cross or was anyone falsely accused? Did the cross keep his / her identity hidden?</p> <p>Plenary: Discuss how the role play went, what rumours did people hear and what were the effect of the rumours? What feelings did people experience? If one or two people were singled out when people said who they thought had the cross, how did they feel? Can you think of any real life situations that are similar to this? How do you think it would feel to be gay and not to be able to tell anyone? Why don't people who are gay tell people straight away? If someone in our school said they were gay how do you think people would react? Should people who are gay be able to talk about it? How can we make sure that no-one feels they can't be who they are? Why is it important that we are proud of who we are?</p>	



Acknowledgements

My thanks to the 'No Outsiders' project www.nooutsiders.sunderland.ac.uk and everyone in the No Outsiders team. Also to Annie Hargreaves for giving me the idea, and to Mark Jennett for advice after the first draft.

Thanks to the Bullying Reduction Action Group (BRAG) for publishing, distributing and promoting this resource to all Birmingham Primary Schools. Special thanks to Sue Ball, Kim Mahoney and the staff of Birmingham City Council's Corporate Design and Photography Team for their work to update this edition.

Andrew Moffat,
Chilwell Croft Primary School, Birmingham

Andrew Moffat has also written:

'Behaviour, safety and well being: lesson plans for the primary classroom' (Incentive Plus 2012)

'The early years are a formative time for children. The activities in this resource encourage children to value the diverse people and families in their school and in our city. As Chair of Birmingham's Bullying Reduction Action Group (BRAG), I am delighted to publish this book and urge teachers to use the lesson plans and stress to children from a young age that bullying, including homophobic bullying, is never OK.'

Amanda Daniels, Acting Chief Educational Psychologist, Birmingham City Council

'I was bullied at both primary and secondary school, by children who thought I was gay. It was so bad that I had to leave school and be educated at home and ended up with hardly any qualifications. Thank you to Andy and BRAG for publishing this book. I hope that primary teachers will use these activities with their students to make sure that other children don't suffer like I did.'

Alison Livesey, Out Central Youth Group

'Andy Moffat's work should be used in all schools. He creates a real sense of fairness and equality across all groups. If we want to raise young people to be adults who can live and work successfully in our multi-cultural, diverse community then the work that Andy Moffat is offering to schools to use with their young people plays a central part in that agenda.'

Liam Nolan, Head Teacher Perry Beeches

'As a member of the Stonewall Education Champion Programme, Birmingham City Council has done some great work to help schools prevent and tackle homophobic bullying. Alongside Stonewall's Celebrating Difference materials, this resource will help primary schools ensure all children feel able to talk about their families and can be themselves.'

Ben Summerskill, Chief Executive Stonewall

'The Lesbian Gay Bisexual Trans Employees' Network offers mutual support to all LGBT staff and their allies working for Birmingham City Council, including teachers and others working with children. We welcome the publication of this resource book and believe it will help schools fulfil the new legal obligations of the Equalities Act and challenge homophobic bullying both of children and adults. I only wish such a resource had been available when I was at school!'

Marie Dobinson, Chair of Birmingham City Council LGBT Employees' Network

