

Primary | Years 5+

Diversity Role Models Teachers Resource

Theme: LGBTQ+ History and Rights
(Equal Marriage and Armed Forces)



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Overview

How To Use This Resource

This resource accompanies a video or series of videos from one of our inspiring Role Models sharing their personal story. Each resource covers a different topic area and comes with discussion questions, challenge questions, suggested activities and challenge activities. Further notes for teachers are written in italics or in boxes.



Learning Objectives

Students will be able to:

- Explain the concepts of 'equal marriage', 'same-sex partnership', and 'civil partnership'
- Examine events and role models from LGBTQ+ history.
- Explore 'equal marriage' and LGBTQ+ rights throughout the world.

Notes

The activities suggested in this resource can be adapted and added more complexity and depth to to suit more advanced Year Groups.

Curriculum Links

- **PHSE:** different families, stereotyping, marriage
- **History:** British, local and world history
- **Geography:** human geographical features of the world, maps

Suggested Age

All materials should be reviewed by teaching staff to ensure they are appropriate and can be adapted to suit your class needs.

Diversity Role Models recommend this resource for Years 5 and 6.

Overview

Summary of stories

Tilla's Story

Tilla talks about some of the challenges she faced growing up and how she struggled to make friends and be herself. She ended up joining the Navy and when her friend in the Navy came out to her, she came out to her friend too. It was illegal to be gay in the Navy at the time and she lost her job. She encourages people to be themselves and seek support from a trusted person.

This story discusses LGBTQ+ identities and discrimination in the armed forces.



[**▶ Watch Here**](#)

Steve's Story

Steve founded Oasis, a charity that runs a number of schools. Oasis try to ensure every young person feels included, including those who are LGBTQ+. He is also a Reverend and shares how proud he was to have officiated the marriage of two of his friends Ben and Jacob.

He talks about the logo of Oasis and how it represents how everyone belongs to the school community regardless of difference.

This story discusses diversity and the importance of being inclusive.



[**▶ Watch Here**](#)

Overview

Summary of stories

Simon's Story

Simon talks about how he realised he was gay in Sixth Form but he didn't want to admit this to himself or others. He was scared to come out and this impacted his relationships. Simon recalls how he felt awkward at weddings because he thought that, as a gay man, he could never marry. He talks about how he met his partner in a cafe and he gave him the confidence to come out. In time, the law changed, and Simon was able to marry his partner.

This story discussed difference and same-sex marriage.



[**▶ Watch Here**](#)

Paul's Story

Paul shares his story about his civil partner, their daughter and their grandchildren. He shares how he felt different from a young age and when he was in high school, he realised he was gay. He later came out to his friend Sheena. Paul is a vicar in the Church of England and talks about the importance of being kind and having courage.

This story discusses bullying, different families and being different.



[**▶ Watch Here**](#)

Top Tips

For facilitating positive discussions in your classroom

1. Working Agreement

As a group, set some simple agreements for how to engage with the lesson. This could include:

- The importance of listening to each other and respecting all of our views
- Taking turns and not having to answer if you don't want to
- Using appropriate and respectful language
- Trying to build dialogue not debate

Cover the importance of confidentiality, but be sure to explain the school's safeguarding policy and explain when, why, and with whom you may need to share something that is said in the lesson.

2. Facilitate: Basketball Not Tennis

Create space for young people to explore and express their views with each other, not just with the teacher.

- Consider including small group or pair discussion, plenary, role play or creative approaches.
- Consider the layout of the room and how small groups or circles can help build dialogue between students. We're aiming for ideas to be bounced around the room like a basketball, not back and forth with the teacher like tennis!

Be sensitive to the needs of each individual and share clear ways young people can get support if they have been impacted by any of the issues discussed. Be wary about sharing your personal views but ensure that you reflect the school values, policies and laws in relation to equality and inclusion.

3. Managing Questions

It's important that young people feel empowered to ask the questions that are important to them. Consider some techniques that could give young people the confidence to ask questions, such as by writing them down rather than asking them aloud.

Not all questions need a whole class answer on the spot. If you need more time to think, or feel that a question would be better answered outside of a whole-class setting then say: *'That's a brilliant question and deserves a good answer, let me take some time and get back to you with an answer'*.

4. Distancing Techniques

Our videos are a great way of sharing an engaging and impactful narrative, that is relevant to pupils' lives while not making the issue too personal for pupils. This allows young people to engage in an objective way, avoiding defensive reactions, while still exploring ideas around empathy, allyship, and identity. It will also help you manage challenging questions as you could suggest some of the ways others might feel rather than having to share your view or your personal experiences.

5. Questions For Dialogue And Deep Engagement

Ask open and stretching questions, or better still, get the young people to come up with their own. You could ask young people to generate questions for the role models featured and then consider how each might answer.

We've compiled some questions aimed at building empathy and encouraging discussion on the key themes. Remember to ask probing questions to draw out more depth and reflection from pupils such as *'That's brilliant, could you expand and tell us why you think that?'*. Consider asking philosophical questions such as *'Why do you think that is right/ wrong?'* too.

Suggested Questions

See Appendix 4 for a worksheet featuring these questions.

Tilla's Story

- 1. What did Tilla think when she saw the lesbian and gay society stand at university?**

Tilla wondered if that could be her, and whether she should walk over.

- 2. Why did Tilla's friend ask her not to tell anybody that she was gay?**

Tilla's friend was worried about what would happen if someone found out about her sexuality. At the time, it was illegal to be gay, lesbian or bisexual in the armed forces.

- 3. At what age did Tilla 'come out' in the armed forces?**

Tilla 'came out' at the age of 26.

- 4. What happened to Tilla after someone in the Navy found out that she was gay?**

She got thrown out of the Navy and lost her job.

- 5. When was the ban on being gay in the armed forces removed?**

The ban on being gay in the armed forces was removed in the year 2000.

- 6. What are Tilla's lessons to those watching her video?**

Tilla says that the most important thing is to be you, and to keep working on finding out who you are. She also says it's important to talk to a trusted person and to find your 'chosen family', which can include friends.



Suggested Questions

See Appendix 5 for a worksheet featuring these questions.

Steve's Story

1. What organisation did Steve set up?

Steve is the founder of the charity called Oasis.

2. What does Oasis do?

Oasis runs lots of primary and secondary schools. Oasis tries to be a safe place for everyone to feel free enough to express who they are, and to ask people that they trust the questions they want to ask.

3. What does Steve say he was proud to do recently in his role as a church minister?

Steve says that one of the privileges he has as a church minister is that he can marry a man to a man and a woman to a woman.

4. What does the Oasis emblem on school uniforms stand for?

The Oasis emblem, sometimes called the 'messy O', stands for the fact that everyone is included and no one should be bullied for their difference.

5. What is Steve's message to those watching his video?

Steve's message is that we should never pick on someone because they are different to us, because they are a different skin color, a different height, a different religion, or a different sexuality.



Suggested Questions

See Appendix 6 for a worksheet featuring these questions.

Simon's Story

- 1. Having always sat next to boys, how did Simon find sitting next to girls as well?**

He found it a bit difficult to start with, but he got used to it.

- 2. Why was it difficult for Simon when girls wanted to go out with him?**

He knew that he wanted friends who were girls, but he also knew he didn't want a girlfriend.

- 3. Why did Simon's boyfriend not want to go out with him anymore?**

Simon's boyfriend said that he 'couldn't be Simon's secret shame'. He was upset that Simon hadn't told his mum, dad, brother, or friends about their relationship.

- 4. Why did Simon feel uncomfortable going to weddings?**

He thought that everybody was wondering why he didn't have a girlfriend and thought he would never be able to get married himself because at that time two men or two women couldn't marry.

- 5. What does Simon say about the government introducing equal marriage?**

He says the great thing is that people like him can get married now. This means that everybody is different, but everybody is equal.



Suggested Questions

See Appendix 7 for a worksheet featuring these questions.

Paul's Story

1. Who is in Paul's family?

Paul and his partner Mark are in a civil partnership (a legally recognised relationship similar to a marriage). They have a 30-year old daughter, Sophie and have two grandchildren, George and Sophie.

2. What did Paul's mum say to him that made him feel like there was something wrong with him?

Paul's mum said that he needs some more boys as friends and that he should stop playing around with girls.

3. What was Paul's experience at secondary school?

He experienced quite a lot of bullying, which was really upsetting for him.

4. Why did Paul feel able to be himself with his friend Sheena?

When Paul told Sheena that he was attracted to men and not to women, she made him feel okay. She said, 'It's okay, and you're okay. I love you, and we'll do this together'.

5. What is Paul's message to those watching his video?

His message is to have courage, to be kind, and to try your best to make someone's day a better one.



Challenge Discussion Questions

Primary

1. Tilla, Simon, and Paul experienced some difficulties 'coming out'. How do you think we could make someone's 'coming out' experience more positive?
2. Tilla spoke about the ban on being gay in the armed forces, which was only changed in the year 2000. Can you think of other laws which were used unfairly towards different kinds of people in the past?
3. Paul and Simon have families that are different from each other, but they also have some things in common as they are both same-sex families. Can you think of any challenges same sex-families might face?
4. All the Role Models you heard from discuss different challenges they faced growing up. How is their life different now, and what do you think helped to make that difference?
5. How might bullying impact a person's life, relationships, and friendships?
6. Why do you think the law changed to allow same-sex couples to get married? Do you think it is more fair now and why?
7. Thinking of the stories you heard, why do you think supportive friends and communities are important? How can we make school a supportive community?
8. Why is it important that people are allowed to be themselves and not feel that stereotypes or prejudice hold them back?

Activities

1. Discuss with students how LGBTQ+ people, their struggles and contributions, have shaped our culture and helped challenge unfairness over many years. You can link this to the fight for marriage equality or the repeal of the ban on being gay in the armed forces discussed in the videos.

Hand out the information cards of inspiring role models from LGBTQ+ history. Students' are to read their role model and produce an A3 sized poster for a display, and prepare a short presentation about their role model and their contribution to LGBTQ+ equality.

Afterwards, you can discuss with students how life would be different without this contribution, how their chosen individuals were treated by others, how they 'came out', and/or how much has changed since their contributions were made.

2. Explore LGBTQ+ related terminology in Appendix 2 to help students think more carefully about language choices. Using the Words and Definitions Matching sheet included in the Appendix, ask students to work in pairs and match the different terms with their meaning or definition. Share back the definitions as a whole group, and correct any misconceptions and answer questions. Then, discuss with students why do they think it is important to use correct terms related to LGBTQ+ rights and people.

Discuss how these words can be misused as an insult or a joke and how this could impact people. Ask students to discuss how they could respond if they heard someone using these terms as a joke or insult.

3. Read out the text prompt from Appendix 1 about Elton John and his partner David Furnish, who were among the first couples in the UK to get a civil partnership, and later get married. Allow students to work in pairs and, using LEGO figures or other materials available in your class, design what their wedding might have looked like. Present the designs to the class, then discuss as a group and define what civil partnership and Equal Marriage are. You can also discuss with students whether they think it is fair that all adults can marry whoever they love, and whether all religions allow people of the same gender to get married to each other. Emphasise that there are lots of people all over the world who follow a religion and who are LGBTQ+, and that there are lots of religious people who are accepting of LGBTQ+ people too, as shown in Steve's story.

Challenge Activities

1. Use [ILGA World Database](#) to print out the up-to-date world map illustration which lists countries that have made civil partnerships and/or same-sex marriage legal. Ask students what they think the different colors in the map represent, when thinking about same-sex marriage and civil partnership laws (darker purple means same-sex marriage is legal, lighter purple means civil partnerships are legal, and white means neither same-sex marriage nor civil partnerships are legal). Identify some key countries they know.

Either group students in pairs, or discuss as a class:

- What patterns can they identify in the map? Are there any regions that are more likely to have achieved marriage equality? Are there any regions that have not achieved marriage equality yet?
- Were students surprised about any countries and their laws? Why was it surprising?
- Do students think that traveling to a different country which does not have marriage equality is safe for LGBTQ+ couples?

You can explain to students that this map changes every year because some countries increasingly recognize the rights of same-sex couples, while other countries may repeal their marriage equality laws. Many people around the world are fighting for fairness and equality for LGBTQ+ people, and because of their efforts positive changes can be done in those countries. You can also explain to students that marriage equality is important because it allows same-sex couples to enjoy other rights, such as adopting children. It can make their lives more stable and protected.

2. Using the *Timeline Worksheet* in Appendix 3 and cut out each event on the timeline and give two or three to each table. Ask students to read and discuss their events and clarify any questions. Ask students on the table to form pairs, with one event being held by each pair. Students then work together as a whole class to form a human timeline across the classroom and read out their events.

Students return to their groups and work on a poster in their pairs explaining their event. These can then be joined together to make a large class timeline to display on your wall during LGBTQ+ History Month or Pride.

Organisations

Organisations that provide further support and resources for staff and students on bullying.

These links are to support teachers to access further information, lead discussions or to signpost to students for research and support.

Diversity Role Models can take no responsibility for the content hosted on other organisations platforms or shared directly, and we recommend that all signposted resources be checked for suitability by staff before use.

NSPCC

The NSPCC understands how difficult it is for children to talk about bullying. Professionals can contact the NSPCC Helpline by calling **0808 800 5000**, **emailing help@NSPCC.org.uk** or **completing their online report abuse form**.



The Anti-Bullying Alliance has lots of videos and resources for young people who might be a victim of bullying, or know someone who is being bullied.

View the resources **here** or visit their website at:
<https://anti-bullyingalliance.org.uk>



Childline can be contacted 24/7. Calls to **0800 1111** are free and confidential.

Childline has lots of advice about **different types of bullying** and about **dealing with peer pressure**.

Children can also contact **Childline online** here: **www.childline.org.uk**

Useful Definitions

Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Coming out

When a person first tells someone/others about their sexual orientation and/or gender identity.

Repeal

The action of removing a law or act of parliament.

Gay

A man who is attracted to men or a woman who is attracted to women.

Heterosexual

A man who is attracted to women OR a woman who is attracted to men.

Homophobia

A prejudice or discrimination towards people who are homosexual.

Useful Definitions

Transgender

Someone who's gender is different to the the sex they were given at birth

Lesbian

A woman who is attracted to women.

Non-binary

An umbrella term for people whose gender identity doesn't sit comfortably with 'man' or 'woman'. Non-binary identities are varied and can include people who identify with some aspects of binary identities.

Outing

Disclosing an LGBTQ+ person's sexual orientation and/or gender identity to someone else without their content.

Section 28

A series of laws across Britain that prohibited the "promotion of homosexuality" by local authorities. It was introduced by Margaret Thatcher's Conservative government and infringed upon human rights of LGBTQ+ people and their allies.

Stereotype

A fixed, over-generalised belief about a particular group or class of people.

Appendices

Print out the following pages to use in your classroom

1. LGBTQ+ role models from history (a, b and c)
2. Definition matching
3. Timeline events
4. Worksheet: Tilla's Story
5. Worksheet: Steve's Story
6. Worksheet: Simon's Story
7. Worksheet: Paul's Story

Note: All resources can be printed out in greyscale to save on coloured ink.

LGBTQ+ role models from history

Alan Turing

Alan Turing was a British mathematician. During World War II Turing played a crucial role in cracking intercepted coded messages that enabled the Allies to defeat the Axis powers.

During Alan's lifetime it was illegal to be gay in the UK and Turing was prosecuted in 1952. He took his own life after undergoing chemical castration. In 2013 he was pardoned for this 'crime' and his face now appears on £50 bank notes.



Maureen Colquhoun

Maureen Colquhoun was the first openly lesbian Member of Parliament (MP), as well as the first openly LGBT MP. Maureen worked hard to improve life for women and LGBT+ people in the UK.

Before telling the public that she was a lesbian, a newspaper found out and printed the news against her wishes. Maureen said, "I am gay and proud of it. Being a lesbian has nothing whatsoever to do with my ability to do the job."



LGBTQ+ role models from history

Elton John

Elton John is a singer and pianist that has sold over 300 million records, making him one of the best-selling music artists of all time.

Elton and his partner David Furnish were among the first couples in the UK to get a civil partnership. After equal marriage became legal in the UK the pair finally got to be officially married. Elton and David now have two sons.



Justin Fashanu

Justin Fashanu was Britain's first openly gay footballer. He became the country's most expensive black player with his £1m move to Nottingham Forest.

Justin stunned the football world when he told a newspaper he was gay, but after this he didn't receive much support and suffered homophobic bullying. This negatively affected his career. He is now celebrated in National Football Museum's Hall of Fame.



LGBTQ+ role models from history

Lady Phyll

Phyll Opoku-Gyimah, better known as Lady Phyll, is a British LGBTQ+ rights and anti-racism activist.

She started UK Black Pride. Lady Phyll created the event to celebrate LGBTQ+ people of African, Asian, Caribbean, Middle Eastern and Latin American descent in the UK, as well as their friends and families. She is also the director of a charity, which works to improve the rights of LGBTQ+ people in countries around the world.



Stephen Whittle

Stephen is a transgender activist and Professor of Equalities Law in the School of Law at Manchester Metropolitan University.

Stephen has campaigned for equal rights for transgender people under the law. He helped win an important case where, for the first time anywhere in the world, transgender people were given legal protections in work or education for being transgender.



Definition Matching

Match the words to the correct definitions:

Lesbian

- A man who is attracted to men or a woman who is attracted to women.

Gay

- A man who is attracted to women OR a woman who is attracted to men.

Straight

- A woman who is attracted to women.

Bisexual

- Someone who's gender is different to the the sex they were given at birth

Transgender

- Someone who is attracted to more than one gender e.g. men and women

Timeline events

1967

The law changes and it is no longer a crime for two men to be in a relationship if they are over the age of 21 and not in the armed forces.

2000

The government ends its ban on openly lesbian, gay and bisexual people serving in the armed forces.

2004

Civil partnerships are introduced, allowing same sex couples to have similar rights to those a married couple.

1972

First Pride march is organised in the UK in London, attended by around 2,000 people.

2002

Same sex couples are given the right to adopt children.

2004

The Gender Recognition Act allows transgender people to be legally recognised as their true gender.

1973

Maureen Colquhoun is the first Member of Parliament to come out as Lesbian.

2003

Section 28 is removed from the law, allowing schools to openly discuss LGBTQ+ identities.

2010

The Equality Act gives legal protection to LGBTQ+ people along side other characteristics such as race and disability.

1989

A law called Section 28 makes it illegal for schools to celebrate LGBTQ+ identities.

2013

Equal marriage is won, allowing same sex couples the right to get married.

Tilla's Story

1. What did Tilla think when she saw the lesbian and gay society stand at university?
2. Why did Tilla's friend ask her not to tell anybody that she was gay?
3. At what age did Tilla 'come out' in the armed forces?
4. What happened to Tilla after someone in the Navy found out that she was gay?
5. When was the ban on being gay in the armed forces removed?
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2. What did Paul's mum say to him that made him feel like there was something wrong with him?
3. What was Paul's experience at secondary school?
4. Why did Paul feel able to be himself with his friend Sheena?
5. What is Paul's message to those watching his video?

Contact Details


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Find out more

 www.diversityrolemodels.org

