

Celebrating Diversity (linked to Stonewall)

Areas specifically covered in each year group:

- Different families
- Bullying
- Gender identity
- Stereotypes
- Celebrating differences

These areas may be taught in a PSHE, P4C or science lesson for example (linked sex education or inheritance) as there is some overlap in the coverage. Children are encouraged to talk about themselves to develop their sense of self. Areas are covered through books, 'FREE' DVD clips, posters and other resources, with class discussions forming a large part of lessons. All relationships are discussed in terms of emotions and love.

Year	Coverage
Early years to Year 3	<ul style="list-style-type: none"> • How to respond to and report bullying of any nature. • Why some children bully other children (linking to differences and identity). • What an identity is (e.g. what makes 'you', 'you', what makes you different to others) • Challenging typical stereotypes about things that girls and boys can and can't do. • Families are all different (e.g. number of parents or siblings, brought up by grandparents, same-sex parents) but every family is about love. • <i>Where appropriate</i> - What the words 'gay' and 'lesbian' mean and how they would be used correctly rather than in a derogatory manner. (e.g. 'a gay person is when a man has feelings towards another man', 'a man loves another man, 'a gay couple love each other just like your parents love each other') • <i>Where appropriate</i> - What the word 'transgender' means and how it would be used correctly rather than in a derogatory manner. (e.g. 'being transgender is when you might not want to be the gender you were born as', 'you might not feel happy being a boy and don't want to be a boy anymore', 'if you're a girl, you might want to live as a boy, for example you might dress like a boy some or all of the time')
Year 4	<ul style="list-style-type: none"> • How to respond to and report bullying of any nature. • Why some children bully other children (linking to differences and identity – there is no 'normal'). • What an identity is (e.g. what makes 'you', 'you', what makes you different to others, why everyone is special) • Challenging typical stereotypes about things that girls and boys can and can't do. • How to be a good friend. • Families are all different (e.g. number of parents or siblings, brought up by grandparents, same-sex parents) but every family is about love. • <i>Where appropriate</i> - What the words 'gay' and 'lesbian' mean and how they would be used correctly rather than in a derogatory manner. (e.g. 'a gay person is when a man has feelings towards another man', 'a man loves another man, 'a gay couple love each other just like your parents love each other')

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Year 5	<ul style="list-style-type: none"> • Tackling gender stereotypes (e.g. in sport) through personal experience and the media. • How to respond to and report bullying of any nature off and online. • Why some children bully other children (linking to differences and identify – there is no 'normal'). • What an identify is (e.g. what makes 'you', 'you, what makes you different to others) • How to be a good friend. • What the words 'gay' and 'lesbian' mean and how they would be used correctly rather than in a derogatory manner. (e.g. 'a gay person is when a man has feelings towards another man', 'a man loves another man, 'a gay couple love each other just like your parents love each other') • <i>Where appropriate</i> - What the word 'transgender' means and how it would be used correctly rather than in a derogatory manner. (e.g. 'being transgender is when you might not want to be the gender you were born as', 'you might not feel happy being a boy and don't want to be a boy anymore', 'if you're a girl, you might want to live as a boy, for example you might dress like a boy some or all of the time') • Families are all different (e.g. number of parents or siblings, brought up by grandparents, same-sex parents) but every family is about love. • Exploring other people's opinions and what we say can be hurtful towards others
Year 6	<ul style="list-style-type: none"> • Tackling gender and family stereotypes (e.g. roles of parents in families) through personal experience and the media. • Exploring other people's opinions and what we say can be hurtful towards others (e.g. why do some people have negative attitudes towards gay people – prejudice and stereotyping). • How to respond to and report bullying of any nature off and online. • Why some children bully other children (linking to differences and identify – there is no 'normal'). • What an identify is (e.g. what makes 'you', 'you, what makes you different to others) • What the words 'gay' and 'lesbian' mean and how they would be used correctly rather than in a derogatory manner. (e.g. 'a gay person is when a man has feelings towards another man', 'a man loves another man, 'a gay couple love each other just like your parents love each other') • <i>Where appropriate</i> - What the word 'transgender' means and how it would be used correctly rather than in a derogatory manner. (e.g. 'being transgender is when you might not want to be the gender you were born as', 'you might not feel happy being a boy and don't want to be a boy anymore', 'if you're a girl, you might want to live as a boy, for example you might dress like a boy some or all of the time') • Families are all different (e.g. number of parents or siblings, brought up by grandparents, same-sex parents, culture and beliefs) but every family is about love.