P Previous Lesson

[Insert question here]

S State two things you know about

[Insert key word or concept here]

H Harder to recall from the past

[Insert question here]

E Explain what is meant by

[Insert key words or concept here]

Do Now: An overheard conversation – you will receive an A5 copy of this to annotate.

"*My mate started talking to me about gender and sexual orientation. I think they were trying to come out to me or something, but I don't really get the difference or know much about all that, so I changed the topic. I feel kind of bad now.*"

2. Why might both people have found the conversation difficult?

1. What is the difference between sexual orientation and gender identity?

3. How could the person have responded to be more supportive of their friend?

Adapted from Medway/ PSHE Association resources

Building awareness of sexual orientation and gender identity

Do Now: An overheard conversation – you will receive an A5 copy of this to annotate.
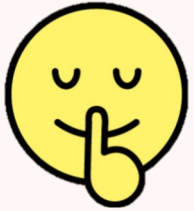
Do Now:

We will revise this later!

"My mate started talking to me about gender and sexual orientation. I think they were trying to come out to me or something, but I don't really get the difference or know much about all that, so I changed the topic. I feel kind of bad now."

1. What is the difference between sexual orientation and gender identity?

2. Why might both people have found the conversation difficult?

3. How could the person have responded to be more supportive of their friend?

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The PSHE ground rules:

Listen to others | Please do not talk over each other. It is okay to disagree, but we must show REGARD by not making assumptions and when we do disagree, challenge the statement and not the person.

Respect and Privacy | Use respectful language and body language. We might discuss examples, but we do not use people's names or identify people outside of the classroom.

No judgement | We will explore beliefs and misconceptions about a topic without being judged.

Participation | We ENDEAVOUR to take part in activities, share ideas and encourage others to do the same.

Seeking help | We will look at some challenging topics and find out where to get support. You can also talk to any adult at school to talk about a particular topic.
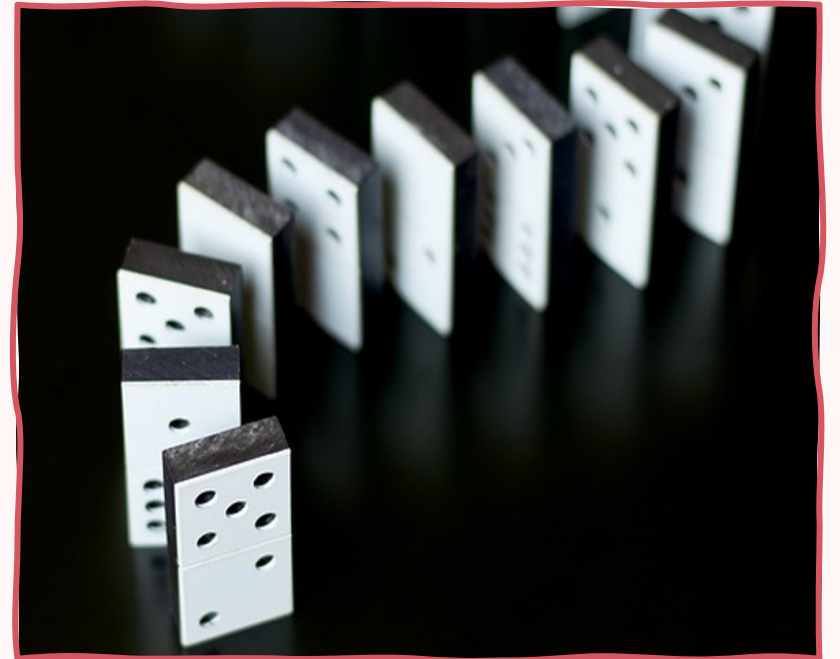
Our lesson today:

- **I can explain the difference between sexual orientation and gender identity**

- **I can describe ways to support someone who has chosen to 'come out' about their sexual orientation or gender identity**

Definition dominoes

Your challenge is to match the definitions with the key words during this activity:

1. Match the dominoes
   (begin with the card that says 'start')

2. Be prepared to give your answers when we check as a class.

Answers

START	Male	The sex that has sperm as the sex cells.	Female

The sex that has eggs as the sex cells.	Trans/ Transgender	Umbrella term for people whose gender identity is different from their biological sex (as recorded at birth).	Non-binary

Someone who experiences their gender as neither a man nor a woman (e.g. somewhere in between, or outside these terms)	Cis-gender	Someone whose gender identity matches their biological sex (as recorded at birth).	Intersex

Someone whose sex cannot be clearly identified as male or female at birth due to different sex development, with variations affecting genitalia, reproductive organs or chromosomes.	Heterosexual	Someone who is sexually attracted to someone of a different sex to themselves.	Gay

A widely accepted term for anyone attracted to the same sex. Often refers to men.	Lesbian	A woman who is sexually attracted to other women.	Bisexual

Someone who is sexually attracted to more than one gender.	Asexual	Someone who does not experience sexual attraction.	Homophobia

Discrimination and prejudice towards people who are lesbian or gay, or thought to be.	THE END!		

Adapted from Medway/ PSHE Association resources

Video discussion

the lgbt+ community and how this can affect on mental health

childline
ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111

0:07 / 4:30

Watch the video and discuss how people can be made to feel supported when they talk to friends about their sexual orientation or gender identity.

Click on the picture of the video or copy and paste this link into your web browser to access the video:
https://www.youtube.com/watch?v=RHymPvtLlcA

Friend scenarios

For each speech bubble, consider…

1. What might the person be thinking and feeling as they say this to their friend?

2. What might a friend who hears this be thinking and feeling?

3. What might a friend be able to do or say to make the other person feel comfortable and supported?

Look, I know you and the other guys have girlfriends and all of that, but I'm just not ready. I know you get it, but Toby keeps giving me a hard time about it and now he's saying I'm gay. I'm not, and it's starting to get on my nerves. Can you help me out?

Hey, I know it's kind of out of the blue, but do you think you could use "he" and "him" when you talk about me rather than "she" and "her"?

Adapted from Medway/ PSHE Association resources

Revisit your answers with RED PEN: An overheard conversation

1. What is the difference between sexual orientation and gender identity?

"My mate started talking to me about gender and sexual orientation. I think they were trying to come out to me or something, but I don't really get the difference or know much about all that, so I changed the topic. I feel kind of bad now."

2. Why might both people have found the conversation difficult?

3. How could the person have responded to be more supportive of their friend?

Where can you go for support?

If you need to talk to somebody after today's lesson, support is available inside and outside of school. You can contact the following people...

- *Your Form Tutor*

- *Your Head of Year*

- *The Wellbeing Team*

- *Seek confidential support from any of these agencies:*