

JCG

PSHE Curriculum

Topic and Year	Resource	Summary
Yr 8 Sexual orientation and gender identity (Term 2 After Easter)	PSHE Association approved Medway RSE 2021	<p>The lesson explores the distinctions between, and key terminology regarding, sexual orientation and gender identity. It provides students with the knowledge, skills and attributes to challenge unhelpful stereotypes and promote inclusive behaviour in school and the wider community.</p> <p>L.O explain the difference between sexual orientation and gender identity.</p> <p>demonstrate support for those who have shared their sexual orientation and/or gender identity.</p>

Type of Workshop	Date
Coppafeel Breast Cancer Awareness Delivered an asseby to year 9,10,11,12,13	05/03/2024
Year 10 PSHE Workshops <ol style="list-style-type: none"> 1. Consent with You Matter 2. Contraception Options with Brook 3. Managing your Finances with Lloyds Banking 4. Fraud and Scams: Keeping your Money Safe with RBS 5. Healthy Relationships with FREEDA 	01/02/2024
Year 10 PSHE Workshops <ol style="list-style-type: none"> 1. Pornography and Relationships with You Matter 2. Pregnancy Choices with Brook 3. Moments of Joy and Seasonal Eating for Well Being with Jessica McGovern 4. Child Sexual Exploitation with Jersey Youth Service 5. Inclusion in Jersey Education (DEI) with Russell Abraham 	07/11/2023
Year 11 <ol style="list-style-type: none"> 1. JAAR: Making Safe and Informed Choices Workshop 2. Trident Skills Workshops 3. Developing Confidence with Gaëlle Deschamps 4. A Career in Government and Policy Making with Jersey Government 5. St John's Ambulance and Emergency Response 	02/07/2024
Year 10 PSHE Workshops <ol style="list-style-type: none"> 1. Fertility and Periods (Brook Jersey) 2. Meet ITV - Don't just watch it, be part of it' - Creative Industries and Career Journeys (ITV) 3. Body image (You Matter) 4. Develop CV Skills (Skills Jersey) 5. Understanding and supporting those with ADHD (JCG Staff / Athena Carroll) 	04/10/2024

<p>Yr 11 PSHE Workshops</p> <ol style="list-style-type: none"> 1. Digital Jersey: Careers and Communication 2. Fraud and Scams: Keeping your Money Safe with NatWest 3. Healthy Relationships with FREEDA 4. Citizenship Opportunities and Awareness with States of Jersey 5. LGBTQ+ and Discrimination Awareness with Jersey Youth Service 	<p>05/02/2024</p>
<p>Yr 11 PSHE Workshops</p> <ol style="list-style-type: none"> 1. Consent and Realistic Expectations about Sex with Brook Jersey 2. Marriage and Family (including forced marriage) with JCG staff 3. Trident Feedback with JCG staff 4. Introduction to Diversity, Equity and Inclusion with JCG staff 5. Females in Finance and Investments with Brooks MacDonald 	<p>22/09/2024</p>
<p>Yr 11 PSHE Workshops</p> <ol style="list-style-type: none"> 1. Female Physical Health with Jessica Pinel from Humankynd Nutrition 2. Sexually Transmitted Diseases with Brook 3. Living in a Multilingual Society with Sam Losh 4. Interview Skills with JCG staff and Barclays 5. Alcohol, Partying and Staying Safe with You Matter 	<p>06/11/2024</p>
<p>Year 10 PSHE Skills Day Ministry of Defence: Army and Corps</p>	<p>14/10/2024</p>
<p>Year 11 PSHE Workshops</p> <ol style="list-style-type: none"> 1. Sexpectations: Making Informed Choices delivered by Brook Jersey. This session will discuss consent and characteristics of healthy and unhealthy relationships. 2. Trident Skills Feedback Workshops with JCG staff 3. LGBTQ+ Awareness with Liberate 	<p>20/09/2024</p>

<ol style="list-style-type: none">4. Creative Industries: A Career in Marketing and Media with JCG staff5. Nutrition and Female Health with Humankynd	
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KS5 providers since September:

- Elevate Education - How to ace your exams and study sensei
- Linda Loftsdittor, CAMHS - How to Flourish in Life (PERMA)
- Jersey Haemophilia Group - Info about the condition
- Royston Guest - How to be successful

KS5 providers in the last 12 months:

- Jo Morgan - Sex and Relationships
- Dr Jo Darwood - Female Health
- Sex on Trial documentary - BBC
- Isla Van Tricht - Pornography
- Gaelle Deschamps - Resilience workshops
- University of Sussex - How to think about university
- Natasha Devon - social ideals, identity and mental health / Transitions (to university)
- Itchy Feet Recruitment - Interview Skills
- Lancaster University - Advanced Employability
- The Life Skills Company - Personal Statement workshop

This is the third of five lessons for Year 8 students. This lesson explores the distinctions between, and key terminology regarding, sexual orientation and gender identity. It provides students with the knowledge, skills and attributes to challenge unhelpful stereotypes and promote inclusive behaviour in school and the wider community.

Learning objective	<p>We are learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> to understand and respect the spectrum of gender identities and sexual orientations.
Learning outcomes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> I can explain the difference between sexual orientation and gender identity <input checked="" type="checkbox"/> I can describe ways to support someone who has chosen to 'come out' about their sexual orientation or gender identity.
Resources required	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Resource 1: Definitions dominoes (1 set per pair - cut into 15 cards with a term and the definition for the next term on one card) <input checked="" type="checkbox"/> Resource 1a: Rainbow dominoes (1 set per pair requiring support - printed in colour and cut into 15 cards with a term and the definition for the next term on one card) <input checked="" type="checkbox"/> Y8 L3 Resource 2: Friend scenarios (1 copy per pair)

Activity	Description	Time
Baseline assessment	Students write a response to an overheard conversation about sexual orientation and gender identity.	10
Definitions Dominoes	Students match the dominoes. Check answers as a class by taking a domino in turn.	15
Video discussion	Watch the film clip and consider how friends can support someone who is LGBT+.	10
Friend scenarios	Students consider the thoughts and feelings of the characters in a script at two different points and reflect on the implications if a friend discussed their sexuality or gender identity with them.	15
Private reflection	Students reflect privately on questions based on today's lesson.	5
Endpoint assessment and signposting	<p>Students revisit the lesson baseline and add to/amend their responses to the overheard conversation.</p> <p>Signpost to sources of support.</p>	5

The topic of sexual orientation and gender identity is likely to raise a lot of discussion. Some students may have strong beliefs originating from their families, culture, or faith, which can influence their attitudes. Some students may exhibit 'mixed' feelings as their peers may express opinions that they empathise with but believe that their faith/culture has a different 'stance' on. Equally some students in your class may be lesbian, gay, bisexual, and/or transgender, or questioning (LGBT+) and have a right to education, in a safe environment, that is meaningful and relevant to them. Many people who are LGBT+ have faith and/or cultural beliefs, so teaching should avoid suggesting these qualities are mutually exclusive.

Ensure you have read the [Medway Teacher's Guide](#) to this programme and have considered any sensitivities and prior knowledge about specific students' circumstances.

Remind students to use the question box if there is anything they wish to ask anonymously.

Sexual orientation, gender, gender identity, stereotype, homophobia, transphobia, trans, transgender, gay, lesbian, questioning, heterosexual, cisgender, bisexual, LGBT+

Be sure to revisit ground rules at the start of this session, linking in with the school rules on discrimination. Introduce the lesson focus and ask students to show respect to all with their choice of language.

Overheard conversation

10 mins

Display the overheard conversation on [slide 3](#). Ask students to read the conversation and, in their books, answer the questions on the slide.

This is an individual activity designed to help you gauge students' current attitudes, knowledge and confidence, and their learning needs and priorities for the lesson.

Definitions Dominoes

15 mins

This is an individual activity designed to help you gauge students' current attitudes, knowledge and confidence, and their learning needs and priorities for the lesson.

Divide the class into pairs or small groups and give each pair/group a pack of definitions domino cards ([Resource 1](#)). Tell students to lay down the domino which says 'Start', then connect the domino which has the correct description of the key term on the other half of the first domino. Repeat this process until all dominoes are connected.

Once the pairs/groups think they have sorted out the order, ask the first pair/group for the correct key term match, then the next pair/group should match to this until all the terms have been correctly matched. Keep the dominoes master sheet ([Resource 1](#)) handy so you can correct any mistakes.

During feedback, ensure students are clear on the difference between each of the following terms:

- **Sex/sex recorded at birth** - The sex of an individual as it was recorded at birth, based on their genitals and determined by their reproductive organs and chromosomes.
- **Gender/gender identity** - How a person feels regarding being male/female/neither/both. This might be different from their biological sex (as recorded at birth). For example, someone's sex (as recorded at birth) might be male but they identify as female.

- **Sexual orientation** - attraction to people, straight, gay, bisexual etc. This may not be fixed and for some people can evolve over time.

The learning outcome from this activity should be understanding that sex, gender identity, and sexual orientation are all facets of a person's identity but are distinct and separate. This activity promotes discussion of how conflation of these concepts can be problematic.

Support: Hand pairs of students **Resource 1a: Rainbow dominoes**. These cards are colour-coded, so each term will match with one of two definitions of the same colour. Ask students to decide which of the two definitions best fits each term to complete the dominoes with the same solution as **Resource 1: Definition dominoes**.

Video discussion

10 mins

As a class watch **this video*** from Childline (The Issues that Face the LGBT+ Community).

Discuss how people can be made to feel supported when they talk to friends about their sexual orientation or gender identity. You may wish to discuss ideas such as:

- How friends can make each other feel accepted and supported in general, so someone might feel more comfortable to come out about their sexual orientation or gender identity
- That everyone has a right to respect in our community
- How friends might respond to make someone feel supported when they share about their sexual orientation or gender identity

* <https://www.youtube.com/watch?v=RHymPvtLlcA>

Friend scenarios

15 mins

Give pairs of students **Resource 2: Friend scenarios** and ask them to consider the following for each speech bubble:

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

Take feedback. Students might discuss that:

1. A young person discussing their sexual orientation or gender identity for the first time may feel nervous and wonder how their friend will react. They might be concerned that they won't be believed or taken seriously, or that their friend might react negatively or treat them differently. If a person is experiencing bullying related to sexual orientation or gender identity, they might be hoping that their friend can help them to find help to stop the bullying.
2. Friends hearing about a person's sexual orientation or gender identity may or may not feel surprised and may be worried about saying the right thing. They might have a lot of questions, and might not know how to ask them sensitively. In bullying situations, they might be upset or annoyed that someone is treating their friend badly and want to support them to get help or intervene themselves.

3. It could help for a friend to offer reassurance that their friendship isn't conditional based on sexual orientation or gender identity. They could let their friend know that there isn't any pressure to come out to anyone else until they're ready to, but that they're there for them. Regarding bullying situations, friends might want to help someone to seek support from a trusted adult, such as a teacher or parent/carer.

Remind students of school expectations around bullying and discriminatory behaviour, and highlight where students can get support. For example, talking to friends, form tutors and any other relevant members of the school community.

Challenge: Ask students to consider what wider communities could do to make people feel comfortable discussing sexual orientation and gender identity.

Private Reflection

5 mins

Give students two minutes in complete silence to privately think about these questions.

- How would someone (you or a friend) want to be supported if they told someone about their sexual orientation or gender identity?'
- What steps can you take to make sure everyone is treated equally and respectfully?
- What further steps could our school take to ensure everyone is equally valued and supported?

Endpoint assessment

5 mins

Ask students to return to their baseline assessment. Is there anything they would like to add or change? Students should add any additional information or make any changes in a different colour pen.

If students have any unanswered questions, invite them to add them to the anonymous question box.

Signposting further support

Important: Ensure everyone is able to access the details for the support agencies below after the lesson privately and anonymously, or ensure everyone has a handout with the details on at the end of the lesson. **Do not make this optional** as young people may not wish their classmates to see them writing down the details or taking a handout.

Ensure students are aware of the information and support available on any relationships and sex issues: a teacher, parent, school nurse, GP.

Highlight local and national services, such as:

- LGBT+ helpline: Contact number: 0300 330 0630
- A Better Medway: www.abettermedway.co.uk/
- Brook: www.brook.org.uk/help-advice; Contact number: 0808 802 1234
- Childline: www.childline.org.uk; Contact number: 0800 1111

The law on ‘homosexuality’ -

Ask students to research the laws relating to ‘homosexuality’ and create a timeline to display this.

Gendered colours -

Ask students to research the history of the use of the colours pink and blue to designate babies’ sex in Western culture. They could focus on the origins of the practice, whether the colour designations have always been the same, and the impacts of this practice.

Celebrate LGBT History Month -

How would you involve your class in planning celebrations for Lesbian, Gay, Bisexual, Transgender (LGBT) History month held in February each year?

International day against homophobia, biphobia and transphobia -

Ask students to plan and prepare an assembly to celebrate the International Day Against Homophobia, Biphobia and Transphobia on the 17th May.

START

Male

The sex that has sperm as the sex cells.

Female

**Trans/
Transgender**

The sex that has eggs as the sex cells.

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)

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.

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.

Biphobia

Discrimination and prejudice towards people who are bisexual, or thought to be.

Transphobia

Discrimination and prejudice towards people who are trans, or thought to be.

**THE
END!**



START

Male

The sex that has sperm as the sex cells.

Female

**Trans/
Transgender**

The sex that has eggs as the sex cells.

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.

Biphobia

Discrimination and prejudice towards people who are bisexual, or thought to be.

Transphobia

Discrimination and prejudice towards people who are trans, or thought to be.

**THE
END!**



I was thinking of telling some of our other mates that I'm gay. I'm not sure what to say though really. I don't want them to get all weird about it, or think I like them that way just because I tell them.

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"?

So I know I've had a boyfriend before, but I think I kind of like Disha. So I guess what I'm saying is that I think I'm bi.

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?

JCG KS3 Providers used in the last 12 months	Hospice Brook CAHMS Mind Jersey Government of Jersey States Greffe
KS3 Providers used since September	You Matter