



Different Families – Same Love

Early Years Conference May 2016

Supporting Resources and Further Information

Different Families – Same Love, resources to support professionals awareness and teaching and learning in the early years

- <http://www.stonewall.org.uk/>
Stonewall is the national charity that supports the LGBT community. They have a range of resources this includes all the 'different families- same love' posters and stickers (which are free to download or can be ordered with only P&P to pay for) from <http://www.stonewall.org.uk/our-work/education-resources>
They have also produced a toolkit for primary schools to tackle HBT language and bullying which would be useful for professionals working in early years. <http://www.stonewall.org.uk/resources/getting-started-toolkit-primary-schools>
They also have a book list showcasing a range of books that can be used with young children to discuss a range of differences including gender. http://www.stonewall.org.uk/sites/default/files/stonewall_primary_book_list.pdf

- <http://www.outforourchildren.org.uk/>
Nationally some same- sex parents have set up a website called 'Out for our children' with a range of supporting materials to ensure a positive environment is created for children of same-sex parents in nurseries, play-groups and schools by producing and promoting representations of diverse families, with a particular focus on lesbian, gay, bisexual and transgender-parented children. As an organization they would like to see:
 - Nurseries, playgroups and schools that welcome our children
 - Books that reflect our children's reality
 - A school curriculum that includes us and educates everyone
 - Schools and early years settings that address prejudice and homophobia, biphobia and transphobiaThe Foundation Stage teaching pack uses a range of stories and supporting activities to enable it to be brought sensitively into the curriculum can be downloaded for free at http://www.outforourchildren.org.uk/wp-content/uploads/ofoc_foundation-stage-teaching-pack.pdf

- <http://www.educateandcelebrate.org/> Educate and Celebrate provide an range of information including a specific section for Early Years <http://www.educateandcelebrate.org/pride-in-early-years-education/>

Gender Stereotypes

Breaking the Mould: challenging gender stereotypes: The NUT worked for two years with five primary schools to consider how 'traditional' gender stereotypes could be challenged in nursery and primary classrooms. They have published a series of resources, which are available here - <https://www.teachers.org.uk/equality/equality-matters/breaking-mould>

Trans Specific resources and training

- <http://www.gires.org.uk/>
Gender Identify Research and Education Society (GIRES) purpose is to improve the lives of trans and gender non-conforming people, including those who are non-binary and non-gender. Their website has a range of information. Including a free e-learning package for GPs, caring for young people, employment and further education. We would recommend that you complete the 'caring for young people' module <http://www.gires.org.uk/caring-for-gender-nonconforming-young-people>
- <http://www.mermaidsuk.org.uk/>
Mermaids is support for Trans young people, their families and professionals
- I am Leo – is a CBBC documentary about Leo who was born a girl but now lives life as a boy. This could be good for staff training and understanding – though some primary schools have used it as a teaching resource https://www.youtube.com/watch?v=0x_u2cs8Dpl
- I am Jazz has followed a young girl (born a boy) as she has grown up. She has been followed since about the age of 7 and is now a teenager. https://www.youtube.com/watch?v=_Wh6NecfMiE I am jazz- A Family In Transition - Part 1 of 3 (American)
- <http://tavistockandportman.uk/care-and-treatment/information-parents-and-carers/our-clinical-services/gender-identity-development> The Tavistock Centre supports young Trans young people this website provides further information.

North Yorkshire LGBT Youth Groups have developed resources which can be beneficial to increase adults understanding and for staff training – these are not to be used with pupils younger than secondary school

- The Scarborough LGBT youth group have developed a short film based on their experiences of growing up LGBT which can be accessed at https://www.youtube.com/watch?v=jVxQqG5P_gA
- The Harrogate LGBT youth group have developed a short film focused on HBT language called 'Mind Your Language' and the impact that has on LGBT young people which can be accessed at <https://youtu.be/PtxVeojkpDI>

Terminology – to enable you to understand some of the common terms.

There are a wide range of terms that people use to describe their sexual identify or gender identify. The best way to get it right for the person is to ask them how they would like to describe themselves, rather than making assumptions.

Heterosexual	Refers to a person whose sexual orientation is to someone of the opposite sex
Lesbian	Refers to a woman whose sexual orientation is to women
Gay	The word gay refers to people whose sexual orientation is to the same sex. Although gay can refer to both sexes, often it is used to refer solely to males
Bisexual	Refers to a person whose sexual orientation is towards more than one gender
LGBT	The acronym for lesbian, gay, bisexual and trans
Pansexual	Refers to a person who can love sexuality in many forms. Like bisexuality, but even more fluid, a pansexual person can love not only the traditional male and female genders, but also transgendered, androgynous, and gender fluid people
Sexual orientation	A person's emotional, romantic, sexual interest to another person
Questioning	The process someone may go through when exploring their own sexual orientation and / or gender identity
Biological sex	Either of the two categories of male and female assigned to a person on the basis of their genitalia and reproductive functions

Intersex	Used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with male or female
Gender identity	A person’s internal sense of their own gender whether male, female or something else
Trans	An umbrella term used to describe people whose sense of their gender or gender identity is seen as being different to their biological sex
Transitioning	The steps a trans person may take to live in the gender they identify as. This may or may not include medical interventions. It may initially be telling family and friends and dressing differently
Gender Reassignment	Undergoing gender reassignment usually means some sort of medical intervention but it can also mean changing names, pronouns, dressing differently and living in the person’s preferred identified gender. Gender reassignment is a characteristic that is protected in the Equality Act 2012
Non-binary	An umbrella term for a person who does not identify as male or female

Definitions and examples of Homophobic , Biphobic and Transphobic Language and Bullying

Homophobic	<p>A range of negative attitudes and feelings towards people who are identified or perceived as being lesbian or gay. It may also be targeted at pupils who have LGBT family members and pupils who do not confirm to gender stereotypes or are seen to be ‘different’ in any way.</p> <p>Some examples might be:</p> <ul style="list-style-type: none"> • A girl who has short hair is repeatedly called a lesbian • A boy who doesn’t like football • Boys and girls who giggle and move away from a pupil in the changing rooms who has come out as gay or lesbian • Pupils saying ‘that’s so gay’ or ‘those trainers are so gay’
Biphobic	<p>A range of negative attitudes and feelings toward people who are identified or perceived as being bisexual. It may also be targeted at pupils who are questioning their sexuality.</p> <p>Some examples might be:</p> <ul style="list-style-type: none"> • Referring to a bisexual person as ‘greedy’ as they are attracted to boys and girls • It isn’t normal to like boys and girls • Can’t you make your mind up?
Transphobic	<p>A range of negative attitudes and feelings toward people who are identified or perceived as being trans. It may also be targeted at pupils who do not confirm to gender stereotypes.</p> <p>Some examples might be:</p> <ul style="list-style-type: none"> • Referring to a person as ‘tranny’ • Do you wear knickers or boxers? • What body parts do you have?

For further information, staff training, support with curriculum resource ideas please do get in touch with Clare Barrowman, Health and Wellbeing Adviser, clare.barrowman@northyorks.gov.uk or 01609 536808