

## Overview of ‘The Legacy of Wolfenden’ sessions

### Aim

To develop a range of sessions/activities that could be adapted and developed by confident teachers.

### Objectives

To increase awareness of Wolfenden, the role he had in partial decriminalisation of homosexuality and the legacy of the Wolfenden report.

How this change in legislation laid a foundation stone for the more inclusive society in which we now live (in the UK)

### Notes

The order is in two sections or groups of sessions: Sessions A, B, C have a ‘history’ focus and Sessions D, E, F have a ‘PSHE/identity’ focus.

### Activity

We provide optional and flexible activities for each session.

We intend to introduce teachers to the key topics during training and offer the opportunity for teachers to explore their own knowledge and any misconceptions.

Ground rules should be set for all classes. Personal stories can be very powerful; classes can be introduced to the idea that they could tell a story about ‘someone they know’ or ‘they heard about someone who...’ to retain confidentiality and encourage the sharing of stories. Teachers can do the same.

### Resources

We also offer some resources with advice on where to find additional resources.

There is a wide range of resources included and they should be previewed before a session as pupils will have good, perhaps challenging questions. That is a successful outcome of the sessions for pupils but some teachers may feel out of their comfort zone so it is important to preview any videos etc that will be used with classes.

Suggested ground rules:

Confidentiality “What is said in the room, stays in the room.”

Listening “We show respect by listening”

Participation “We encourage everyone to contribute”

Questions like “I wonder if...”, “how might it be...”, “it is

	OK to ask questions, but there might not be answers”.
Plenary	
We have included questions for reflection in this section to allow a range of pupil voices to be heard or articulated.	

## SESSION F: Sexualities

Aim
To gain a greater awareness of who we are and who we can be
Objectives
To gain an understanding of the spectrum of sexualities, discussing differing experiences and specific labels used within and outside the LGBT+ community.

Notes
<p>Sexualities is a huge topic and as such the following is not covered in this session: monogamy and polyamory; asexuality and aromanticism; homophobia and HBT bullying. However, we recommend making time during Key Stage 4 and 5 to teach the following.</p> <p>For monogamy and polyamory we recommend using videos from the following YouTubers: Ash Hardell, AmbiguiT Guys, Hannah Witton , Shan Boody and Kenny Moffitt.</p> <p>For asexuality and aromanticism we recommend videos from Boldly, Childline , simply_kenna , Ash Hardell, youngblossom , TedX Chantal Kelly talk and Miss Fenderr</p> <p>For homophobia and HBT bullying we recommend resources from Stonewall and Out with Homophobia! by Diversity Role Models in coordination with Islington Council (lesson plans available online).</p> <p>Prior to the lesson, cut up copies of ‘ sexualities ’ which contains definition cards, ensure you have a master copy with the answers on.</p>

Activity	Resources
<p>STARTER (10 minutes)</p> <p>Play “ # ProudToLove - Celebrating Marriage Equality and LGBT Pride Month” <a href="https://www.youtube.com/watch?v=WSiehK2asbI">https://www.youtube.com/watch?v=WSiehK2asbI</a></p> <p>[ the video is focused on America but LGB couples in the UK similarly struggled for equality in marriage]</p> <p>Independent activity- read out these questions and ask the students to think about, and discuss in pairs, how they would answer these questions:</p> <p>What is love? What does it feel like to really like someone? How many different types of love are there? How might you know which gender/genders/or absence of gender you are attracted to?</p> <p>Share ideas as a class and record ideas on flipchart paper or Smartboard Notebook.</p> <p>Quick discussion. “ What is the difference between gender and sexuality?” (3 minutes)</p> <p><i>Imp to stress that sexuality and gender identity and expression are different. Transmen, transwomen, non binary and gender fluid people, like anyone else, may be attracted to different types of people.</i></p>	<p>“ # ProudToLove - Celebrating Marriage Equality and LGBT Pride Month”  <a href="https://www.youtube.com/watch?v=WSiehK2asbI">https://www.youtube.com/watch?v=WSiehK2asbI</a></p>
<p>Activity 1: Definition Matching (10 minutes) Either in pairs or in small groups, ask students to silently match the definitions to the labels. - race . If students are unsure about a definition, ask them to put the label to the side, writing down the term.</p> <p>After 5 minutes, feedback to class. Discuss definitions students were unsure about and any misconceptions people might have. Ask students to stick the definitions in their books, highlighting the definitions they were unsure about.</p>	<p>Cut up Sexualities definition cards.</p> <p>Hand out Sexualities definition cards</p>
<p>Activity 2: The LGBP (15 minutes)</p> <p>Videos expressing what it is like to experience same sex attraction:</p> <p>Play each video</p> <p>After the first video ask the following questions:</p> <ul style="list-style-type: none"> <li>• Why do some people say being gay is a choice?</li> <li>• Why did the last people say it was easier to be straight than gay?</li> </ul> <p>After the second video ask the question:</p> <ul style="list-style-type: none"> <li>• Why do you think the guys came out at different ages?</li> </ul>	

<ul style="list-style-type: none"> <li>• Do you think everyone knows their sexuality at a young age? Why might somebody not know their sexuality?</li> </ul> <p>Share quotes about falling in love. Give the students 3 minutes to sort the quotes into heterosexual relationships and same sex relationships [The students will struggle to do this as whilst it can feel different to love a different gender/no gender, falling in love is a universal experience]. Pose the question: “How is same sex love different to heterosexual love?”. <i>Stress that there is no difference. Love is love.</i> If time, discuss the question, “Why do some people suggest same sex love is different?”</p> <p>Bisexuality</p> <p>Watch a short video showing how Melanie Murphy (a YouTuber ) realised she was bisexual.</p> <p>Discuss the following questions (either in pairs or whole class):</p> <ul style="list-style-type: none"> <li>• Why did Melanie find it difficult to understand her sexuality?</li> <li>• Melanie mentions that bisexuality was never really discussed. Has anyone heard the word ‘bi-erasure’? What do you think this means? <i>Bi-erasure is erasing or overlooking the existence of bisexuality. In a heteronormative society which shows male-female relationships as the norm, in opposition to gay relationships, sometimes society can present sexuality as either straight or gay, nothing in between.</i></li> <li>• Melanie describes coming out as ‘freeing’. What do you think Melanie means by this?</li> </ul> <p>Watch a short video detailing the experiences of bisexual men.</p> <p>Discuss the following questions (either in pairs or whole class):</p> <ul style="list-style-type: none"> <li>• Why do you think people view bisexuality as 50/50 attraction?</li> <li>• Do you think it is ok to ask someone if they are more attracted to boys or girls? <i>This question is invasive and puts the person in an awkward position. They may be equally attracted to boys and girls or may be attracted in different ways.</i></li> <li>• Can you have a gender preference and be bisexual? ( so a preference for women or men)- <i>Yes. You can have only been in relationships with men but still find women attractive and be bisexual. Being in a male-female relationship does not stop a person being bisexual.</i></li> </ul> <p>Watch the following video on Pansexuality. Discuss the following question:</p> <ul style="list-style-type: none"> <li>• Why might people get confused between bisexuality and pansexuality?</li> </ul>	<p>“How did you know you were gay?” START 0:06 STOP 02:24 (the f word is used at 02:34 and several times later)</p> <p><a href="https://www.youtube.com/watch?v=ntflpa0-xjI">https://www.youtube.com/watch?v=ntflpa0-xjI</a></p> <p>“Gay men answer Coming Out Questions Everyone is Afraid to Ask” by Buzzfeed Video START 0.07 STOP 1:19 <a href="https://www.youtube.com/watch?v=hTfHF6QaC4U">https://www.youtube.com/watch?v=hTfHF6QaC4U</a></p> <p>Hand out copies of ‘ Quotes about falling in love ’ (one set per pair)</p> <p>“How I realised I was bisexual (Animation)  Melanie Murphy” - START 0:58- STOP 3:49. <a href="https://www.youtube.com/watch?v=oTAhPw5pnoQ">https://www.youtube.com/watch?v=oTAhPw5pnoQ</a></p> <p>“Bisexual Guys Explain: Men v Women” by Arielle Scarcella STOP 2:13 (swearing shortly after) <a href="https://www.youtube.com/watch?v=XhuMheaAth4">https://www.youtube.com/watch?v=XhuMheaAth4</a></p> <p>Pansexuality (5 minutes)- “I’m Pansexual!” by Laci Green. STOP 2:53 (swearing shortly after) <a href="https://www.youtube.com/watch?v=Bv5k9w6Hpi4">https://www.youtube.com/watch?v=Bv5k9w6Hpi4</a></p>
<p>Activity 3: Questioning and Supporting (20 minutes)</p> <p>In pairs, ask students to write down the different ways somebody might</p>	

learn more about their identity e.g experiences- crushes/relationships etc , watching TV/film, reading books, researching on the internet ect

If a person is unsure about their sexuality or gender they might be questioning. In pairs, what do you think questioning means?

*Questioning= “(verb self exploration and being uncertain.*

Ask students to independently reflection on the following questions. Group feedback is optional.

Why might somebody feel that they have to ‘know’ their gender or sexuality?

How might it feel to be uncertain?

Why might somebody find it hard to come out or be reluctant to come out?

Watch video. Allow students a few minutes to think about the video afterwards.

General discussion

How could you support somebody who is questioning their gender or sexuality?

Collect answers on flipchart paper of IWB.

Ensure discussion includes ‘outing’ someone.

*Outing someone (revealing their gender or sexuality without permission) could cause them psychological and physical harm. Not all families or communities are supportive and revealing someone’s identity might put them at risk of physical, emotional and psychological abuse from others.*

Signpost the following organisations.

‘Affinity’ Youth Group at Support U - <http://www.supportu.org.uk/>

Switchboard LGBT+ helpline- <https://switchboard.lgbt/help/>

Childline - <https://www.childline.org.uk/get-support/>

Support U- [www.supportu.org.uk](http://www.supportu.org.uk)

Samaritans- <https://www.samaritans.org/>

Kidscape - <https://www.kidscape.org.uk/>

Activity (10 minutes): ask students to create a poster which either:

- Defines a sexuality (LGBPA)

- OR provides support to LGBT individuals in your school- by signposting help and providing a supportive and empowering message.

“Gay men answer coming out questions everyone is afraid to ask” by BuzzFeedVideo . START 2:25. STOP 7:11 <https://www.youtube.com/watch?v=hTfHF6QaC4U>