

## 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 C: Role of the state in regulating private life

Aim
To introduce how the state has attempted to regulate private life (in UK and US)
Objectives
To reflect on whether it is appropriate for the state to regulate private life

Notes	
It may be useful to review the timeline throughout the lesson so that students are confident of key events.	
Activity	Resources
<p>STARTER ACTIVITY (10 minutes)</p> <p>Example of an Interview from 1967 by the BBC- how the law has impacted people’s lives</p> <p>Ask students to consider the follow questions:</p> <ol style="list-style-type: none"> <li>1. Why do you think people felt this way about homosexuality/love?</li> <li>2. Do you think views have changed now? Why/why not?</li> </ol>	<p>“ Man Alive   Consenting Adults: 1. The Men (BBC 1967)”</p> <p><a href="https://www.youtube.com/watch?v=K43SA70GBUk">https://www.youtube.com/watch?v=K43SA70GBUk</a></p> <p>Play three of the following clips from the video above:</p> <ol style="list-style-type: none"> <li>1. 0:30-1:30- Widow of a gay man. Highlights the impact the law had on people’s lives.</li> <li>2. 8:12-10:06- Responses to the questions “Do you think homosexuals are born or made? Do you think there is a cure? Would you want to be cured?”</li> </ol>

<p>3. Have any of the views or information surprised you?</p> <p>4. What do you think it was like to live as, specifically, a gay man in that time?</p>	<p>3. 16:17-18:21- Comparison of long term heterosexual and homosexual relationships.</p> <p>4. 18:22- 20:30- Responses to the question “How did you know each other was a homosexual? Did you fall in love?”</p> <p>5. 20:40-21:58- Responses to the questions “Do you have any regrets?” Interviewee talks about how public opinion is changing and he would have known more now.</p>
<p>Activity 1 : How has the state tried to regulate private lives?</p> <p>Distribute event cards</p> <p>Read through the excerpts in pairs.</p> <p>Allocate several passages per group and ask each group to consider the following questions:</p> <ul style="list-style-type: none"> <li>• How has the state attempted to regulate (control) private lives?</li> <li>• How do you think this made LGBT+ people feel?</li> <li>• Was this fair?</li> <li>• Why do you think the government tried to control the private lives of gay and bisexual men (more so than women)?</li> </ul>	<p>‘How the state has tried to regulate lives’ from the training pack (one copy per pair or groups)</p> <p>Event cards may be needed to help students remember facts about specific events.</p>
<p>Activity 2 Responses by politicians- Jeremy Corbyn letter 1991- (5 minutes)</p> <p>Read Jeremy Corbyn’s letter.</p> <p>Discuss in pairs and feedback to class.</p> <p>Why do you think Jeremy Corbyn wrote this?</p> <p>How do you think his letter would have been received by different people ?</p> <p>What do you think were the outcomes of this letter?</p> <p>(Linking back to a timeline of events might help students at this point)</p>	<p>Hand out copies of Letter from Jeremy Corbyn (one per pair)</p>
<p>Activity 3: Does the state still try to regulate lives? (15 minutes)</p> <p>Pose the question: Does the state still try to regulate lives? What about in other countries?</p>	

Ask students to discuss what the headlines are about and whether the headlines have changed their answers to the questions above.

#### Comparative lifetimes

On each side of the scale ask students to imagine they live in that time as an LGBT+ individual. Ask them to write what they think might have been

- Highlights of the time and signs of progress
- Low points at the time such as legal and media attacks on LGBT+ individuals.
- How they might have lived their lives as an LGBT+ individual

Lastly, ask students to discuss in small groups and then answer the following question in their books. Remind students to give reasons for their answer.

When was the best time to live? Is it today?

Hand out headlines sheet.

Hand out “weighing scales” sheets (1 per student) and event cards.

#### Plenary

Is it ever appropriate for the state to regulate private life?

(Focusing on ‘whether harm is caused’ can be helpful. Topics that may arise are domestic abuse, what people can watch on their computers, parenting and radicalisation)

Homework opportunity: Find an example of people resisting attempts by the state to regulate private lives ( e.g sexual lives, abortion etc ). Is the example a protest, a online petition or something else? Why do you think resistance took this form?