

Welcome and thank you
for coming.



Diversity/Family Week Workshop

Diversity/Family Week 12th June

- The aim of this week is to celebrate all the different types of families we have at Coopers Lane.
- In line with our motto 'all different, all equal, all smiling' we should be reflecting our whole community in the things that we talk about and the resources that we use.

FAMILY



What connects a family?



Love!

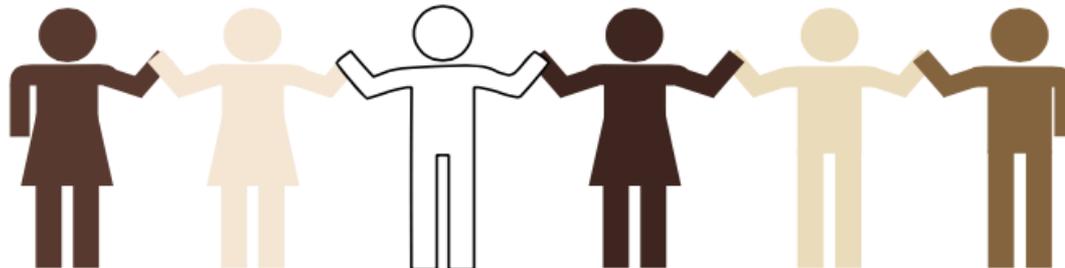


This is the overall theme of the week.



WE SERVE EVERYONE

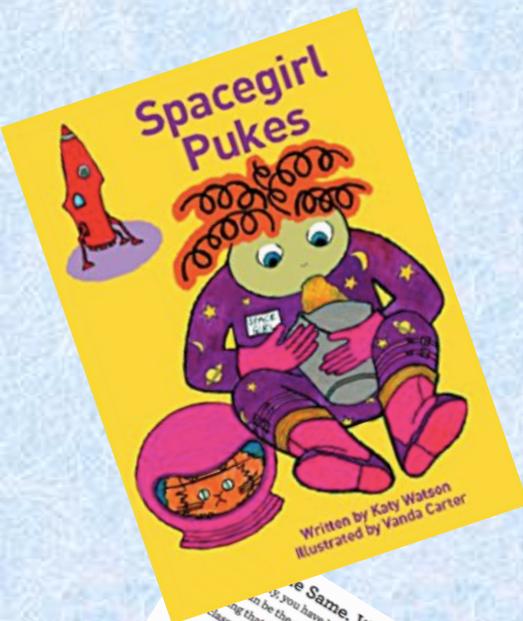
**Equality Is The Foundation Of Our
Country And This Establishment**



During our Diversity/Family Week we will be using this poster.



There is a range of resources that the teachers will be using to support their lessons.



Danni's story

Name: Danni Age: 8
Hobbies: Adventures, detectives, dressing up, cycling

Linus' story

Name: Linus Age: 11
Hobbies: Football, film making, guitar, cycling

LINUS

- Activity: "Google" LGBT sportspeople. Here's a list to get you started: Nicola Adams, John Amaechi, Clare Balding, John Curry, Tom Daley, Justin Fashanu, Thomas Hitzlsperger, Billie Jean King, Greg Louganis, Martina Navratilova, Gareth Thomas. Using the information the children find out, they could create mini-autobiographies of these, and other, sportspeople or poster-collages about LGBT sportspeople in a particular sport.
Discuss: might there be a particular sport where it is more acceptable to be LGBT?
- Activity: Discuss: why do some sportspeople choose to "come out" after their professional career is over? What does "don't ask, don't tell" mean in sport? Is it more acceptable to come out as a lesbian woman than a gay man?
- Activity: You will need: one small piece of card per child; each card should be blank except for one that has an "X" or other symbol on that makes it different to the rest. The children mustn't allow anyone to see their card. Each child has to guess who has the different card. Following the activity explore: Why (and how) do some people keep secrets? What things might someone choose to keep secret? Why might someone keep to keep their sexuality a secret? What are secrets that are okay to keep? What are secrets people try not to fit in?
Discuss: what does "conforming" mean? How do people try to conform?
Activity: Discuss/write about what happens next in the story. What would happen if Toby had finished his interview? What would happen if Jordan had written a newspaper article about the first game for Millwall?



Emma's story

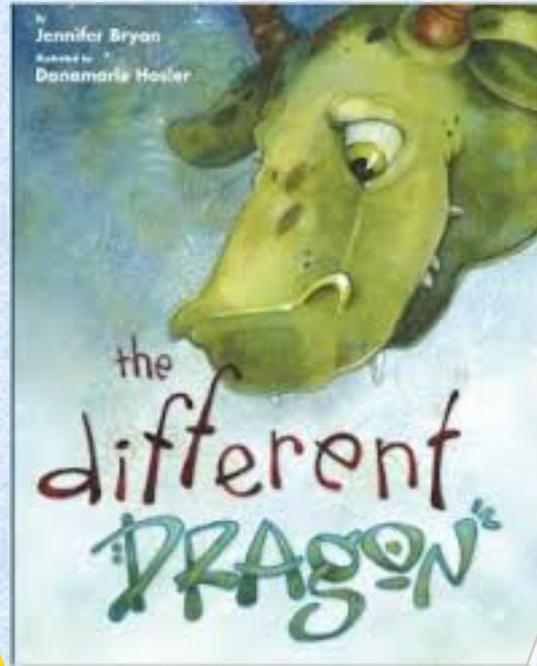
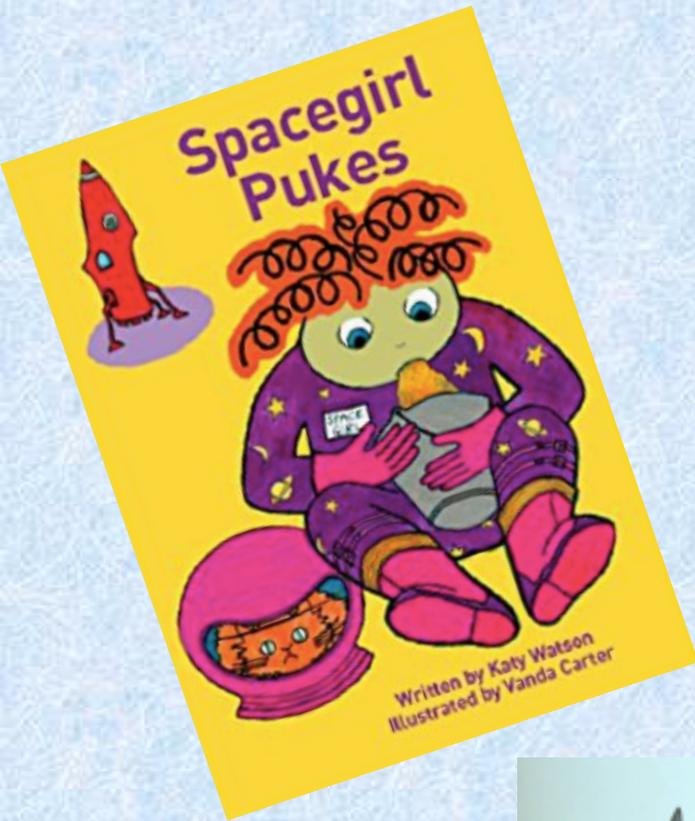
Name: Emma Age: 10
Hobbies: Dancing, film making, baking, onesies, sleepovers

Jake's story

Name: Jake Age: 9
Hobbies: Dancing, singing, drama, playing superheroes

ask pupils

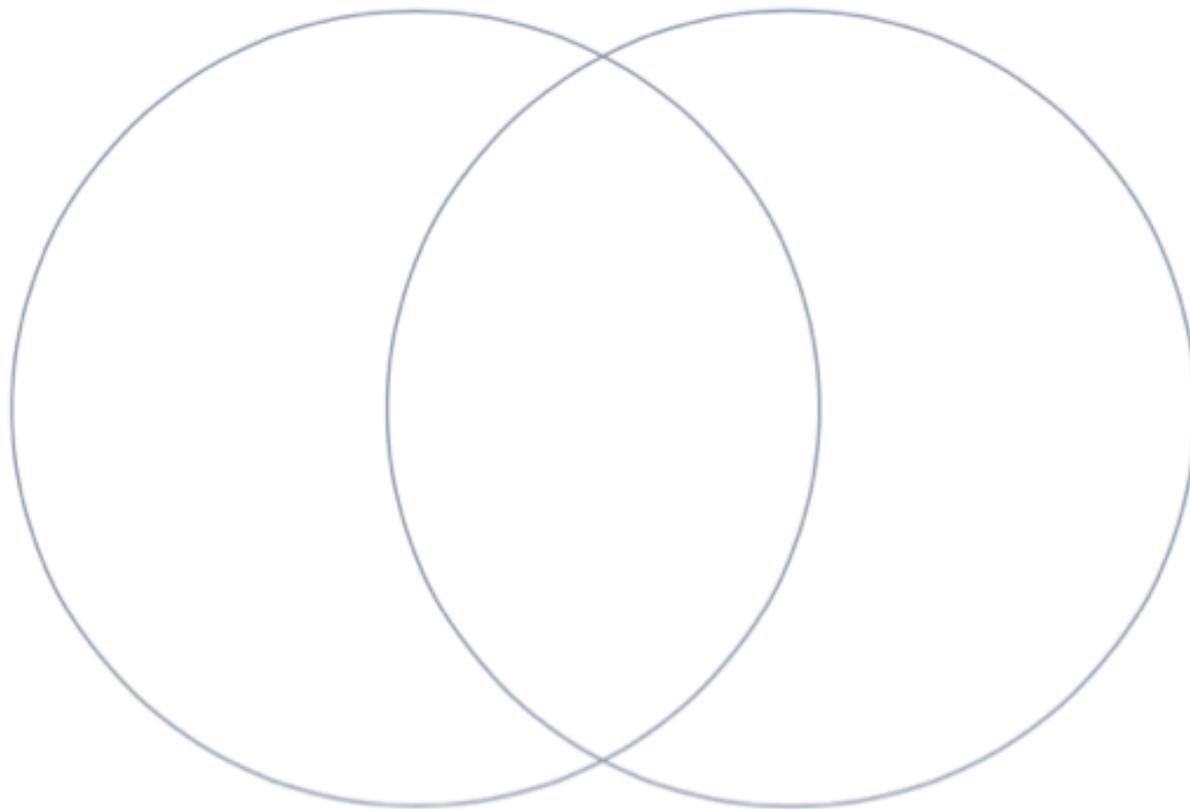
Are there any sports that are just for boys?
Are there any sports that are just for girls?
Does Linus think that footballers can't be gay?
Toby upset he's not on the list for the press conference?
Do you think the fact that Jordan is adopted makes any difference to Linus?
Do you think Linus wants to break up his brother's relationship with Toby? Do you think Linus wants to upset Jordan?
Why do you think Toby feels when Linus is rude to him?
Why does Freddie say he's glad he's not Linus' brother?
Why does Linus change his mind and run to get Toby?
Is it okay to use the word gay as an insult or to mean something is rubbish?
Does this ever happen at our school?
Why doesn't Mr Dawes show Linus' film?
How do you think using the word gay to mean rubbish makes people who have gay family members feel?
How would you feel if someone in your family were gay?



Early Years and KSI friendly texts.

We Are the Same. We Are Different.

In this activity, you have learned what it means to be the “same” and “different.” Families can be the same and different, too. In fact, your family probably has something that is the same as and something that is different from every one of your classmates’ families! Can you figure out what that is?



Choose a partner. Look at the diagram above. In the space where the two circles meet, write three things that are the same about your family and your partner's family. In the spaces where the circles do not meet, write three things that are different about your family and your partner's family.

The children in Key Stage 2 will be looking at some of the videos from this DVD. They are aimed specifically at children aged 7-11.



These are the stories...

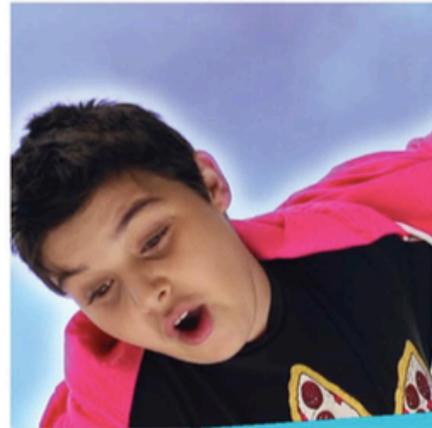


Danni's story

Name: Danni Age: 8
Hobbies: **Adventures, detectives, dressing up, cycling**

Danni is the Chief of her tribe and Shivvum and Charlie are her two trusty warriors. Some of the other kids in Danni's neighbourhood don't think girls should be allowed to hang around with boys, let alone be in charge. They keep saying that Danni isn't a 'real girl'.

Danni's story looks at gender stereotypes, being yourself and bullying. Use Danni's story to make pupils think about whether boys and girls have to act in certain ways, how to respond to teasing or bullying and how to respond to physical contact they feel uncomfortable with.



Jake's story

Name: Jake Age: 9
Hobbies: **Dancing, singing, drama, playing superheroes**

Jake and Harry are best friends but they don't like all the same things – Jake loves singing and dancing while Harry wants to be a footballing pro and can't understand why Jake doesn't like 'boy things'. Their friendship is put to the test when Jake admits that he'd rather go to a drama lesson than watch Harry's important football match.

Jake's story looks at friendships, stereotypes and celebrating difference. Pupils should explore the differences and similarities between people, the importance of supporting your friends and what it is that makes everyone special.

These are the stories...



Emma's story

Name: Emma Age: 10
Hobbies: Dancing, film making,
baking, onesies, sleepovers

Emma loves her two mums and her two dads even if, like all parents, they can be annoying. But when Emma's friend Genesis tells her she's not allowed to sleep over because her mum doesn't like Emma's parents, Emma starts to wonder if there's something wrong with her family.

Emma's story looks at different families, identity and prejudice towards gay people. Use her story to explore the range of families and cultures that young people come from and to help them understand the most important thing is that families love one another. You can also explore why some people have negative attitudes to gay people.



Linus' story

Name: Linus Age: 11
Hobbies: Football, film making,
guitar, cycling

Linus is really proud that his older brother Jordan is about to become a professional footballer. But Linus doesn't like the fact that Jordan has a boyfriend, Toby. He thinks professional footballers can't be gay and that he'll get bullied for having a gay brother, so he comes up with a plan to break up Jordan and Toby.

This chapter looks at family relationships, stereotypes in sport and homophobic language. Use Linus' story to talk about what makes every family different and how our actions can affect others. You can also explore the impact of bullying and why using the word 'gay' to mean rubbish is wrong.

By the end of the week, the aim is for every class to have created a 'picture of your family' display in their classroom.





REAL FAMILIES ROCK!



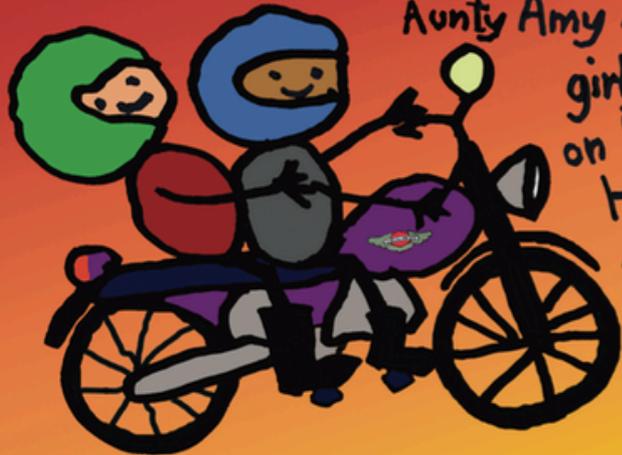
Cousins in New York

Uncle Wayne
doing
ballet



pet snail

Auntie Amy & her
girlfriend
on her
Harley



Steve
Granny
baby
Uncle
Otis

Dylan next door
& his mum &
step-dad



guide dog
Lucy

Great Aunt Hyacinth
who died



Mum

Me!!

LOVE
IS



cat

ALL YOU NEED

REAL FAMILIES ROCK!



**ALL YOU NEED
IS
LOVE**

We would also like to create a whole-school picture collage of all of our Coopers Lane families. If you would like for your family to be a part of this, then please send a COPY of a photo into the school office or via your child's class teacher. We will not be able to return these photos so please make sure that you send in a copy.



So why are we doing this?

The only way to overcome any form of discrimination in our society is to educate people. Studies have shown that homophobic discrimination has become an increasing problem in Primary Schools and we need to address that along with any other form of discrimination.



Why is this work important? Why should homophobia be tackled in school?

- Children grow up in many different families.
- Pupil's should be able to talk freely about their families.
- Pupil's should be able to be themselves.
- Homophobic bullying is an issue in Primary Schools and leads to more serious bullying down the line.
- Fear of bullying can stop children from talking about their families and from doing what they enjoy.
- All children need to be prepared for life in 21st Century Britain.

Why is this work important? What does the law say?

Education and Inspections Act 2006

Schools have a “Duty to promote high standards and the fulfilment of potential” for every child.

Schools should “promote the well-being of pupils at the school, and ... promote community cohesion”.

Wellbeing includes:

- Protection from harm and neglect
- Physical and mental health
- Emotional wellbeing
- Social and economic wellbeing

Why is this work important? What does the law say?

The Public Duty of the Equality Act 2010

Protected characteristics in the act include sex, sexual orientation and gender reassignment.

Schools have due regard to:

- “Eliminate discrimination, harassment and victimisation”
- “Advance equality of opportunity”
- “Foster good relations between persons who share a relevant protected characteristic and persons who do not share it”

This includes tackling prejudice and promoting understanding.

What does the OFSTED Framework say?

With primary pupils inspectors might ask questions such as:

- “Have they ever heard someone using the word ‘gay’ in a negative way? What was done about it?”
- “Have they been told by the teachers why using the word ‘gay’ to mean something is rubbish, is wrong, scary or unpleasant and had it explained?”
- “Have they had lessons about different types of families?”
- “Would they feel safe and be included at school if there was someone born a boy who would rather be a girl or someone born a girl who would rather be a boy?”

Why is this work important? What is the impact?

- **Nearly one in four** (23%) lesbian, gay and bisexual young people have tried to take their own life at some point.
- **More than one in four** (27%) of transgender young people have tried to kill themselves.
- **More than half** (53%) of lesbian, gay, bisexual, transgender and questioning young people have deliberately harmed themselves.

The overall theme of the week is Love!

