

LGBT Inclusive Education

The National Approach (2025) - Session Handout

Approaches to addressing prejudice

Addressing prejudice and bullying when they occur (e.g. through a pastoral approach)



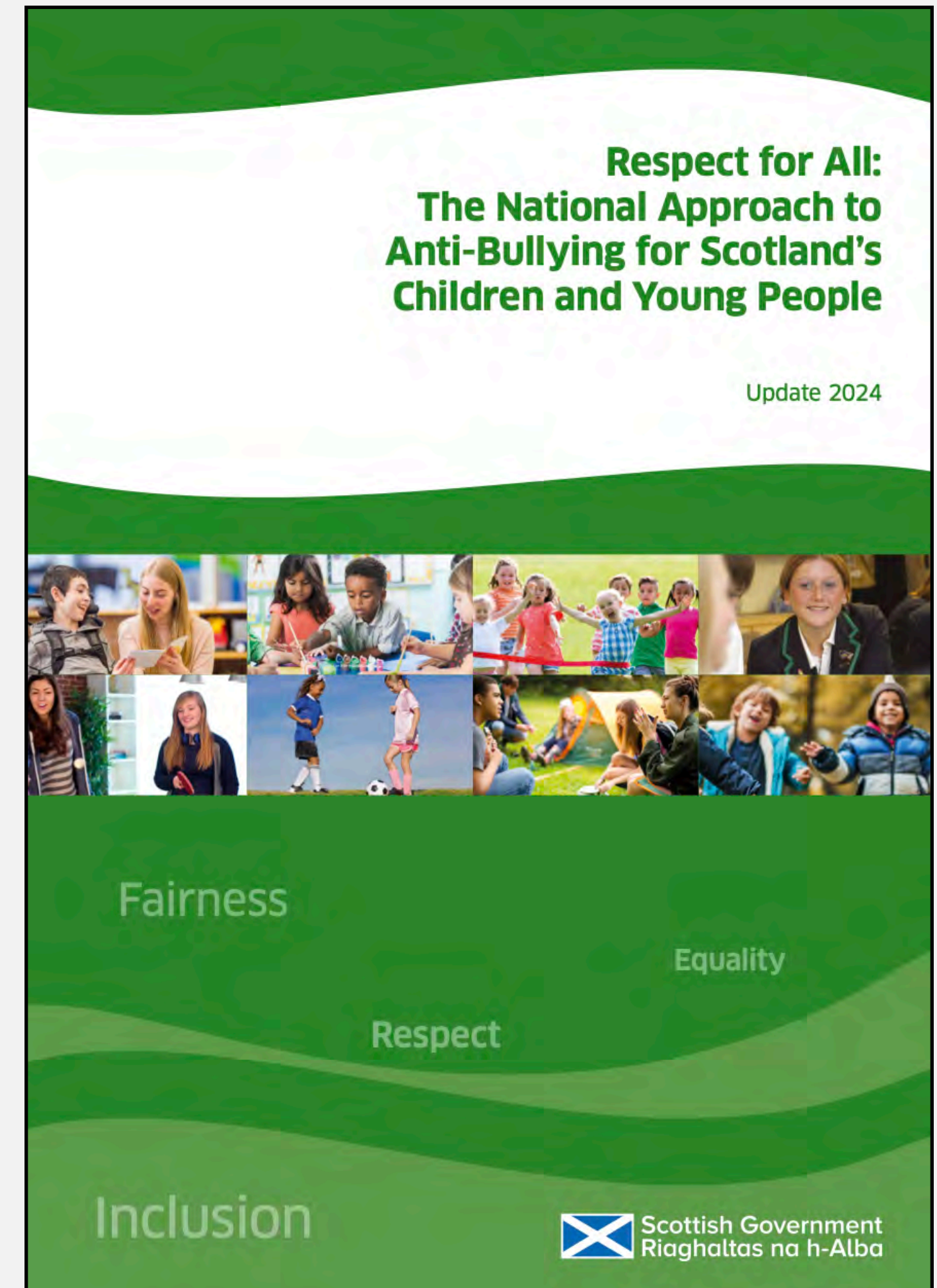
Directly addressing the factors that can cause prejudice and bullying to arise:

- Negative stereotypes
- Stigma
- 'Othering'

National Approach to Anti-Bullying (2024)

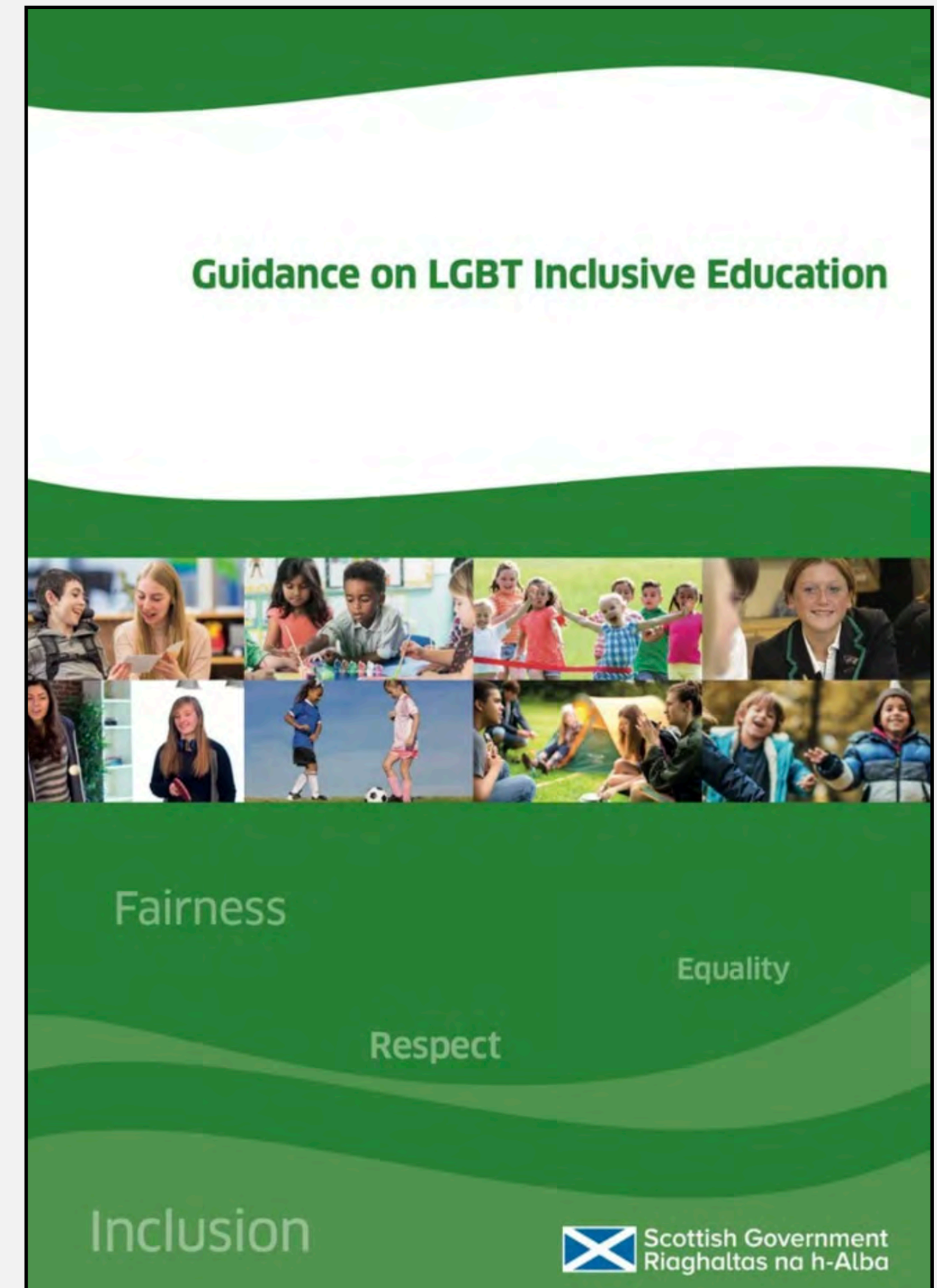
“As well as general learning on healthy relationships and respect, there are opportunities to use the curriculum to address forms of prejudice. This may include:

- opportunities for children and young people to learn about the causes, manifestations, impacts and prevention of prejudice in its various forms.
- the development of a curriculum which fosters good relations by **including meaningful, integrated representation of all protected characteristics and opportunities for organic learning** about diverse people, families and communities in society.
- **considered learning experiences** for children and young people to develop their knowledge and understanding of diversity, rights, and Respect for All.”



Guidance on LGBT Inclusive Education (2024)

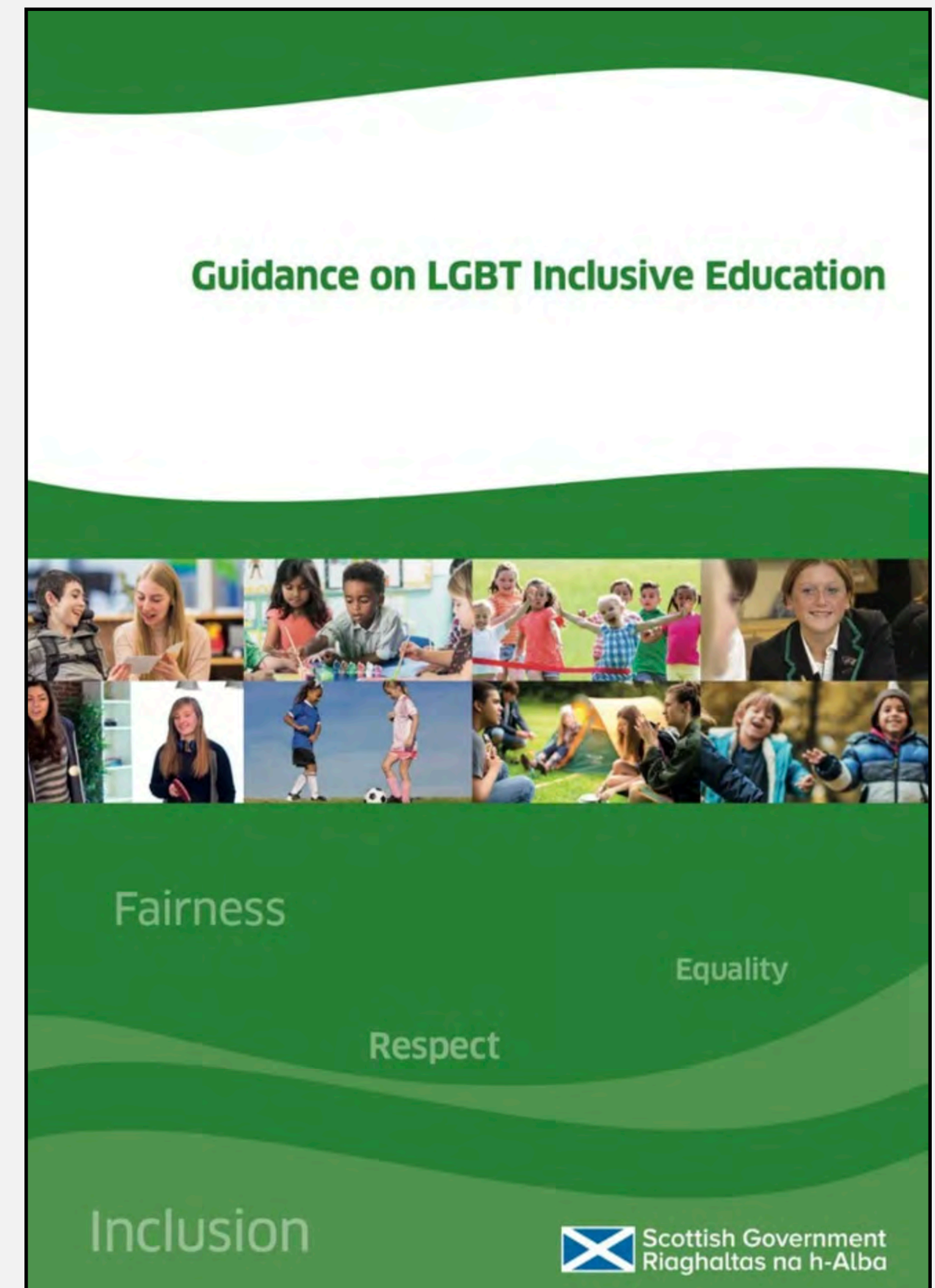
- A proactive educational approach to addressing prejudice and bullying
- Ensuring that themes related to the lives, histories, and experiences of LGBT people are included across curriculum areas from BGE to the Senior Phase, differentiated for the age and stage of learners
- Learning should be meaningful, factual, and part of year-round ordinary learning - **'integrated' rather than exceptional**
- Resources suitable for the age and stage of the learner can be used to support teaching and learning
- Withdrawal from LGBT-related learning content in the broad curriculum is not possible



Guidance on LGBT Inclusive Education (2024)

LGBT Inclusive Education should be delivered throughout the academic year in regular learning and teaching, as part of Curriculum for Excellence, which supports interdisciplinary learning where appropriate.

- LGBT Inclusive Education should be integrated within teaching and learning through the broad general education to the Senior Phase, with an emphasis on meaningful, factual and contextually relevant learning across curriculum areas and subjects
- It should not be exceptional or only within the context of cultural occasions, calendar events or one-off activities. This centres a proactive, curriculum-based approach to addressing prejudice
- The purpose of LGBT Inclusive Education is to effectively address the stereotypes, stigma and 'othering' that can cause LGBT-related prejudice and bullying in education settings. It is important, therefore, that learning and activities in this area are well-planned and considered

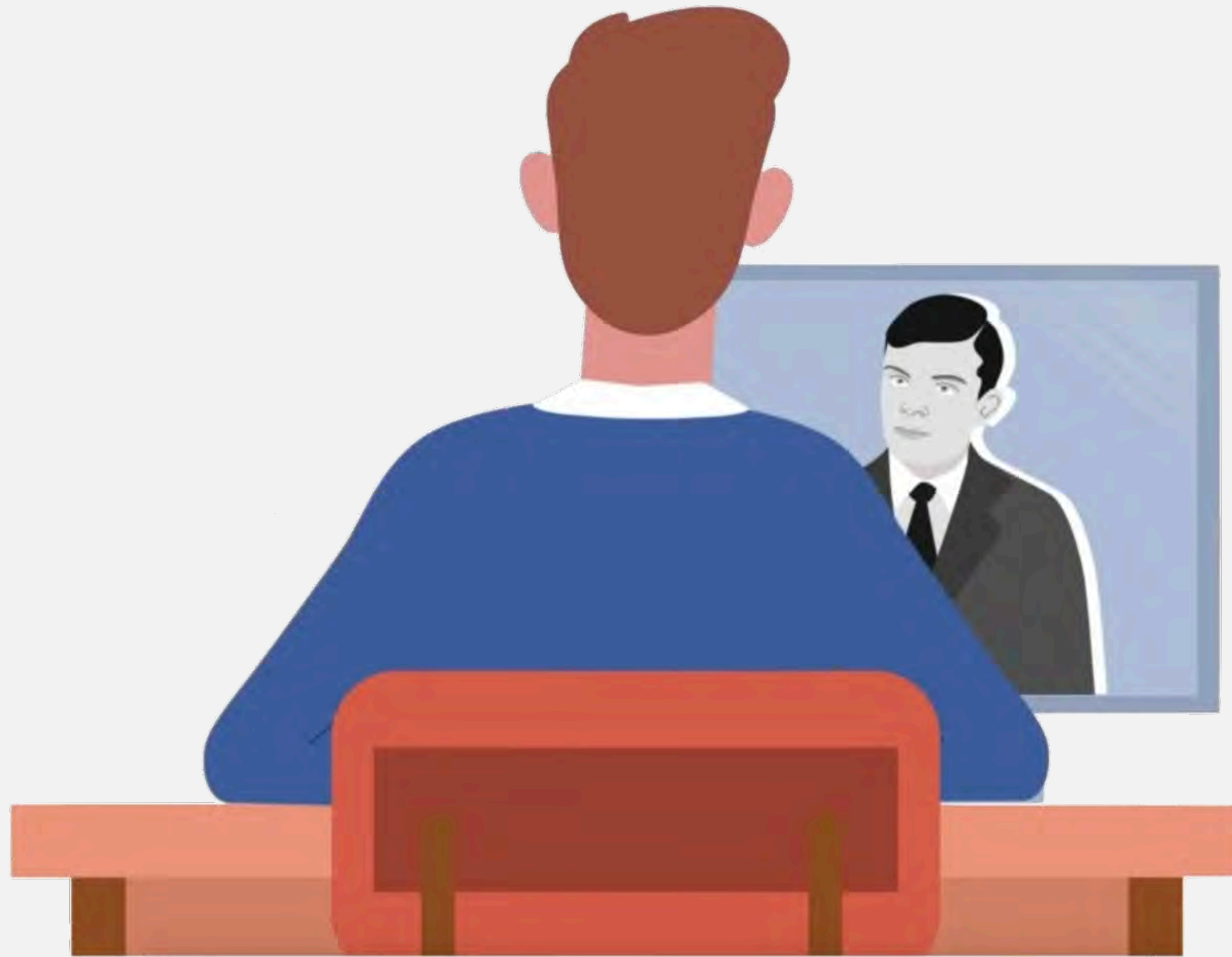


LGBT Inclusive Education Learning Themes

- Developed to provide content headlines to support local curriculum planning
- Core thematic areas identified in consultation with learners
- Used as the basis to support national resource development, NQ and CfE reform work

Understanding the Equality Act (2010), UNCRC and Human Rights	+
Identifying prejudice, discrimination, and bullying (including homophobia, biphobia, and transphobia)	+
Recognising and challenging gender stereotypes	+
Diverse families, including LGBT parents and siblings	+
Celebrating diversity and difference	+
History of LGBT equality movements	+
LGBT past and present figures and role models	+

Mirrors and Windows in the Curriculum



Resources

National Platform: lgbteducation.scot

 [lgbteducation.scot](#)

[Home](#) [About](#) [CPD Pathway](#) [Toolkit](#) [Resources](#) [Evaluation](#) [Profile](#)

Resources for the National Approach to LGBT Inclusive Education in Scotland

Welcome to the national platform for teachers to access quality approved materials, resources, and professional learning linked to Scotland's Curriculum to support the implementation of LGBT Inclusive Education.

The two stage national professional learning **Delivering LGBT Inclusive Education** has been provided by the Scottish Government, and should be completed by primary and secondary school teachers in Scotland.

The **Implementation and Evaluation Toolkit** provides a structured pathway for schools to implement LGBT Inclusive Education effectively.

National Guidance on LGBT Inclusive Education is available for teachers and educators, Senior Leaders, and Directors of Education.

Resources

Access a suite of quality approved resources and materials to support you to embed LGBT Inclusive Education Learning Themes across your curriculum; including lesson plans, worksheets, book reviews, and multimedia learning materials. All resources are linked to Scotland's Curriculum.

[Explore the Resources](#)

CPD Pathway

Access Stage 1 of the national "Delivering LGBT Inclusive Education" professional learning, freely available for teachers and school staff in Scotland. Stage 2 can be booked upon completion. This course should be completed by primary and secondary school teachers in Scotland.

[Begin Professional Learning](#)

Guidance

Teachers, Senior Leaders, and Directors of Education can access the National Guidance on LGBT Inclusive Education. This sets out the national approach and includes content about how settings can take this forward and connect to broader education frameworks in Scotland.

[Read the Guidance](#)

Education Scotland Information Note: Mirrors and Windows



Information Note

Mirrors and Windows: Diversity in the Curriculum

Why is diversity important in the curriculum?

- Scotland's curriculum refers to the totality of learning experiences. That means, the curriculum isn't restricted to which texts are taught and what happens in a classroom. It includes opportunities for personal achievement, interdisciplinary learning and the ethos and life of the learning setting.
- When diversity is lacking in the curriculum, perspectives are missing and learners might prefer to mask their diversity to "fit" in, internalising stereotypes about themselves that limit their potential and absorbing biases and prejudiced ideas about others. This can contribute to bullying behaviour and discrimination.
- When considering "diversity, it is worth keeping in mind the following features of diversity that include characteristics that are protected under the Equality Act 2010 as well as non-protected characteristics that are particularly relevant in Scottish education: linguistic; religious; ethnic/cultural/racial; gender/sex; sexual orientation, family; age; neurodiversity; disability; socioeconomic.

What are "Mirrors and Windows" in the curriculum?

- Dr Rudine Sims Bishop coined the term "Mirrors and Windows" to describe the importance of children seeing themselves in books (mirrors), otherwise they learn a powerful lesson about how they are devalued in society. She also argues that books can also serve as "windows" to give readers a glimpse into the lives and experiences of others.
- The concept of Mirrors and Windows has become a useful practical approach to embed diversity and equalities in the curriculum. While Dr Bishop's essay focuses on multicultural literacy and books, the concept of Mirrors and Windows can extend to all aspects of the curriculum, such as the wider ethos and life in a learning setting, as outlined in the slide on the Curriculum as the totality of learning experiences.
- Mirrors and Windows have the potential to be included in every aspect of the curriculum and the totality of the learners' experiences: in posters, books, stories, media, role models, historical figures, the diversity of staff in the setting and more.
- Mirrors and Windows should be embedded naturally within the curriculum. Including diverse representation in an exceptional way can have unintended consequences for learners.
- **Mirrors** ensure that diverse audiences of learners can see themselves reflected in their learning, and see others like them.
- **Windows** provide learners with the opportunity to look through the curriculum and learn about the experiences of different groups of people, build empathy and understanding.

Beware of distorted Mirrors and Windows

- Some Mirrors and Windows in the curriculum can contain outdated representations and negative stereotypes. When diverse representation is provided but it could have a negative impact on learners' perceptions of themselves or others, these can be described as 'distorted Mirrors and Windows.'
- If those representations go unchallenged & learners are not encouraged to think critically about what might be wrong or missing in those representations, distorted mirrors and windows can be harmful for all learners.
- Diverse learners might internalise negative and limiting messages about themselves. Other learners might absorb biases and prejudiced notions about a diverse group of people. If they

Reflection Questions for Consideration

- Who am I representing in my learning content?
- What are the intended or unintended consequences of that representation for learners?
- Who is missing in my learning content?
- Whose voices are my learners hearing?
- How am I representing diversity in my learning content? Is it integrated or exceptional?
- Are learners able to critically engage with outdated or stereotypical representations? (Critical literacy)
- Am I avoiding deficit or 'at-risk' perceptions of diverse groups?

National CPD: Stage 1 E-Learning

Part 1: Introduction to LGBT Inclusive Education

Home > CPD Pathway > Introduction to LGBT Inclusive Education (Stage 1) > Part 1B: Introduction to LGBT Inclusive Education

Stage 1: Progr... 18%

Homophobia, biphobia and transphobia remain an issue within education settings, and LGBT young people themselves note feeling excluded from or underrepresented through their learning pathway.

Homophobia refers to negative or prejudicial attitudes and behaviours towards people who are gay or lesbian, or are perceived to be by others; biphobia towards people who are bisexual, or are perceived to be by others; and transphobia towards people who are transgender, or are perceived to be by others.

Children and young people are likely to engage with topics related to equality, identity, and encounter information about diverse groups of people in society, through social media and the internet where they may encounter harmful content and disinformation. It is important that the curriculum therefore provides children and young people with opportunities to learn about these topics in a safe and factual learning environment.

Click the purple tabs to learn more.



- How does this prejudice manifest?
- Where does this prejudice happen?
- Who experiences this prejudice?

Approaches to Addressing Prejudice

In 2024, research regarding the phenomenon of homophobic prejudice and bullying in school and education settings is well into its third decade. Academic literature has proposed a variety of interventions to address LGBT-related prejudice and bullying. They can broadly be categorised in two different ways: a 'reactive approach' and a 'proactive approach'.

Click the purple tabs to learn more.

Part 3: LGBT Inclusive Education Learning Themes

Home > CPD Pathway > Introduction to LGBT Inclusive Education (Stage 1) > Part 3A: Including LGBT Inclusive Education Learning Themes Across the Curriculum

Progress 32%

The Guidance on LGBT Inclusive Education states that the seven Learning Themes should be incorporated across the school or setting's curriculum. These themes have embraced an 'equalities lens', allowing you to deliver LGBT Inclusive Education while also covering broader, intersecting equalities. For example, covering the connections between gender stereotypes, homophobia, and misogyny.

You are not expected to cover all seven themes with every year group. Instead, inclusion of the themes should be contextually relevant and considered.

There are many opportunities within the existing curriculum. This part of the module will begin by providing a helpful curriculum-making tool before considering examples of how the Learning Themes can be taken forward.

This curriculum-making process will be expanded upon in the Stage 2 Curriculum Development input which follows this module and provides protected time for staff to work together.

Diversifying the Curriculum

Children and young people should be able to see their own identities, backgrounds, and cultures reflected within their learning pathway; while also being able to learn about the experiences of others, and the society that they live in.

Dr Rudine Sims Bishop's (1990) literary concept of 'Mirrors' and 'Windows' can help educators realise this in practice. It has been adapted here to support curriculum-making.

Click the purple tabs to learn more.



- What are Mirrors?
- What are Windows?
- Reflections and Considerations

National CPD: Stage 2 Input



Delivering LGBT Inclusive Education
Stage 2: Curriculum Development
Workbook

Activity Two

Using the 7 Themes for Progression and Interdisciplinary Learning

The LGBT Inclusive Education Learning Themes are:

- Understanding the principles of the Equality Act (2010), UNCRC and human rights;
- Identifying prejudice, discrimination, and bullying (including homophobia, biphobia, and transphobia);
- Recognising and challenging gender stereotypes;
- Diverse families, including LGBT parents and siblings;
- Celebrating diversity and difference;
- History of LGBT equality movements, and;
- LGBT past and present figures and role models.

Primary (Progression Learning)

In your groups you are going to be given one of the learning themes to consider how, in your school, this could be embedded into the curriculum and your teaching and learning from the start of school all the way up to P7. This provides progression learning on equalities.

For some of the themes, you may not fully explore that topic with all year groups, but you may identify ground work that should be laid in earlier years to allow deeper understanding of that theme at later stages. It is for you to discuss which year groups best fit the ideas you have. To help you, we've prepared packs of information for you with some ideas to start you off, but you should feel confident in developing your own content too. You have 10 minutes for this task and then we're going to feedback our ideas.

Secondary (Interdisciplinary Learning)

In your groups you are going to be given one of the learning themes to consider how, in your school and across departments, this theme could provide opportunities for interdisciplinary learning. Working with colleagues from other departments, think about broad and general ideas for your theme and how it can fit into the departments represented by the people in your group. Use these ideas to help create ideas for some specific IDL projects that would be suitable for your school.

There are strong IDL ideas for each of the themes that you have been assigned. If you need help getting started, you will find some materials in the pack you have been provided. You have 10 minutes for this task and then we're going to feedback our ideas.

Action Plan

Use the boxes to write notes about how the themes could be used in your department/year group.

The 7 LGBT Inclusive Education Learning Themes

1. UNDERSTANDING THE EQUALITY ACT (2010), UNCRC AND HUMAN RIGHTS
2. IDENTIFYING PREJUDICE, DISCRIMINATION, AND BULLYING (INCLUDING HOMOPHOBIA, BIPHOBIA, AND TRANSPHOBIA)
3. RECOGNISING AND CHALLENGING GENDER STEREOTYPES
4. DIVERSE FAMILIES, INCLUDING LGBT PARENTS AND SIBLINGS
5. CELEBRATING DIVERSITY AND DIFFERENCE
6. HISTORY OF LGBT EQUALITY MOVEMENTS
7. LGBT PAST AND PRESENT FIGURES AND ROLE MODELS

Actions For Our Department/Year Group

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Collaborative Work

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People To Contact

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My To-Do List

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Example Teaching Resources

+ Equality and Inclusion: Learning and Teaching (Early - Second Level)

+ Numeracy and Mathematics Worksheets (First to Second Level)

– Scots Poetry Collection (Second Level)



This resource contains a collection of original poems written in Scots which feature LGBT themes.

It has been designed to support teaching and learning in the 'Literacy' Experiences and Outcomes and all poems link to one or more of the LGBT Learning Themes. The poems can be used individually or as a pack and each one comes with an accompanying worksheet and teachers' notes.

Poems, Worksheets, and Teachers' Notes included.

Level: Second Level
Developed by: Time for Inclusive Education (TIE)

[Download Resource](#)

+ Role Models Lessons (Second Level)

+ What is Discrimination? Learning Activity (Second Level)

+ STEM Learning Pathway (Second Level)

Access Teaching Resources

+ Art and Design: David Hockney Art Unit (Third Level)

+ Numeracy and Mathematics: Alan Turing's Codebreaking Maths (Third Level)

– Expressive Arts: Understanding Verbatim Theatre Unit (Third Level to Senior Phase)



This resource contains a unit on verbatim theatre practices. Using Tectonic Theater's 'The Laramie Project' as a starting point, it introduces learners to the concept of verbatim theatre, its origins, and how it has developed over time. 'The Laramie Project' is a verbatim community response to the murder of Matthew Shepard who was living in Laramie, Wyoming.

This unit allows learners to understand the real-life impact of prejudice and consider social issues they are interested in by creating their own verbatim theatre productions. This unit also explores verbatim theatre about the Grenfell Tower fire, the repeal of Section 28, and further examples of theatre engaging with social impact topics.

Powerpoint, Lesson Notes, Worksheets, Script and Video included.

Level: Third to Senior (Adaptable)
Developed by: Time for Inclusive Education (TIE)

[Download Resource](#)

+ Social Studies: Early Modern Scotland - Poem 49 (Third Level to Senior Phase)

+ Social Studies: The Story of Bayard Rustin (Third Level to Senior Phase)

+ Social Studies: The Story of Press for Change (Third Level to Senior Phase)

+ Social Studies: The Story of Sally Ride (Third Level to Senior Phase)

+ HWB/RME: Equality & Inclusion - Learning and Teaching (Third Level to Senior Phase)

+ Literacy and English: Interpreting Poem 49 (Fourth Level to Senior Phase)

+ Media Education/HWB: Learning Through Film, Pride (Fourth Level to Senior Phase)

+ Media Education/HWB: Learning Through Film, Battle of the Sexes (Fourth Level to Senior Phase)

Guidance and Support

+ Guidance on LGBT Inclusive Education (2024)	
+ Guidance Note to Education Authorities on LGBT Inclusive Education (2019)	
+ LGBTI Inclusive Education Working Group Report to the Scottish Ministers (2018)	
- LGBT Inclusive Education: Guidance for Parents and Carers	
	This fact sheet from The National Parent Forum of Scotland provides information for parents and carers about what LGBT Inclusive Education is. This guidance explains what's happening in schools, what parents and carers can expect their child to learn about, and how to get involved in their child's learning. This can be shared with parents and carers through a school or education setting's regular channels of communication. Developed by: The National Parent Forum of Scotland Download Resource
+ Respect for All: The National Approach to Anti-Bullying (2024)	
+ Addressing Inclusion: Effectively Challenging Homophobia, Biphobia, and Transphobia	
+ Supporting Transgender Pupils In Schools: Guidance for Scottish Schools	

- Model Anti-Bullying Policy Template (Respectme)

	This template reflects the minimum recommended requirements for a policy statement as set out in 'Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People' the Scottish Government's guidance for anti-bullying policy and practice in Scotland's schools and children's services. Developed by: respectme Download Resource
+ Involving Parents and Carers: Information Sheet	
+ Responding to "That's so Gay" – Primary Schools	
+ Manifesto for Inclusive Physical Education	

Access Guidance and Support

Learner Workshops



- Learner Workshops are freely available for learners at the Second Level to the Senior Phase
- Themes covered include challenging homophobic language, gender stereotypes, understanding prejudice, and anti-bullying
- Delivered by teachers

[Learn more](#)

Digital Discourse Initiative

 **Digital Discourse Initiative**
Strategies to Counter Online Hate

[Home](#) [About](#) [E-Learning Course](#) [Research and Resources](#) [Profile](#)

Digital Discourse Initiative: E-Learning

The “Digital Discourse Initiative: E-Learning” programme is bespoke and has been created for educators in Scotland through an international collaboration between Time for Inclusive Education (TIE) and the Institute for Strategic Dialogue (ISD) as part of the delivery of the 'Digital Discourse Initiative' project.

The professional learning is free to access. Course content was built in consultation with teachers, national education stakeholders, and ISD Germany's action workstream lead.



Access the Course

This E-Learning module provides teachers and school staff with an improved knowledge and understanding of contemporary digital architecture, the digital sphere and our role in facilitating online disinformation and prejudicial content.

The content in this module will also be particularly relevant for Community Learning and Development (CLD) staff across Scotland.

The module will provide you with tools, strategies, and considerations to respond to behaviours influenced by prejudicial content online and equip learners to become critical digital citizens.

Suitable for all teachers and school staff in Scotland.

You will receive a CPD certificate upon completion.

Duration: 2 hours

[Begin E-Learning](#)

- Additional resource to support schools to counter the effects of disinformation and online hate
- Free online professional learning course and resources for learning and teaching
- Register via digitaldiscourse.scot

Learn more