



STONEWALL LESSON PLANS

LGBTQ+ families

We've designed these lesson plans to give you some starting points for creating LGBTQ+ inclusive RSHE lessons. Adapt the activities to best suit the needs of your class and to fit the amount of time you have available. We have also developed lesson plans on this theme for students with SEND – these can be found on our website. Each lesson has a PowerPoint that you can use to support your whole class teaching. Other suggested resources are noted in each lesson plan.

These lessons will help you to meet the statutory objectives in the 'families and people who care for me' strand of relationships education for primary aged children. You'll find links to Stonewall resources, as well as other suggested resources, in Annex B of the [statutory guidance](#) on RSHE. You'll find further resources on the [Stonewall website](#).

As with any of your teaching, it's important to take principles of safeguarding children into account so that you can address any concerns that arise. You'll find more information on safeguarding LGBTQ+ children and young people in our [LGBT-inclusive RHSE: Putting it into practice](#) resource.

Who are Stonewall?

This resource is produced by Stonewall, a UK-based charity that stands for the freedom, equity and potential of all lesbian, gay, bi, trans, queer, questioning and ace (LGBTQ+) people. At Stonewall, we imagine a world where LGBTQ+ people everywhere can live our lives to the full. Founded in London in 1989, we now work in each nation of the UK and have established partnerships across the globe. Over the last three decades, we have created transformative change in the lives of LGBTQ+ people in the UK, helping win equal rights around marriage, having children and inclusive education.

Our campaigns drive positive change for our communities, and our sustained change and empowerment programmes ensure that LGBTQ+ people can thrive throughout our lives. We make sure that the world hears and learns from our communities, and our work is grounded in evidence and expertise.

Stonewall is proud to provide information, support and guidance on LGBTQ+ inclusion; working towards a world where we're all free to be. This does not constitute legal advice, and is not intended to be a substitute for legal counsel on any subject matter. To find out more about our work, visit us at www.stonewall.org.uk.



Join our Education & Youth programmes

Our experienced team are proud to have supported many primary and secondary schools, colleges, Local Authorities and Multi Academy Trusts to challenge bullying and celebrate diversity.

We offer online training for education staff; an awards scheme; membership programmes; consultancy; a wide range of resources.

To find out how your school, college or setting can benefit from working with Stonewall, visit www.stonewall.org.uk/schools-colleges.

Reception

Learning objective: To understand that everybody's family is different

Activity	Details	Resources
Starter: Your family?	<p>Ask children to tell a partner about the people in their family.</p> <p>Choose a few children to share with the class.</p>	<p>Everybody's family is different PowerPoint - Reception</p> <p>Different families dominoes</p>
Whole class: Story	<p>Ask the children: Is everybody's family the same?</p> <p>Discuss that there are lots of things that make people's families different, and no two families are exactly the same.</p> <p>Explain that today the children are going to be listening to a story about a child and someone in their family.</p> <p>As a class, read 'My Maddy' by Gayle Pitman.</p> <p>As a class, discuss:</p> <ol style="list-style-type: none"> 1. Why does the child call their parent Maddy? Talk about the fact that their Maddy is neither a man, nor a woman – they're non-binary. 2. How is Maddy similar to your parents/carers? 3. How is Maddy different to your parents/carers? 4. What does the child like to do with their Maddy? 	<p>Book</p> <p>My Maddy by Gayle E. Pitman</p> <p>Art materials</p> <p>Lollypop sticks Coloured paper Plain paper Fabric Pens Pencil crayons Scissors Glue</p>
Activities: My family	<p>Activity carousel:</p> <ol style="list-style-type: none"> 1. Children make lollypop stick puppets representing the people in their family. 2. Children create a 'family portrait' of the family from the story. 3. Children play 'different families' dominoes. 4. Children write a sentence about a person in their family. 	



<p>Plenary: Sharing together</p>	<p>Choose some children to share their work, make sure that a wide range of families is represented.</p> <p>Ask children to tell a partner one thing they have learned during the lesson.</p>	
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Year 1 and Year 2

Learning objective: To understand that everybody's family is different

Activity	Details	Resources
Starter: Your family?	<p>Ask children to tell a partner three things about their family.</p> <p>Choose a few children to share with the class.</p>	<p>Everybody's family is different PowerPoint – KS1</p> <p>Survey template</p>
Whole class: Story	<p>Ask the children: Is everybody's family the same?</p> <p>Discuss that there are lots of things that make people's families different and no two families are exactly the same.</p> <p>Explain that today the children are going to be listening to a story about a child and someone in their family.</p> <p>As a class, read 'My Maddy' by Gayle Pitman.</p> <p>As a class, discuss:</p> <ol style="list-style-type: none"> 1. Why does the child call their parent Maddy? Talk about the fact that their Maddy is neither a man, nor a woman – they're non-binary. 2. How is Maddy similar to your parents/carers? 3. How is Maddy different to your parents/carers? 4. What does the child like to do with their Maddy? 	<p>Book</p> <p>My Maddy by Gayle E. Pitman</p>
Activity: Planning your survey	<p>Ask the children: What is a survey?</p> <p>Discuss what a survey is, reflect back on surveys may have conducted in the past. You may wish to reflect on the Census, which is the largest survey in the country.</p> <p>Discuss what we need to consider when conducting a survey.</p> <ul style="list-style-type: none"> • What are we asking? • How are we recording answers? (model using tally marks) 	



	<ul style="list-style-type: none"> • How will we make sure we don't ask someone twice? <p>Explain to the children that they're going to conduct a survey about the different families in the class.</p> <p>In pairs, children decide what their survey question is going to be. They can think of their own question, but it has to help them to find out different people's families.</p> <p>Possible questions could include:</p> <ul style="list-style-type: none"> • How many people are in your family? • How many siblings do you have? • What is your family's favourite place to visit? 	
<p>Activity: Your survey</p>	<p>Children conduct their survey, using the survey template to help them.</p>	
<p>Plenary: Sharing together</p>	<p>Choose a pair to share the results of their survey. Discuss what they found. For example, most people had 2 siblings, but there were lots of people with fewer or more than that.</p> <p>Ask children to tell someone from another table what the results of their survey were.</p> <p>Ask children to tell their partner something that they learned in the lesson.</p>	



Resources



Name _____

Date _____

Our families survey

Question: _____

Answer	Tally	Total

Tally marks

1 = I	2 = II	3 = III	4 = IIII	5 = IIII
6 = IIII I	7 = IIII II	8 = IIII III	9 = IIII IIII	10 = IIII IIII









