



# Sexuality and Sexual Orientation

and PSHE Education

Professionals' Pack

# 2024

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This pack aims to support education providers to deliver quality PSHE education around sexuality and sexual orientation through identifying the curriculum links within the PSHE Associations' Spiral Curriculum and the Department for Education's statutory guidance and developing staff's confidence and competence on the subject matter to support them to facilitate PSHE education on this topic within their own setting.

The Department for Education's statutory guidance states that:

- Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and respect themselves and others.
- Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.
- All pupils should feel that the content is relevant to them and their developing sexuality.
- Sexual orientation should be explored at a timely point and in a clear, sensitive and respectful manner.
- There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson
- Should be addressed sensitively and clearly

When teaching, it must be recognised that young people may be discovering or understanding their sexuality, including their sexual orientation. Effective PSHE education enables children and young people to be more tolerate and respectful and to see themselves reflected in the curriculum.



# Safe Learning Environment

A safe learning environment enables children and young people to feel comfortable to share their ideas without attracting negative feedback. It avoids possible distress and prevents disclosures in a public setting and enables professionals to manage conversations on sensitive issues confidently.

We have created a guidance document to support professionals to create this safe in their own setting.



## **No. 01 – Ground Rules**

Create in collaboration with the group . As the facilitator role model the agreed ground rules.



## **No. 02 – Collaborate with DSL**

Let them know when the session is being delivered to ensure the correct support is in place should any disclosures be made.



## **No. 03 – Staff Confidence**

Check Staff confidence levels. If anyone is in panic zone it is not safe or appropriate for them or the participants to teach on the topic. This pack should help professionals to move from panic zone to learning or comfort zone



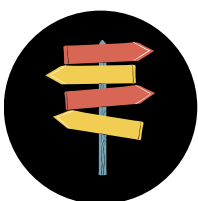
## **No. 04 Learning Techniques**

Use scenarios and stories to help participants engage with the topic. Refer to the third person rather than you e.g. what could this character do?, or people of about your age....



## **No. 05 – Difficult Questions**

Questions are an important part of learning. Sometimes a child or young person will ask a difficult question. As with all questions the first thing is to value the question whilst either allowing time to consider an appropriate answer or to deflect an inappropriate question.



## **No. 06 – Signposting**

It is absolutely essential, that included in the lesson, is information about different organisations and people that can provide support both within the organisation and outside of it.

A more detailed version of this page is available by emailing either Natalie or Ellie

# Best Practice Principles

## Inclusivity

Every child and young person deserves to see themselves, their family and the richness of diversity across Stoke-on-Trent, Staffordshire, the West Midlands, England, the UK and the World reflected in their curriculum.

For primary schools the guidance on Relationship and Sex Education says that:

- Relationships Education must be taught in all schools in England
- It is recommended that schools teach Sex Education too, although they can choose not to
- All schools should teach about different families (which can include LGBTQ+ parents), along with families headed by grandparents, single parents, adoptive parents, and foster parents/carers, among other family structures

For secondary schools the guidance states:

- RSE must be taught in all schools in England
- Sexual orientation must be explored at a timely point
- Same-sex relationships should be included within lessons discussing healthy and stable relationships
- Schools should 'be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes' and take positive action to build a culture where these are not tolerated

Overall the guidance states that:

- Schools need to make sure that the needs of all pupils are appropriately met
- All pupils need to understand the importance of equality and respect
- Schools must ensure they comply with the relevant provisions of the Equality Act 2010, which name sexual orientation as a protected characteristic
- At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson



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# Best Practice Principles

## Knowledge, Skills and Values

Topics explored in PSHE education, relate directly to a child's or young person's life, when they might find themselves in a tricky situation or "crunch" moment – and need to make a quick decision; for example, a child who is dared to run across the road by their friends, or a teenager who is being dared to start a fire. They will need to recall learning from PSHE education at that moment to help them make a decision.

They will, of course, require knowledge e.g., of the legality (or not) of their actions. However, in order to make a safe decision in the moment, they will also need skills to negotiate with their peers to resist pressure from others, to exit the situation (if they choose to) and access appropriate help or support if necessary. They will need a strong sense of their own values, to make the right decision and the confidence to stick to it.

Knowledge on its own won't necessarily stop someone from trying things. In many cases young people end up in situations where they know what they are doing is "wrong", but they do it anyway, as they lack the essential skills or attributes to help them effectively manage the situation.

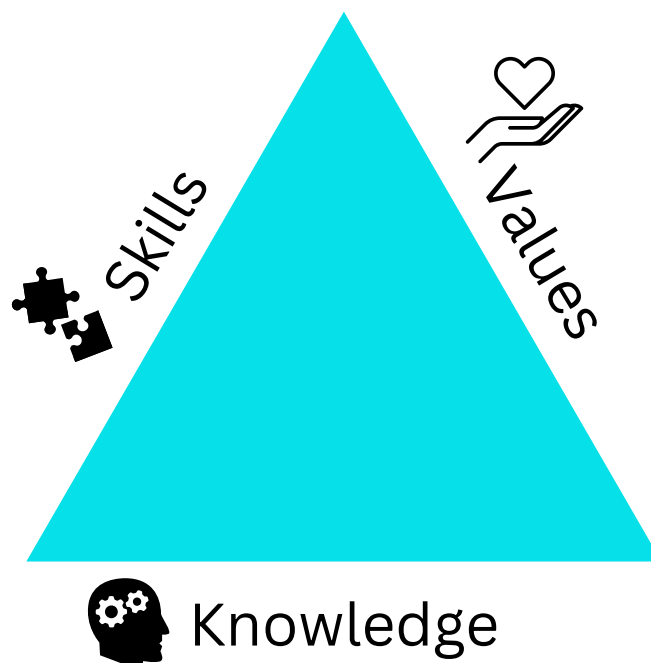
To ensure that sessions are balanced it is important to know the purpose of the activity and create a balanced session that increases or enables reflection on knowledge, skills and values.

The definition of each of these is:

**Knowledge:** gaining new information on a topic

**Skills:** gaining new skills on a topic

**Values:** reflecting on, and potentially altering, your own values in relation to a topic



# Trauma Informed Approach

## Being Trauma-Informed

It is important to be aware of the risks of educative interventions, if not delivered carefully. PSHE resources – when used with children and young people who have been affected by the topic being covered – can re-traumatise children and young people or induce vicarious trauma – this is defined as the feelings of trauma experienced by a third party when witnessing or engaging with the harm or trauma of another (Eaton, 2017).



The National Youth Agency provides a free e-learning course to help professionals gain a greater understanding of trauma and how it affects mental and emotional wellbeing. The module provides tools and reflection space for professionals to enable them to better support young people in this area.

You can access the course [here](#) – you will need to create a Youth Work One account to be able to access the course.

# Tips for Communication

## Communication difficulties

Special provision should be put in place to support conversations with children, young people or adult learners who:

- have communication difficulties
- are too young
- are unable to communicate
- cannot or will not explain

You should refer to the child, young person or adult learner's behaviour plan and the information available from any assessments. This may include visual cues to help facilitate discussion, such as picture exchange communication cards.

Mencap has published further information on communicating with people with learning difficulties.

The National Autistic Society has also published tips to communicate more effectively with an autistic person.





The table below shows the learning opportunities from the relevant PSHE Association core themes which can be linked to Sexuality and Sexual Orientation.

## Primary

### PSHE Association

#### Key Stage 1

|      |  |
|------|--|
| R3.  | About different types of families including those that may be different to their own |
| R11. | About how people may feel if they experience hurtful behaviour or bullying           |
| L6.  | To recognise the ways they are the same as, and different to, other people           |

#### Key Stage 2

|      |   |
|------|---|
| H31. | About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)  |
| R2.  | That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different                               |
| R3.  | About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong   |
| R7.  | To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability |

|      |   |
|------|---|
| R7.  | To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability |
| R21. | About discrimination: what it means and how to challenge it   |
| R33. | To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own  |
| L8.  | About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities   |
| L9.  | About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes  |
| L10. | About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced  |
| L12. | how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results  |

# SEND

## PSHE Association:

### SA2 Kind and Unkind Behaviours

|             |   |
|-------------|---|
| Foundation  | Recognise that behaviour which hurts others' bodies or feelings is wrong.   |
| Development | Identify what teasing means and how people who are teased might feel.   |
| Development | Give reasons why teasing or name-calling is not acceptable.   |
| Enhancement | Explain that all is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way they look, their disability or their family setting). |

## CG2 Changes at Puberty

|             |   |
|-------------|---|
| Foundation  | Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate).   |
| Core        | Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate).                     |
| Development | Describe some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation).   |
| Enrichment  | Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes. |
| Enrichment  | Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private.  |
| Enhancement | Recognise that people experience the physical and emotional changes of puberty over different lengths of time.  |

## CG4 Different types of Relationships

|      |                                     |
|------|-------------------------------------|
| Core | Identify different types of family. |
|------|-------------------------------------|

## WILL1 Respecting Differences Between People

|            |  |
|------------|--|
| Core       | Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010).              |
| Enrichment | Identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate). |

# DfE Statutory Guidance:

By the end of Primary pupils will know:

|      |  |
|------|--|
| F3.  | That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. |
| RR1. | The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.                  |
| RR5. | That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority   |
| RR6. | About different types of (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help  |
| RR7. | What a stereotype is, and how stereotypes can be unfair, negative or destructive.  |
| M8.  | That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing  |
| CAB1 | Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.   |



|      |   |
|------|---|
| H34. | Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing   |
| R3.  | About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation                                    |
| R4.  | The difference between biological sex, gender identity and sexual orientation   |
| R5.  | To recognise that sexual attraction and sexuality are diverse   |
| R12. | That everyone has the choice to delay sex, or to enjoy intimacy without sex   |
| R18. | To manage the strong feelings that relationships can cause (including sexual attraction)  |
| R28. | To gauge readiness for sexual intimacy  |
| R31. | That intimate relationships should be pleasurable   |
| R39. | The impact of stereotyping, prejudice and discrimination on individuals and relationships   |
| R40. | About the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice |
| R41. | The need to promote inclusion and challenge discrimination, and how to do so safely, including online   |

## Key Stage 4

|      |   |
|------|---|
| H26. | The different types of intimacy – including online – and their potential emotional and physical consequences (both positive and negative)                                     |
| R2.  | The role of pleasure in intimate relationships, including orgasms   |
| R5.  | The legal rights, responsibilities and protections provided by the Equality Act 2010  |
| R6.  | About diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them                               |
| R10. | To understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values |
| R21. | The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple  |
| R34. | Strategies to challenge all forms of prejudice and discrimination   |

## Key Stage 5

|      |  |
|------|--|
| R2.  | To recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion                              |
| R3.  | To recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships                                  |
| R7.  | To evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust' |
| R25. | Ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination  |

# SEND

## PSHE Association:

### SA3 – Prejudice and Discrimination

|             |  |
|-------------|--|
| Core        | Recognise that prejudice and discrimination in any form are unacceptable.  |
| Development | Identify some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation).                |
| Enhancement | Recognise that stereotypes based on religion, gender, age, race, disability or sexual orientation, can cause harm (e.g. how they might normalise non-consensual behaviour or encourage prejudice). |

### MF3– Romantic Feelings and Sexual Attraction

|             |   |
|-------------|---|
| Encouraging | Respond with interest to stimuli about people we like or know.  |
| Foundation  | Identify what it means to like someone.   |
| Core        | Describe the difference between 'liking' someone and 'fancying' someone.  |
| Development | Explain how part of growing up might be to experience strong feelings about people we like or fancy.  |
| Enrichment  | Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion.   |
| Enrichment  | Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation. Recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect. Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, |

|             |  |
|-------------|--|
| Enrichment  | Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation.  |
| Enhancement | Recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect.  |
| Enhancement | Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these. |

## WIL1- Diversity, Rights and Responsibility

|             |  |
|-------------|--|
| Development | Recognise what we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity).         |
| Enhancement | Explain how stereotypes (e.g. based on sex, gender, race, religion, age, sexual orientation or disability) can lead to discrimination. |

## DfE Statutory Guidance:

By the end of Secondary pupils will know:

|      |  |
|------|--|
| RR3. | How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).                       |
| RR4. | That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. |
| RR8. | The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.   |
| 17.  | That they have a choice to delay sex or to enjoy intimacy without sex.   |



# NYA Youth Work Curriculum:

|      |   |
|------|---|
| 15.  | Supporting young people in understanding their prejudices and valuing diversity and equity  |
| HR1. | Offering relationship support and guidance to young people, including sex and relationship education, in settings and in a way chosen by young people |



# Useful Resources

Please check all resources are suitable for your settings and children before use

## Sexuality and Sexual Orientation

### Books:

- 2-6 years - [And Tango makes three](#)
- 3-5 years - [Heather has Two Mummies](#)
- 3-7 years - [Donovan's Big Day](#)
- 4-8 years- [The Different Dragon](#)
- 4-6 years - [Stella Brings the Family](#)
- 4-6 years - [All about Diversity](#)
- 7-11 years- [Prince Henry](#)
- 9-12 years- [What does LGBT+ Mean?](#)
- 9-12 years - [Lumberjanes](#)
- 11+ years - [Heartstopper](#)
- 12+ years - [Anger is a Gift](#)
- 14+ years - [Simon vs. the Homo Sapiens Agenda](#)
- 14+ years - [The Boy You Always Wanted](#)
- 15+ years - [The Perks of Being a Wallflower](#)

### Videos:

- Amaze.org - [LGBTQ Family: I have Two Moms](#)
- BBC Teach - [Our Family](#)
- BBC Teach - [A first date at the cinema](#)
- BBC Teach - [Dealing with pressures to have sex](#)
- Diversity Role Models - [Role Model Stories](#)

### Lesson Plans:

Please view our [Central Resource Library](#) for more details. It is important to remember that this should not be a stand-alone topic but woven within your curriculum at the point your organisations feels it is appropriate to teach about LGBTQ+.

### Training:

- [Diversity Role Models](#) - Funded by the DfE for a limited time.
- [Stonewall](#) - please note charges apply
- [Open University](#)

# DEVELOPING SUBJECT KNOWLEDGE



## SEXUALITY AND SEXUAL ORIENTATION

# Definitions

Often the terms sexuality and sexual orientation are used interchangeably, however there are clear distinctions between the two terms.

- Sexuality describes a person's sexual preferences, what they enjoy sexually and how they enjoy it – this could be about activities or partners.
- Sexual orientation is about how a person feels sexually about people of various genders. The term describes who they are likely to pursue a sexual relationship with.

The language used when talking about sexuality is very important, as it can impact on a person's well-being.

We recognise that some professionals will be uncomfortable or worried about getting it wrong when speaking about sexuality. What is important to remember is that language is personal; how you use these words may be different to how other people use them. It is important to be respectful to a person's identity and the labels they may choose to use.

# What is Sex?

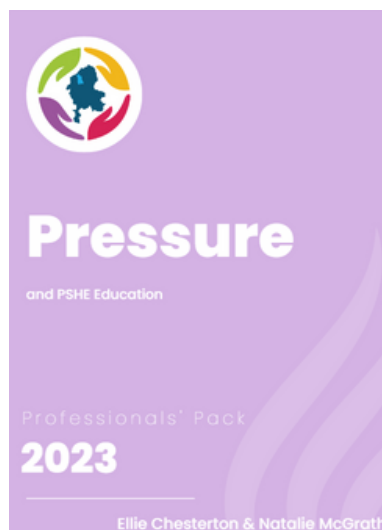
Sex, means different things to different people. When people talk about “having sex”, they are often referring to having sexual intercourse, but not always.

Having sex is not the only way people can be intimate or sexual with each other. There are lots of ways to be intimate, like hugging, kissing or watching something sexual with someone else.

It is always important for partners to talk about what everyone is comfortable, for each individual, before deciding whether to keep going

Nobody has the right to pressure anyone or make them feel like they have to do or continue to do something they do not want to do. The Pan-Staffordshire Pressure & PSHE pack provides information about sex and pressure.

Young people should be reminded that consent applies to anything sexual, not just sexual intercourse. Please see the Pan-Staffordshire Consent & PSHE pack for more information on this topic.



Young people should be taught that the only person who can say if they are ready for sex is themselves.

Childline have put together the following advice that can be shared with young people to help them decide:

- Do you feel comfortable doing something sexual with another person
- Can you talk to your partner about sex or sexual things?
- Will your partner support you if you do not do something?
- Would you want to be sexually active if other people were not pressuring you?
- Do you have contraception and know about safer sex?
- Do you feel confident about what to do if you change your mind?

If a young person says no or not sure to any of the above questions, they might not be ready.

There are lots of reasons a person might feel pressured to do something. They may feel left out, not seem as mature, or worried about how their partner might react.

It is important that if someone is feeling like this that they talk to a Trusted Adult or Childline.

# Talking about Sex

When talking about sex it is important to reflect on if the messages being shared are “risk-based” or “positive”.

Here is an example of the differences using Road Safety as the PSHE topic.

*Two children live beside each other on a busy road. On the other side of the road is a playground and each child asks their parents whether they can go to the playground.*

*The parents of the first child tell him that the road is dangerous. There is too much traffic on the road and he might be injured if he tries to cross it alone.*

*The parents of the second child tell her that yes, the road is dangerous, but she will have to learn to cross busy roads like everyone else. So they show her how to look left and right and wait until there is no traffic so that she can cross the road safely.*

A **risk-based approach** focuses mainly on the risks or negative consequences of certain behaviours. With sexuality, this means focusing on the negative consequences of sex e.g. an unintended pregnancy or STI and ignores the reasons why people may have sex and the possible positive outcomes. A risk based approach only warns people against ‘bad’ things, without giving proper information.

A **positive approach** focuses on sexuality as a potential source of well-being and pleasure in people’s lives. It aims to support people to be able to choose safely, to enjoy their sexuality safely no matter what their sexual orientation or gender identity is. A positive approach also teaches people skills and knowledge on how to prevent problems, and how to cope with them if they appear.

PSHE should empower young people to help them manage their developing sexuality so they understand their feelings and can keep themselves self.

Both approaches have the intention of keeping young people safe, but do so in very different ways.

It is essential that, as educators, the conversations around sex is more than just focusing on avoiding pregnancy and STIs. Without acknowledging that sex can and should be a pleasurable act, we ignore:

- a deeper understanding around communication and consent. When an individual themselves knows what they like and do not like they can be empowered enough to communicate this.
- Those who are in a same-sex relationship who could feel excluded from PSHE, which prioritises sex as a means for having babies.
- Conversations around gender and power and links to coercive relationships. If someone has now been taught how to recognise a positive, pleasurable sexual relationship it can be difficult for them to recognise abusive behaviours.
- Linking pleasure to condoms and contraception: understanding that there are ways to share pleasure that have lower risk than vaginal or anal intercourse and that condom use can be sexy! Feeling protected during sex may improve people's enjoyment and ability to relax.
- Real-world messages that young people get about sex which may contradict what they are being told by parents/carers or in school. This may lead them to find out from other less reliable sources e.g. pornography.

## Young People with SEND

Around 15% of the world's population lives with a type of disability. this could be a physical disability or one with affects a person's mental health or learning ability. Often people with disabilities find that their sexuality is ignored, neglected or stigmatised by society.

It is important that young people with SEND have access to effective PSHE education too.

The NSPCC reports that a significant proportion of children who display HSB also have a learning disability (see the Pan-Staffordshire PSHE Education Service's Sexualised Behaviours & PSHE for more information of this topic). This demonstrates that young people with SEND are developing sexually



# Sexuality and the Media

Sexuality in the media is a multifaceted and influential aspect of modern culture. It plays a significant role in shaping societal perceptions, attitudes and norms relating to sexuality. Here are some key considerations when discussing sexuality in the media.

1

## **Portrayal of Relationships:**

The media often portrays romantic and sexual relationships, influencing societal expectations and perceptions of what is considered 'normal' or 'desirable'. It is important to analyse how these portrayals align with diversity and what makes a healthy relationship.

2

## **Gender Roles and Stereotypes:**

The media can perpetuate gender stereotypes, influencing how individuals perceive their own roles and behaviours in relationships. Enabling young people to critically examine these portrayals is crucial for promoting gender equality and challenging harmful stereotypes.

3

## **Representation of LGBTQ+ Identities:**

The media's representation of LGBTQ+ individuals and relationships has evolved, but challenges remain. Positive and diverse portrayals help foster understanding and acceptance, while negative or stereotypical representations can contribute to stigma and discrimination.

4

## **Sexual Objectification:**

The media can sometimes objectify individuals based on their appearance. This can contribute to unrealistic beauty standards and impact of self-esteem. Discussing these portrayals can help young people to develop a critical perspective on media messages.

5

## **Impact of Pornography:**

The accessibility of pornography, especially on young people can impact their perceptions around sex, relationships and body image. It is essential to educate young people about the differences between fantasy and reality and promote a healthy understanding of pornography.

6

**Advertising and Sexuality:**

Advertisements often use sexuality to sell products. Analysing the ways in which sexuality is used in advertising helps young people to become more media literate and understand the power dynamics in play.

7

**Social Media and Relationships:**

Social media platforms play a significant role in shaping how young people present themselves and navigate relationships. Discussing the impact of social media on self-esteem, body image, and relationships is important for media-savvy individuals.

It is crucial that PSHE education enables young people to develop media literacy skills, that encourages them to analyse and question media representation of sexuality.



# Masturbation

Masturbation can help individuals to get to know their body and what they enjoy sexually, regardless of their gender or sexual orientation.

Masturbation means a person stimulates themselves for sexual pleasure.

In 2021 a TENGA study on masturbation in the UK found that 89% of UK adults said that they masturbate.

It is important that masturbation takes place in a private place. It is an intimate and personal activity and although there is nothing to be ashamed of it can be embarrassing if someone is interrupted whilst they are masturbating.

It is not appropriate to masturbate in public, where other people haven't consented to witnessing sexual touch. It is also important not to share any details or video/images of under 18s masturbating online.

Some people may masturbate a lot and some people may hardly do it at all. Everyone is different. It is common to have urges or to want to masturbate often - particularly when going through puberty.

If someone is masturbating so much or so often that it starts interfering with other aspects of their life, they might want to speak to a Trusted Adult.

It is not the role of the educators to teach about how to masturbate, there is no correct way, but to dispel myths about masturbation and the effect it can have.

1

**Masturbation will cause permanent changes to the body**

When someone masturbates, and especially if they orgasm, they might notice changes in their body such as increased heart rate, breathing and sweating, these will return to usual levels shortly after masturbation has stopped.

2

**Only people with penises masturbate**

The majority of people masturbate, regardless of age or gender. There is a slight difference in the number of men who masturbate and women who masturbate, but this is probably due to misconceptions in society that masturbation is not for women or people with vulvas.

Masturbation is something that anyone can enjoy, regardless of their gender identity or what genitals they have.

3

**People in relationships shouldn't need to masturbate**

Masturbation and sex are very different experiences, and many people still enjoy masturbating while they are in a relationship. They may find it easy to reach orgasm by masturbating, they might use masturbation as a way to relieve stress or relax, and they may enjoy both masturbation and partnered sex for the different sensation, feelings and emotions they offer.

**Masturbation is cheating**

"cheating" is when a person is emotionally or physically unfaithful to their partner, usually by engaging in sexual activity with another person without the consent of their partner.

4

Masturbation is something a person does to themselves, for themselves, and is not a betrayal of trust or the boundaries of a relationship. If a partner is making a person feel guilty or like they have broken their trust for masturbating they could be in a controlling or abusive relationship.

**Masturbation can be bad for their health**

There is no risk to health through masturbation. It is one of the safest forms of sexual activity because there is no risk of pregnancy or STI - assuming sex toys are not being shared.

5

People can masturbate whilst on their period. Some people find that orgasms can be a great way of relieving cramps, and of relaxing.

# Sexuality and Puberty



The Pan-Staffordshire PSHE Education Service's Puberty & PSHE pack has more information about Puberty.

Puberty is the stage in people's lives when they develop from a child into an adult because of changes in their body that makes them able to have children.

(Cambridge Dictionary)

During puberty a young person might start having sexual thoughts, feelings, exploring their own body and thinking about other peoples.

Sexual feelings and sexual behaviour is a natural, healthy part of growing up providing it is:

- Displayed between people of a similar age or developmental ability
- Reflective of a natural curiosity and experimentation
- Explored in a safe, private space
- Consensual for everyone involved
- Not excessive

Thinking about sex during puberty is normal and expected. This does not mean that young people want to or will have sex, the average age of a first sexual experience is 16 rather they are curious about it. and the following behaviours could take place:

**Wet Dreams** – These happen when ejaculations takes place during sleep, often caused by a dream. They are a normal part of puberty and begin approximately around the age of 12. They can also be experienced by people with a vulva who may orgasm in their sleep.

**Sexting/Sharing Nudes** – Some young people will share explicit messages or photographs. This is illegal under the age of 18, however the law is there to protect children and young people rather than criminalise them.

**Masturbation** – Stimulating yourself for sexual pleasure. This is a healthy way for someone to explore their body, their likes and dislikes. It is important that masturbation takes place in a safe, private space. Some people will masturbate more than others and some will not masturbate at all.

**Spontaneous Arousal/Orgasm**– During puberty the body will react to both sexual and non-sexual stimuli like clothes rubbing against the genital area, something a person has read or seen, vibrations on a vehicle.

**Watching Pornography** – To watch or buy pornography you must be over 18 but with easier access it is not uncommon for young people to access it earlier (53% of 11-16 years old had seen explicit material online) . It is not necessarily a problematic or harmful sexual behaviour on its own but could be for example depending on the content, the amount being viewed and where it is being watched. This Children's Commissioner [report](#) highlights the impact of online pornography.

To enable young people to navigate through these physical and emotional changes it is important that they have access to a well-planned, spiral RSHE/PSHE curriculum that explores consent, boundaries and healthy relationships.

# Attraction

A person might think about another a lot and imagine being together or having a relationship with them.

Some young people may develop crushes. This is a normal part of puberty and growing up.

They may have a crush on someone younger, older or a similar age and could be someone they know or they don't know. It is not always a sexual attraction and they might have a crush on someone of the same sex but identify as heterosexual for example.

Often a crush is someone the person admires and looks up to. They might like their personality, their abilities, how they behave or how they look. The crush might never know about these feelings and trying to understand whether they have the same feelings can sometimes feel confusing or frustrating. In some situations a crush can't develop into a relationship, especially if the crush is a celebrity or someone like your teacher.

It's natural to have these feelings and being attracted to someone can feel nice but it can also hurt sometimes, like when the other person doesn't feel the same way or having a relationship with them isn't the right thing to do. If a person finds that thinking about their crush makes it difficult to focus on other things or stops them from doing everyday tasks, it's best to talk to a trusted adult and get some support.

# Sexual Orientation

Sexual orientation is about how a person feels sexually about people of various genders.

A glossary of wider terms can be found on page 47 but the main terms children and young people might use are:

- **Lesbian or Gay** - Generally considered to be a woman who is largely or exclusively romantically and/or sexually attracted to other women.
- **Homosexual or Gay** - Someone who is largely or exclusively romantically and/or sexually attracted to people of the same gender. This term can be used to describe anyone regardless of their gender identity but is more commonly used to describe men
- **Heterosexual or Straight** - Someone who is largely or exclusively romantically and/or sexually attracted to people of a different gender, typically a man who is only attracted to women or a woman who is only attracted to men
- **Bisexual** - Someone who is romantically or sexually attracted to people of more than one gender. Sometimes this word is used more specifically to describe people who are attracted to people of their own gender and people of other genders.
- **Asexual** - Someone who experiences limited or no sexual attraction, interest or desire
- **Questioning** - A term used to describe people who are in the process of exploring their sexual orientation



# Vulnerabilities

People's perceptions of, or ideas about LGBTQ+ young people's identity can make them more vulnerable to negative experiences or interactions. These might include:

- Experiencing homophobia, biphobia and transphobia
- Feeling the pressures of sexual and gender norms
- Having to manage their sexual and gender identity across different areas of life e.g. coming out at school but not at home
- Feeling isolated or 'different' from their family and friends
- Feeling like they can't express their identity because they are worried about how other people may respond
- Having complicated or negative feelings about their sexual orientation or gender identity
- Experiencing gender dysphoria

Having a LGBTQ+ inclusive curriculum can help to create a safe space that enables children and young people to build their resilience to these vulnerabilities.

# LGBTQ+ Inclusive Curriculum

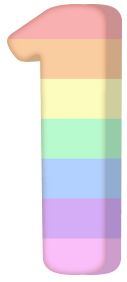
Being LGBTQ+ inclusive is proactive. It means acknowledging and actively challenging our society as heteronormative and cisnormative (everyone is assumed as heterosexual and cisgender). It requires taking the time to reflect on what is being put out into our environment, through the mind-set, actions and the words used. It's a conscious decision to make LGBTQ+ people feel seen, included and safe.

Both school and youth organisations play a huge role in shaping how children and young people feel about themselves, how they perceive and treat others and how they interact with the wider society throughout their life.

An LGBTQ+ inclusive PSHE curriculum can help support children and young people to understand, accept and celebrate diversity, both within school, their local communities and the wider world. It enables LGBTQ+ young people and families to see they are accepted.



Brook have created some practical top tips on how PSHE can be inclusive and not pivot around heterosexual and cisgender relationships.



### **All-round approach**

Having specific lesson dedicated to sexuality and gender is important, but LGBTQ+ inclusivity needs to be woven into all areas of PSHE e.g. referring to different types of relationships/using a variety of pronouns when discussing healthy and unhealthy relationships and consent.



### **Don't over complicate it**

Being LGBTQ+ inclusive isn't about memorising every single definition and identity (language evolves!), but it is about celebrating difference and moving beyond a default position of heterosexual/cisgender.



### **Representation**

It's really important to use a wide range of sexualities, gender identities, pronouns and relationships when using examples or scenarios. Children and young people should be able to see themselves in the examples used, as well as seeing difference. PSHE is more engaging, motivating and empowering for children and young people if it's relevant to their identity and experience.



### **Neutralise Language**

Using 'partner' instead of 'boyfriend' and 'girlfriend' is an easy way to include all types of relationships. Using 'they' instead of 'she' and 'he' can similarly include everyone. This may feel difficult initially, but it will get easier with practise, just as anything does. The words we use can make a huge difference to someone's comfort levels and feelings of inclusion.

## Training



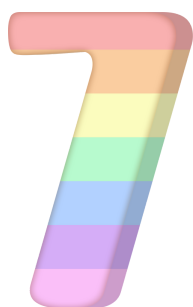
Nobody expects children and young people to 'just know' the content of the curriculum, we also shouldn't expect professionals to 'just know' about gender/sexuality. This pack can be a great starter for professionals to build their confidence when talking about sexuality and sexual orientation.

## Signposting



Education staff are not the experts in this topic. It is important that they feel confident to signpost to people that are. Check out page 58 in this pack or the young people's section of the PSHE Education Service's [website](#) for information about signposting to local and national services.

## Parents/Carers



The most common concern education staff share with us when talking about how to teach about sexual orientation is about the reaction of parents/carers. There are laws to back up the teaching of this topic. The Equality Act (2010) and the Statutory Guidance for RSE both provide schools with a legal responsibility to deliver LGBTQ+ inclusive RSE and to tackle homophobia, biphobia and transphobia.

## Involving Young People



If it's appropriate, involve the young people in making lessons and the overall school more LGBTQ+ inclusive. It's both motivating and empowering for them to be involved in their own education, as well as allowing them space to share what they feel they need and the knowledge they're lacking.

# Homophobic, Biophobic & Transphobic Bullying 37

A 2019 report showed that being bullied for being LGBT is more common than bullying relating to racism, sexism or religion. To be able to challenge homophobic, biphobic and transphobic (HBT) bullying it is important that all members of the school, college or community setting understand what it is and what it can look like.

- Homophobia

Is the fear or dislike of someone, based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bisexual people. This can also include denying somebody's lesbian, gay or bisexual identity or refusing to accept it. It can be targeted at people who are, or are perceived to be lesbian, gay or bisexual.

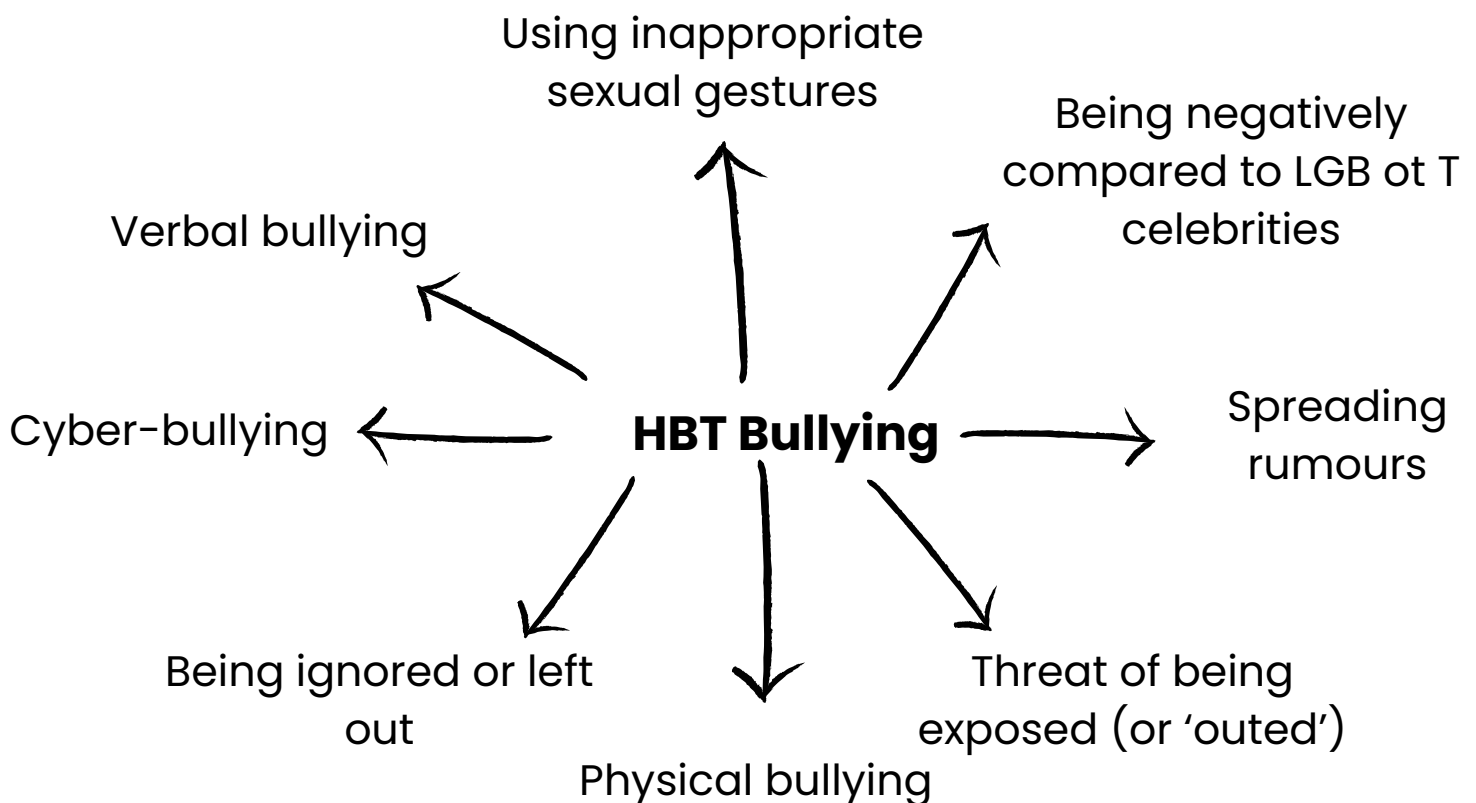
- Biphobia

Is the fear or dislike of someone, based on prejudice or negative attitudes, beliefs or views about bisexual people. This can also include denying somebody's bisexual identity or refusing to accept it. It can be targeted at people who are, or are perceived to be bisexual.

- Transphobia

Is the fear or dislike of someone based on the fact they are transgender, including denying their gender identity or refusing to accept it. Transphobia may be targeted at people who are, or who are perceived to be, trans. It is important to recognise that Transgender is an umbrella term used to describe people whose gender identity does not match the sex they were assigned at birth and so includes non-binary people.

Homophobic, biphobic or transphobic (HBT) bullying can be defined as behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity, whether actual or perceived, or because of their association with people who are, or perceived to be, gay, bisexual or transgender (e.g. children of same-sex couples).



HBT bullying can affect children and young people who:

- Identify as LGBTQ+
- Have family or friends who are LGBTQ+
- Work hard in class
- Don't conform to gender stereotypes e.g. boys who like dance, girls who like sports
- Are perceived to be different

It can also affect on education staff too.

The Equality Act (2010) is a single, consolidated piece of anti-discrimination law, covering all types of discrimination that are unlawful and extends the protection from discrimination in certain areas. The Act covers discrimination based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories are known in the Act as 'protected characteristics'.

Schools have legal obligations under the Equality Act 2010 not to discriminate against, harass or victimise pupils in relation to the characteristics protected by the Act, which include disability, race and sex.

The Act does not cover pupil-to-pupil bullying, but a school is required to ensure that it does not discriminate in the way in which it deals with bullying in school. Bullying because of a protected characteristic should be dealt with very seriously and there should be no differentiation between the seriousness with which a school deals with bullying for reasons arising from a protected characteristic and the bullying for reasons not connected with a protected characteristic.

Schools have a duty under Keeping Children Safe in Education to ensure all children and young people in their setting are safe.

OFSTED will always take into account how well learners are helped and protected so that they are kept safe. Within the behaviours and attitudes, Inspectors will be look to see if leaders, teachers, other staff and learners create an environment where bullying, learner-on-learner abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

The Independent Schools Inspectorate Framework highlights how they will be looking at how the school encourages mutual trust and respect for other people, particularly those with protected characteristics and that Leadership must ensure that an effective anti-bullying strategy is in place which actively prevents and minimises bullying at the school. They should ensure that any instances of bullying are dealt with effectively, and staff help children to overcome the impact of bullying. All staff must be trained to recognise and deal with bullying.

There are four main challenges education settings have stated in tackling HBT bullying in schools outside of PSHE education. 40

These are:

- Parents/Carers
- Religious Beliefs
- Lack of time
- Lack of confidence

## Dealing with Parental Concerns:

In some cases, parents/carers might not feel comfortable with their children being taught about LGBT issues and education settings can therefore be reluctant to broach these topics. Some parents might hold homophobic, biphobic and transphobic views themselves and their children may feel that this justifies discrimination against LGBT people. Stonewall's reports that almost all teachers – 96% in secondary schools and 91% in primary schools – who have addressed lesbian, gay or bisexual issues or different families received no complaints from parents for doing so

### Tips for Responding:

In most cases, **a measured and calm conversation** highlighting the reasons why this work is important and the benefits to the school community will **alleviate parental concerns**, particularly when the approach is explained. This work is about tackling discrimination and is therefore part of the school's duty of care.

Reminding parents/carers that all schools have a duty under the Equality Act to ensure that all pupils are included in school life and protect them from any form of discrimination. As such all children and young people need to be educated on these issues to ensure that they do not display any behaviours that may cause this. This is also part of the inspection framework that a school is judged from.

It is important that your settings RSHE/PSHE policy clearly highlights where the right to withdraw their child from lessons applies – LGBTQ+ teaching would not come under Sex education and so the right to withdraw does not apply.



## Dealing with Religious Beliefs:

Some people may feel that discriminating against someone who is LGBTQ+ is justified because their religion does not approve. It is sometimes perceived to be challenging to challenge this position without challenging the religion of which they are members.

However, many people with religious beliefs may think it is against their religion to discriminate.

### Tips for Responding:

- No religion teaches hate or promotes discrimination
- Everyone has a right to their religious belief, but we cannot use these to discriminate against others
- There are a wider range of beliefs within any religion and there are many people of faith who are completely accepting of people who are LGBTQ+
- There are a number of people who are LGBTQ+ who are Priests, Imams and Rabbis in the UK
- Religious leaders, in the UK have all come out strongly against HBT bullying.

The church has not been good at dealing with it. We have implicitly and even explicitly supported [homophobia] and that demands repentance.

**Justin Welby, Archbishop of Canterbury**

Our children need to know that at school, at home and in the community, they will be loved and protected regardless of their sexuality or gender identity

**Ephraim Mirvis  
UK's Chief Rabbi,**

Being homosexual isn't a crime.

We are all children of God, and God loves us as we are and for the strength that each of us fights for our dignity

**Pope Francis**

It goes without saying that we likewise affirm the rights of those who disagree with our opinions to do so without fear of insult, bullying or any type of oppression whatsoever.

**Joint statement of Muslim  
Scholars & Imams**

## Lack of Time:

We recognise that it can be difficult to find the time in the day to challenge HBT language every time it is heard, especially when according to Stonewall Half of LGBT pupils hear homophobic slurs 'frequently' or 'often' at school.

### Tips to Overcome:

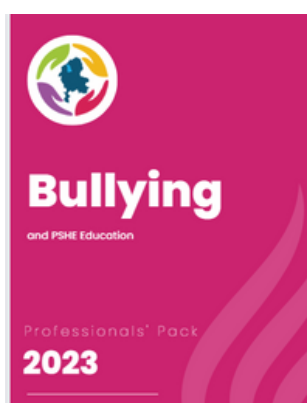
- Create referral slips for discriminatory language that you can use to record it in the corridors
- If pushed for time in a lesson, it may not be appropriate to engage in a lengthy discussion there and then. However, **ensure that it is always addressed** and then followed up after the lesson.

## Lack of Confidence:

Talking about sexual orientation and gender identity can be uncomfortable for some staff members, particularly if they have had little training. They may be unsure about the most appropriate way to challenge.

### Tips to Overcome:

- Diffuse the situation and make sure that everyone is aware that it will be followed-up
- Seek advice from your line manager
- Speak to the people involved individually, once you have received some guidance
- Follow your organisation's bullying policy/procedure
- Try to address the issue more widely as a group, this could be in a tutorial or PSHE session, using appropriate resources (check out the Resource Library on our website)



Our Bullying & PSHE Professional's guide has more information to support delivering sessions on bullying.

# HBT Language

HBT language is language that is used either with the intention, or has the effect, of discriminating against someone based on a person's actual or perceived LGBT identity, or because they have LGBT family members or friends. This can include denying someone's LGBT identity.

HBT bullying – like other forms of bullying – can take lots of different forms, including verbal. Somebody might use homophobic, biphobic or transphobic language in order to bully someone else, whether the victim is LGBTQ+ or not.

It is important to remember that bullying behaviours are **intentional** and **repeated**. A child or young person may only use HBT language only once, they may say something without understanding it's impact.



“That’s so gay”

This [short video campaign](#) show how using homophobic language can impact on LGBTQ+ young people and how people can stand up and speak out against homophobia.

Someone might use the word 'gay', as shown above, to refer to something that is not very good/out of habit, without having considered how it might feel for somebody who is lesbian, gay or bi to hear the word 'gay' used in a derogatory way. They may use HBT language as a joke between friends or as 'banter', without necessarily causing emotional harm to one another. In all of these instances, the use of HBT language is inappropriate and should be challenged – but these uses of **language may not constitute HBT bullying behaviours**.

**Where the use of HBT language does not constitute bullying, you may deal with these incidents in a different way to how you would deal with incidents of HBT bullying.**

How you deal with incidents of HBT bullying and incidents of HBT language will depend on your setting's policies and procedures – but as an example, you may deal with an incident of HBT language through a reflective conversation with the child or young person involved, rather than by following the behaviour sanctions and reporting procedures you might use in response to an incident of bullying.

## Tips to Overcome:

- Be consistent - use a stock line every time "The use of that phrase is not acceptable, we will talk about it later" Follow-up with a discussion about what the phrase could mean and how using it could harm someone.
- Explain why these terms are often offensive - compare with the use of racist terms.
- Get out the thesauruses and get children and young people to develop other phrases that do not utilise discriminatory language
- Use positive strategies to tackle - reward systems, murals celebrating diversity
- Empower children and young people to challenge their peers
- If all else fails - sanction

Activity Idea: What words come to mind when you see this rubbish bin?



What word is hiding underneath this rubbish bin?

“

That's so



”

“

That's so gay

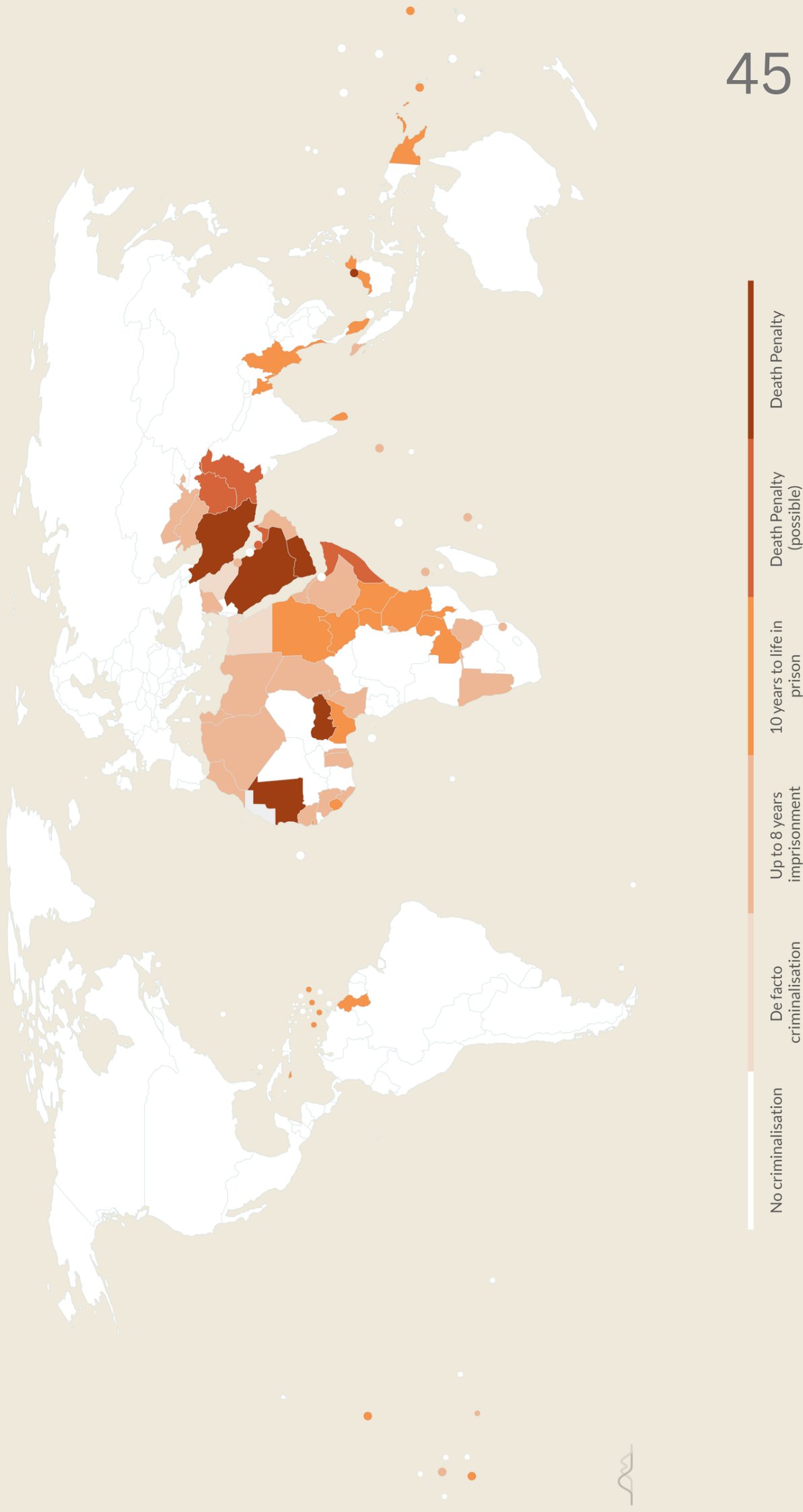
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How does this impact children and young people who identify as LGBTQ+ or have friends or family that do?

# Criminalisation of consensual same-sex sexual acts

March 2023



# Supporting Young People

Coming out is when a child or young person tells other people about their sexual orientation. Young people may feel comfortable doing this in different ways and at different ages. LGBTQ+ young people who choose to come out will often have to come out several times to different people, which can be stressful for them.

Coming out was the top concern for LGBTQ+ young people contacting Childline about sexual and gender identity in 2020/21. Many young people are worried about how their family will react, while those who had come out to their family felt they weren't taken seriously or didn't feel they could be themselves.

Others feel their family didn't understand the impact on their mental health, are worried about not being accepted or about religious barriers and being bullied.

Some young people might not feel ready to come out until adulthood and that's ok. What's important is that they do it in their own time and they feel supported when they do.

Brook, Stonewall and The LGBT Consortium have compiled this [useful glossary](#) to explain definitions of terminology relating to both sexuality and sexual orientation.

|                    |   |
|--------------------|---|
| <b>Allosexual</b>  | Someone who experiences sexual attraction, desire or sexual interest directed at other people. The opposite of asexual.   |
| <b>Ally</b>        | Someone who supports the LGBT+ community and challenges discrimination against LGBT+ people. This can be a person who is not part of the LGBT+ communities, and it can also be one part of the LGBT+ community who is supporting another. To be an ally should be considered a verb, an action or set of actions, rather than an identity that someone can chose to claim without ongoing activity. |
| <b>Aromantic</b>   | Someone who experiences limited or no romantic attraction to others, or has little or no interest in forming or pursuing romantic relationships   |
| <b>Asexual/ace</b> | Someone who experiences limited or no sexual attraction, interest or desire   |
| <b>Bi erasure</b>  | The ignoring or questioning of the validity of bisexuality, as well as the use of terminology that excludes bisexuality, such as "gay marriage", "gay/straight" relationship. This can come from both within and outside of LGBT+ communities   |

|                           |   |
|---------------------------|---|
| <p><b>Biphobia</b></p>    | <p>Prejudice and discrimination towards, and/or fear and dislike of someone who is bisexual, based on their sexual orientation. This prejudice is a very unpleasant form of bullying, and it is illegal in the UK</p>   |
| <p><b>Bisexual/Bi</b></p> | <p>Someone who is romantically or sexually attracted to people of more than one gender. Sometimes this word is used more specifically to describe people who are attracted to people of their own gender and people of other genders. Bisexual people don't necessarily experience attraction to different genders in the same way, at the same time, or to the same degree. Bisexual people may also describe themselves using one or more of a wide range of terms, such as bi, pan, bi-curious and queer. Not all those who use those terms will necessarily identify with the word bisexual</p> |
| <p><b>Chem Sex</b></p>    | <p>Recreational drug use mainly by gay, bisexual and other men who have sex with men. Drugs are used to enhance sexual pleasure in order to facilitate longer sessions of sexual activity, usually with multiple partners</p>   |
| <p><b>Closeted</b></p>    | <p>A term used to describe someone who identifies as LGBT+ in some way, but has not openly told anyone about this aspect of their identity and has yet to come "out of the closet"</p>  |



|                                   |  |
|-----------------------------------|--|
| <p><b>Coming Out</b></p>          | <p>When someone tells someone else about their LGBT+ identity. Often incorrectly thought of as an one-off event, however many LGBT+ people may want or need to come out to each new person that they meet, or may realise different aspects of their LGBT+ identity over time which they may choose to tell people about</p> |
| <p><b>Conversion Therapy</b></p>  | <p>Activities and therapies that are performed on LGBT+ people in an attempt to change their sexual orientation or gender identity to that which conforms to a cis- and heteronormative view of society</p>  |
| <p><b>Demisexual</b></p>          | <p>Someone who experiences limited or no feelings of sexual attraction to anyone they have not already formed a deep romantic connection with</p>  |
| <p><b>Dyke</b></p>                | <p>A derogatory slang term used for lesbian women. People may choose to reclaim this and use the term to describe themselves</p>   |
| <p><b>Equality Act (2010)</b></p> | <p>In the UK, this refer to the 2010 Equality Act, which provide people with protection from discrimination and ill-treatment based on sexual orientation and nine other protected characteristics</p>   |

|                                |  |
|--------------------------------|--|
| <b>Gay</b>                     | Someone who is largely or exclusively romantically and/or sexually attracted to people of the same gender. This term can be used to describe anyone regardless of their gender identity but is more commonly used to describe men  |
| <b>Heterosexual (Straight)</b> | Someone who is largely or exclusively romantically and/or sexually attracted to people of a different gender, typically a man who is only attracted to women or a woman who is only attracted to men   |
| <b>Heterosexism</b>            | The belief that non-heterosexual people are inferior to heterosexual people based on the assumption that heterosexuality is “normal” and preferable, and being lesbian, gay, bisexual or queer is “abnormal”. Heterosexism is also a form of indirect discrimination based on not taking into account the existence of non-heterosexual people as equal to heterosexual people |
| <b>Heteronormativity</b>       | The assumption that all people are heterosexual, and the lack of consideration that other sexualities exist and how statements or actions might exclude them   |
| <b>Homonormativity</b>         | The privileging of a particular idea of what it means to be LGBT+ based on conflating wider LGBT+ experiences with a dominant gay, male, cisgendered (and usually white) experience  |

|  |   |
|--|---|
| <p><b>Homophobia</b></p>               | <p>Prejudice and discrimination towards someone who is attracted to people of the same gender as themselves, based on their sexual orientation. This prejudice is a very unpleasant form of bullying, and it is illegal in the UK</p>   |
| <p><b>Internal Homophobia</b></p>      | <p>The experience of internalising and involuntary believing the negative messages about lesbian, gay and bisexual people which are delivered and reinforced by a heteronormative and homophobic culture. This often has a negative effect on feelings on self-worth</p>  |
| <p><b><u>Intersectionality</u></b></p> | <p>A word used to refer to the approach about intersectional or overlapping areas of power, discrimination and identity</p>   |
| <p><b>Lesbian</b></p>                  | <p>Generally considered to be a woman who is largely or exclusively romantically and/or sexually attracted to other women. However the term is also an identity which people who are not women may identify with, such as non-binary people</p>   |
| <p><b>Lesbophobia</b></p>              | <p>Prejudice and discrimination towards someone who is a lesbian, based on their sexual orientation. Lesbophobia is about the specific intersection of homophobia and misogyny experienced by lesbians. This can come from within or outside LGBT+ communities. This prejudice is a very unpleasant form of bullying, and it is illegal in the UK</p> |

|                            |   |
|----------------------------|---|
| <p><b>Lesbophobia</b></p>  | <p>Prejudice and discrimination towards someone who is a lesbian, based on their sexual orientation. Lesbophobia is about the specific intersection of homophobia and misogyny experienced by lesbians. This can come from within or outside LGBT+ communities. This prejudice is a very unpleasant form of bullying, and it is illegal in the UK</p> |
| <p><b>LGBT+</b></p>        | <p>The acronym for lesbian, gay, bisexual, transgender and queer. The "+" is used to be more inclusive of other identities beyond the acronym. Sometime it may be written as LGBTQ+, in which case the "Q" usually stands for "queer" but can also stand for "questioning"</p>  |
| <p><b>Monogamy</b></p>     | <p>A relationship dynamic where both partners are expected to be romantically and sexually exclusive to each other</p>  |
| <p><b>MSM/MLM</b></p>      | <p>An acronym for "men who have sex with men"/ "men loving men". The term is used within sexual health and other services to make these services more inclusive to men who have sex with men but may not identify as LGBT+</p>  |
| <p><b>Non-monogamy</b></p> | <p>A relationship dynamic where one, or both partners are consensually not romantically and/or sexually exclusive</p>   |

|   |  |
|---|--|
| <p><b>Outing</b></p>                    | <p>Telling someone about someone else's sexual orientation or gender identity without their consent</p>  |
| <p><b>Pansexual/Pan</b></p>             | <p>Describes someone who is romantically and/or sexually attracted to others regardless of their gender identity</p>   |
| <p><b>Polyamorous/Poly</b></p>          | <p>Describes someone who has or is open to having more than one sexual and/or romantic relationship at a time with the full awareness and consent of everyone involved</p>   |
| <p><b>Pride</b></p>                     | <p>Having a positive view of being part of the LGBT+ community. It is also a worldwide event which celebrates LGBTQ+ cultures, protests against current discriminations, and is a reminder of past discrimination against the community</p>  |
| <p><b>Protected Characteristics</b></p> | <p>Under the Equality Act (2010) it is against the law to discriminate against someone because they have a protected characteristic. These are outlined under the act, and comprise; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation</p> |

|                                    |  |
|------------------------------------|--|
| <p><b>Queer</b></p>                | <p>Is an umbrella term used by some to describe members of the LGBT+ community . It can be used to describe an identity in its own right that rejects specific labels of romantic/sexual orientation and/or gender identity. The term has been reclaimed by members of the community from its historical slur, but some members of the community may not wish to use it due to this history. When Q is used at the end of LGBTQ+ it typically refers to the word "Queer", although it can stand for "Questioning" but this is much less common</p> |
| <p><b>Questioning</b></p>          | <p>A term used to describe people who are in the process of exploring their sexual orientation</p>   |
| <p><b>QPOC/QTIPOC</b></p>          | <p>Acronym that stands for "Queer People of Colour" or "Queer, Transgender and Intersex People of Colour". Queer people of colour experience intersecting oppression on the basis of race, gender, sexual orientation and other factors</p>  |
| <p><b>Romantic Attraction</b></p>  | <p>An emotional connection to someone that is separate from a sexual attraction</p>  |
| <p><b>Romantic Orientation</b></p> | <p>How a person feels romantically about people of various genders. The terms describes who a person is likely to pursue a romantic relationship with</p>  |

|                                   |  |
|-----------------------------------|--|
| <p><b>Same Sex Attraction</b></p> | <p>A term used to describe the feeling of attraction people may have to people of the same gender, usually in a medicalised context. Is most commonly used by religious groups and advocates of conversion therapy</p>   |
| <p><b>Sexual Attraction</b></p>   | <p>Desiring sexual contact with a specific other person or group of people</p>   |
| <p><b>Sexual Orientation</b></p>  | <p>How a person feels sexually about people of various genders. The term describes who they are likely to pursue a sexual relationship with. Sexual activity is not necessarily representative of sexual orientation; people who have sexual relations with someone of the same gender may not identify as LGBT+. This is why terms like MSM or WSW are used in some contexts</p>                                      |
| <p><b>Sexuality</b></p>           | <p>This is a holistic term for someone's sexual behaviours, attractions, likes, dislikes, kinks and preferences. Sexual orientation makes up a part of someone's sexuality and sexuality is sometimes used interchangeably with sexual orientation. However, it covers more than just who a person is attracted to. Sexuality is what you enjoy and how you enjoy it, whether this is about partners or activities</p> |
| <p><b>WSW/WLW</b></p>             | <p>An acronym for "women who have sex with women"/ "women loving women". The term is used within sexual health and other services to make these services more inclusive to women who have sex with women but may not identify as LGBT+</p>   |

# National Statistics

School culture is important for helping children establish what is and isn't acceptable regarding relationships, sex and sexuality

NSPCC (2022)

**54% of young people state they do not learn enough about LGBTQ+ relevant information.**

**Sex Education Forum (2023) t**

Most RSE assumes children are heterosexual and does not consider LGBTQ+ experiences.

Many LGBTQ+ students "strongly agree" that RSE in school is not useful for them.

NSPCC (2022), DfE (201)

**Young LGBT+ people are three times more likely to self-harm and twice as likely to contemplate suicide as their non-LGBT+ peers, according to a survey.**

**Just Like Us (2021)**

**The average age for first heterosexual intercourse is 16**

**NATSAL (2012)**

**3% of 14 year olds (in 2014/15) had experienced "heavy intimate activity" including oral sex and/or sexual intercourse**

**UK Millennium Cohort (2014-2015)**

The Health Behaviour in School Aged Children national surveys also ask questions about sexual behaviour. In the most recent 2018 surveys in England and Scotland, 20% of 15 year olds said they had experienced sexual intercourse (Brooks et al, 2020; Inchley et al 2020).

The English report noted that the number of young people who said that they have had sexual intercourse had decreased substantially since 2002 among both boys and girls. Similarly, the proportion of young people who report very early onset of sexual intercourse (age 12 years or younger) had decreased across the same period (Brooks et al, 2020).

Association of Young People's Health

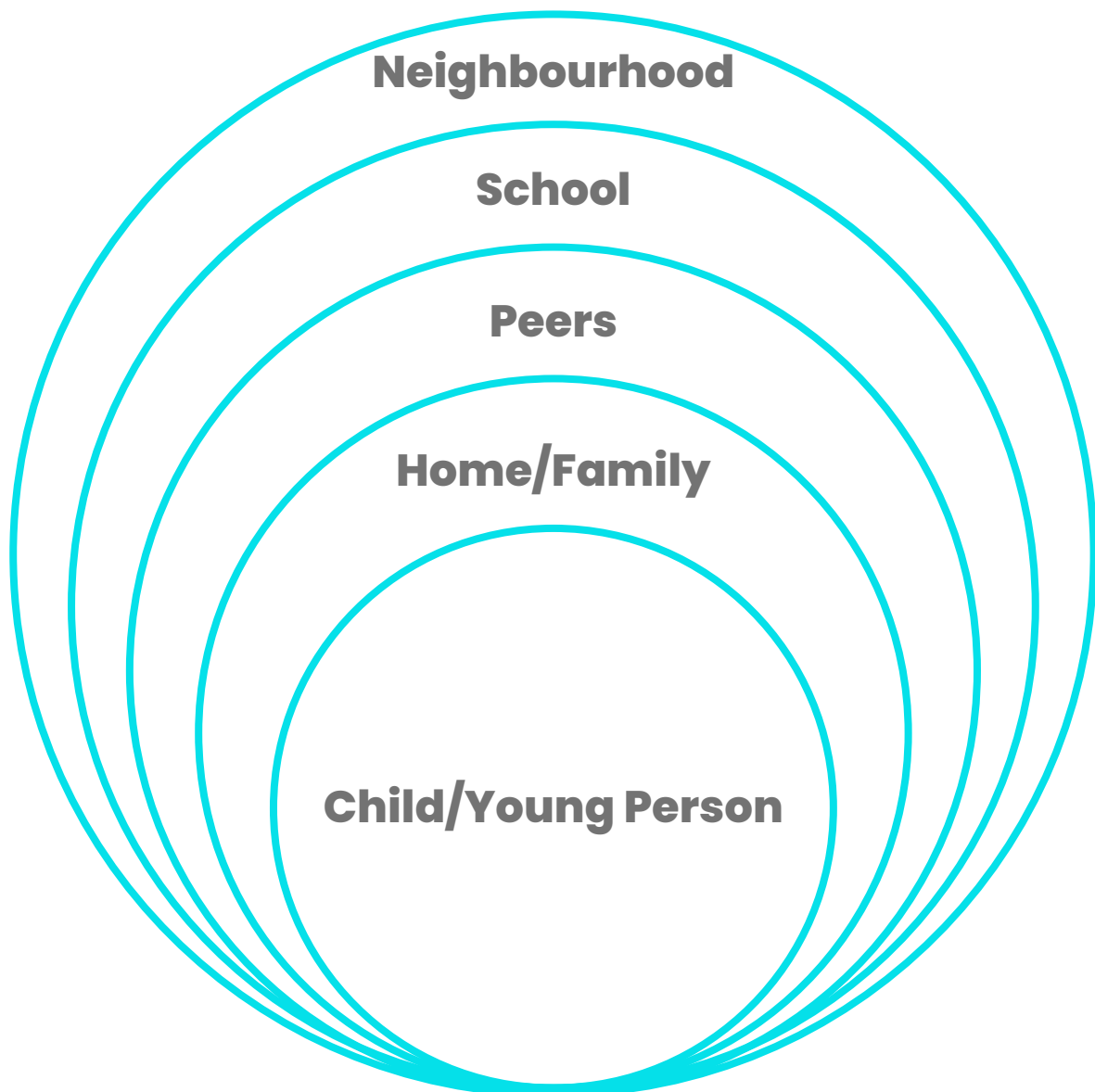


# Contextual Safeguarding

Contextual safeguarding recognises the impact of the public/social context on young people's lives, and consequently their safety. Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people.

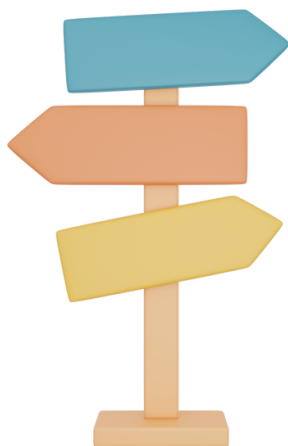
Using Contextual safeguarding can enable professionals to build a holistic picture of the child or young person's individual factors and also identify where and by whom interventions can occur

More information on contextual safeguarding can be found [here](#)



# Signposting

## Information:



**It is important to signpost children and young people to relevant local and national organisations who can provide further advice and support.**

### **Local Services**

School Nursing Service – provide details of any local drop-in

<https://www.healthforteens.co.uk/staffordshireandstoke/>

[Open Clinic](#)

[Staffordshire Sexual Health Charity](#)

Designated Safeguarding Lead/Pastoral Team

### **For Hate Crime or Hate Incidents:**

[USAH](#)

### **National Organisations:**

[Childline](#)

[www.childline.org.uk](http://www.childline.org.uk)

[0800 1111](tel:08001111)

[NSPCC Helpline](#)

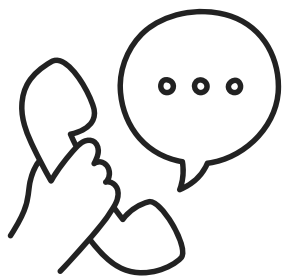
[0808 800 5000](tel:08088005000)

[help@NSPCC.org.uk](mailto:help@NSPCC.org.uk)

[Brook](#)

[The Proud Trust](#)

# Useful Contacts:



**If you would like more information or support about Sexuality and Sexual Orientation please contact:**

School Nursing Staffordshire - 0808 178 0611

School Nursing Stoke-on-Trent - 0808 178 3374

Families Health and Wellbeing Service

(Staffordshire)

Integrated 0-19 Health Visiting and School

Nursing Service (Stoke on Trent)

Please remember that a child or young person exploring their sexuality or sexual orientation in itself is not a safeguarding concern. It is important to consider the context surrounding any concerns.

**If a referral to Children's Social Care is required, please contact:**

**Staffordshire:**

Staffordshire Children's Advice Service - 0300 111 8007

Monday - Thursday 8.30am -5pm and Friday 8.30-4.30pm

Out of Hours - 0345 604 2886 / 07815 492613

**Stoke:**

CHAD - 01782 235 100

Monday - Thursday 8.30am -5pm and Friday 8.30-4.30pm

Out of Hours - 01782 234 234

# Further Reading:



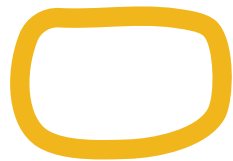
LGBT Health



Sexuality and Mental Health



NSPCC Sexuality and Sexual Orientation



LGBTQ-inclusive education: everything you need to know



Running Scared? A Critical Analysis of LGBTQ+ Inclusion Policy in Schools



**PSHE**  
Education  
STOKE-ON-TRENT  
STAFFORDSHIRE

**SASCAL**  
STRONGER TOGETHER

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**SCVYS**  
STAFFORDSHIRE COUNCIL OF VOLUNTARY YOUTH SERVICES

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[www.pshestaffs.com](http://www.pshestaffs.com)