

# EVIDENCE REVIEW SHEET

Review of your evidence of meeting the standard and indicators in this section of the Rainbow Flag Award.

School: Stockport School

Evidence Number	Comments
1	<p><b>“My Brother’s Name Is Jessica”</b></p> <p>Whilst it is good to see that you are considering how to ensure diversity and LGBT+ representation through your curriculum, I would argue this particular text and associated activity are not appropriate. We are looking for positive representation and the modelling of good practice - both of which this book fails to do, giving a large part of itself to transphobia from the family, as well as spending significant portions of the book misgendering and deadnaming the trans character, and again focusing this element. The author has since made a number of harmful statements about trans people and identities since the release of the book. When deciding on texts, consider how the young trans or questioning young person in the room - who may not be known to you - may be made to feel.</p> <p>I would also add, with regards to the staff email, that trans identities should never be framed as an “issue”, as is done several times here.</p> <p><b>Modern Foreign Languages Lessons</b></p> <p>These are great ways to discuss LGBT+ people and identities internationally. In the “iel” session, you might highlight additions to some dictionaries.</p> <p><b>Science</b></p> <p>It would have been great to see these lessons or the activities that were done so we can see how trans identities and intersex people are being discussed. Whilst chromosomes are one sex characteristic there are others, and whilst sex assigned at birth tends to be discontinuous/categoric, sex characteristics tend to more complex. There are other topics in this subject that could also be looked at to ensure they are LGBT+ inclusive – puberty, reproductive hormones, HIV and AIDs, IVF, contraception, etc.</p> <p><b>History</b></p> <p>It’s great to see that representations of LGBT+ people through history are addressed. Consider how you might represent real LGBT+ people here, including through cross-cultural studies.</p>

## **Maths**

This is a really great and simple way to represent LGBT+ people within maths. Although you have done well to note that Florence Nightingale's identity is unclear, I would consider being more specific about Alan Turing being gay - as opposed to referring to him more ambiguously as LGBT+.

## **Art & Design**

There's some really great work and diversity in representation on display here, and some lovely student work to go alongside this. It's great to see this both as part of the main curriculum and notable events.

Remember, when looking at LGBT+ icons, to describe them as LGBT+ otherwise they will be assumed to be straight and/or cis.

## **"LGBT History Makers"**

This looks like a really great initiative. It would be nice to see these in situ. Going forward, could this be expanded to highlight people of different ethnicities, faiths, disabilities, etc. in the various subject areas?

## **PE**

It's great to hear that students have access to a range of activities, and that needs regarding access to changing facilities are considered. I am a bit unclear as to how choosing PE groups works, as it sounds like they are initially assigned and students have to request to be moved? What is the basis for how students are assigned to these groups? Why is "thoughtful discussion" a necessary component of switching between one of the three?

## **RE**

Although unfortunately the national curriculum is designed in such a way that it is difficult to deliver it in such a way that is not potentially harmful or upsetting to LGBT+ students, this looks to be handled about as well as is possible under these circumstances. Consider what additional support might be offered to students after sessions such as this.

## **PSHE**

These look like some really positive schemes of work, although you may wish to consider how trans young people are appropriately regarded, and get the information most relevant to them, such as in lessons on puberty. Whilst the schemes of work do seem positive, it looks like students have some misconceptions (e.g. "gender" being defined only in terms of "male or female") or problematic ideas ("a transitioned-friendly toilet") which go unchallenged. It is important that such issues are addressed.

## Comments, overall feedback and recommendations going forwards:

Thank you for submitting this work - it's great to see that there is so much work going on across the school to ensure that LGBT+ people are visible across the curriculum.

Whilst I am very impressed with the breadth of these efforts - covering a whole range of areas of the curriculum, in ways both significant and small - I do have some concerns over some of the specific implementations - particularly in terms of the choices of reading materials, some language used (especially around trans and intersex people), and student misunderstanding and views not being appropriately challenged.

Regardless, it looks to me like there are rather consistent efforts to deliver what we're looking for and there is a variety of visibility across numerous subject areas. Going forward, carefully consider how you might address the issues described above, and embed the positive LGBT+ representation into the wider curriculum beyond achieving your Rainbow Flag Award.

Indicators	Met?
Staff positively educate about the existence of lesbian, gay and bisexual people by making them visible across many curriculum areas.	Yes
Staff positively educate about the existence of trans people by making them visible across many curriculum areas.	Partly
Information shared through Relationships and Sex Education (RSE) is inclusive to LGBT+ young people.	Yes
Through comprehensive PSHE programmes, students are aware of the existence of LGBT+ lives, people, and families.	Yes
Through comprehensive PSHE programmes, students can recognise, report, and challenge LGBTphobia.	Probably
Through comprehensive PSHE programmes, students know where to access further information and support for themselves, should they need it.	Yes

“Inclusive Curriculum” section award approval: Yes

Organisation: The Proud Trust

Initials: HP

Date: 27<sup>th</sup> March 2024