



Manchester  
Communication  
Primary  
Academy

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# Manchester Communication Primary Academy

## LGBTQI Education

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## Policy 2019

# Approval History

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	April 2019		

# Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/ Editor
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## Purpose of the Policy

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This policy is an addendum to the sex and relationships policy. Its purpose is to provide clarity on the aspects of LGBTQI education which are delivered at Manchester Communication Primary Academy through formal teaching in PHSE lessons and informal teaching in circle times and assemblies etc. Following a parent focus group event on the updating of the SRE policy in March 2019, the parents requested that additional guidance was given around LGBTQI education in the school. This was particularly topical as at the time, some parents in Birmingham were protesting about the delivery of a Stonewall UK scheme of learning in a small trust of primary schools.

## Position Statement

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Manchester Communication Primary Academy is a community school which seeks to meet the learning needs of all sections of the local community whilst being sensitive to everyone's beliefs. At MCPA we acknowledge that the teaching of LGBTQI awareness is a matter of concern for some of our families. However we are not only duty-bound by the Department for Education to deliver teaching on LGBTQI issues in an age appropriate way; but we feel that it is important to ensure that our children are enabled to be successful and tolerant members of society. It is our belief that a lack of understanding leads to a lack of tolerance; it is for this reason that our approach to the teaching of LGBTQI issues is centred on acceptance understanding and respect for all members of the community, regardless of one's own religious beliefs.

## What is Taught When?

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There is no statutory guidance on which elements of LGBTQI education should be taught when in school; schools are free to determine this based on the needs of their cohort.

In the early years and key stage one most issues are addressed informally, for example: gender identity through discussing the fact that colours have no gender and that it is okay for boys to like pink and girls to like blue. The make-up of families is discussed: some children in our school will have multiple parents of the same gender; some have carers or relatives who act in a parental capacity; others may have one parent; at MCPA we teach that the make-up of a family does not make a family, a family is centred on love.

As the children progress through school into key stage two, sexuality is directly addressed as a concept through formal teaching and when necessary, informal discussions. Children are taught to be respectful of one another and are educated on the appropriate and inappropriate use of language. When direct formal teaching is taking place on these subjects, parents are invited into school beforehand to see the lesson content and to pose any questions which they may have.

## Summary of Planned Lesson Content

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- Y1.** In Y1 we talk about different family models, and teach the children that a family is centred on love, regardless of its make-up.
- Y2.** No planned links
- Y3.** No planned links
- Y4.** In Y4 we teach children about personal choice and how we should respect each others' choices.
- Y5.** In Y5 we teach children that everyone is different (appearance, race, religion, ethnicity, gender, sexuality) but everyone is equal.
- Y5.** also sees the first direct reference to people being gay – we teach that there are different relationships and that relationships should be happy, if they are not, they may not be healthy.
- Y6.** In Y6 we learn about homophobic bullying by reading a social story about a girl who plays football and doesn't like to wear dresses – her friends keep calling her gay. We teach that it's not OK to use the word 'gay' as an insult and that everyone is equal.

A more detailed version of this overview can be seen on the curriculum map for 'Values'.

Currently, there is little work planned around gender identity, this is an area of curriculum content which will be reviewed as the needs of the cohort evolve.

## The Right to Withdraw

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At MCPA we aim to educate our children so that they can be successful members of society. It is our belief that a crucial element of this is for children to understand the make-up of society and to be accepting of all of its members. We therefore discourage parents from withdrawing their children from lessons relating to LGBTQI awareness. Following discussion with the parent focus group on the formation of this policy in March 2019; The school and the parent focus group agreed that parents should only be allowed to exercise their right to withdraw if they have attended a parent workshop around the lesson content. Where a parent is unable to attend due to other commitments, alternative arrangements will be made. If, after attending this workshop, a parent still wishes to remove their child from the lesson, this will be facilitated in school. However parents who remove children from lessons must be aware that it is likely that children will discuss the lesson content informally outside of lesson time.

## Support for Children with Their Sexuality

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MCPA recognises that by teaching LGBTQI awareness, children who are beginning to explore and question their identity may feel more comfortable speaking to a member of staff about this and they previously did. If as a result of these lessons, or otherwise, a child confides in a member of staff that they are beginning to explore their identity, additional support will be offered in consultation with parents