

DL23: Key stage 3

Teachers can use this grid to think about opportunities to teach specifically about anti-bullying including homophobic bullying. The teaching points provide examples of curriculum contexts other than PSHE.

Teaching points for class:	Relevance to homophobic bullying:	Other curriculum opportunities:
To respect the differences between people as they develop their own sense of identity.	Homophobic bullying occurs because people are thought to be "different" and so they are treated differently. Some people try to change their identity to conform or find different friends and groups.	Geography: People come from different cultures and speak different languages. Some people want to live in communities where they can be with similar people. For example, Bangladeshi communities, the large gay community in Brighton. Why might people do this? What are the advantages? What are the disadvantages?
About the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively.	Homophobic bullying is based in prejudice and discrimination. Pupils who are bullied should feel able to challenge this, and report incidents. Pupils who bully should understand the effects of homophobic bullying.	History: People have been discriminated against in the past because of prejudice. During the holocaust, Jewish, elderly, disabled and gay people were killed because of their identity.
How to empathise with people different from ourselves.	Homophobic bullying occurs when "boys don't act like boys" and "girls don't act like girls". Pupils should understand that people are different and act in different ways and bullying because of this is damaging.	PE and sport science: What is the impact of gender-specific sports? What happens when a boy is good at dancing or gymnastics? What happens when a girl is good at rugby or hockey?

Teaching points for class:	Relevance to homophobic bullying:	Other curriculum opportunities:
<p>About the role and feelings of parents and carers and the value of family life.</p>	<p>Pupils should understand that family structures can be different to their own. Pupils should feel able to talk about their own families, even if they have same sex parents or family members, and that the core values of families are the same in this context.</p>	<p>Citizenship: What makes families work? What things stop families working? Does a family have to have a mum and a dad in order to be successful?</p>
<p>Feel positive about themselves and participate.</p>	<p>Pupils should feel able to be themselves in school, and participate in activities that they want to take part in. They should be able to do this without experiencing homophobic bullying.</p>	<p>Performing Arts: Ask boys what it might be like to be the female character and girls what it might be like to be the male character? How does it feel to try and take on that character's role? How is gender relevant to the performance?</p>
<p>Find information and advice.</p>	<p>Schools who equip lesbian and gay pupils to find information and support safely will send a clear signal that they can report incidents of homophobic bullying and be taken seriously.</p>	<p>ICT: Pupils can find information on the internet, and know how to stay safe in chat rooms and message boards (see guidance on cyber-bullying in <i>Safe to Learn</i>).</p>