

DL24: Key stage 4 and 16+

Teachers can use this grid to think about opportunities to teach specifically about anti-bullying across the curriculum, including homophobic bullying. Teachers should help pupils make links between what they have learnt in the school's SRE/PSHE and other parts of the curriculum about human sexuality and respect for themselves and others.

Teaching points for class:	Relevance to homophobic bullying:	Other curriculum opportunities:
<p>About the diversity of different ethnic groups and the power of prejudice.</p>	<p>Pupils can also be taught about the impact that prejudice has on the lesbian, gay and bisexual population, consider how homophobic bullying manifests itself in schools, and the impact this has on society in general. Pupils can also consider how people think about their own sexual orientation, and other people's.</p>	<p>English Literature: Several set texts in English Literature provide an opportunity to discuss sexual orientation. <i>"I know why the caged bird sings"</i> explores confusion about sexual identity, leading to unplanned pregnancy. <i>"Captain Correlli's Mandolin"</i> explores Carlos' range of emotions from pride to grief.</p>
<p>To challenge offending behaviour, prejudice, bullying, racism and discrimination and take the initiative in giving and receiving support.</p>	<p>Pupils can understand that homophobic bullying is a form of prejudice and discrimination, and that they have a responsibility to intervene when it is occurring amongst other pupils.</p>	<p>Developing pupil support systems: Older pupils can help develop and advice on pupil support systems that will enable them to intervene in cases of homophobic bullying.</p>

Teaching points for class:	Relevance to homophobic bullying:	Other curriculum opportunities:
<p>About the nature and importance of marriage in family life, the role and responsibilities of parents, and the quality of good parenting.</p>	<p>Pupils can understand that families take many different forms, and that same-sex parents can share the same core values as opposite sex parents. Developing understanding of this difference helps tackle prejudice. Pupils should feel able to talk about their own experiences.</p>	<p>Citizenship: Who do we love? What does society say about who we love? What is the impact of Civil Partnerships?</p>
<p>Feel positive about themselves and participate fully.</p>	<p>Pupils, regardless of sexual orientation, should feel positive about themselves and feel able to participate fully, even if their activities and interests are not the same as other pupils. This can prompt homophobic bullying, which should be challenged.</p>	<p>During group sessions: Older pupils can deliver sessions to younger pupils against stereotyping. Older pupils involved in non-traditional activities should also showcase what they are doing to younger pupils.</p>
<p>Find information and provide advice.</p>	<p>Lesbian, gay and bisexual pupils should be able to access advice and support in order to stay safe and enjoy and achieve. Pupils should feel supported in providing help and advice to younger pupils experiencing homophobic bullying.</p>	<p>ICT: Pupils know how to find information about lesbian, gay and bisexual issues including finding information so they can avoid risk-taking experiences. Are able to provide information and guidance to younger pupils. Are aware how to use the internet safely (see DCSF guidance on cyber-bullying in <i>Safe to Learn</i>).</p>
<p>Prepare for change.</p>	<p>Pupils should understand that extensive legislation exists that prevents discrimination against people on the grounds of sexual orientation and that homophobic bullying will not be tolerated at work.</p>	<p>PSHE: The world of work. What laws exist in employment that protects people from discrimination? What impact does that have on society? What impact does it have on pupils leaving school?</p>