



CARNEGIE  
SCHOOL OF EDUCATION  
LEEDS BECKETT UNIVERSITY

LEEDS BECKETT UNIVERSITY

# LGBTQ+ in Schools

Subtitle



**This knowledge organiser is queer. It's here. Get using it.**

***David Lowbridge-Ellis***

15 years after Section 28, it's not just possible to teach LGBTQ+ content in schools but it's essential – yet over a third of schools still don't do anything and many more just scratch the surface. Even if there's a will, how do we show teachers the way? With so much pupils *could* learn about LGBTQ+, how do teachers supposed to know the parts they *need* to cover? And how do you convince already busy teachers to incorporate LGBTQ+ knowledge into their teaching when there's already so much subject content to get through?

David Lowbridge-Ellis, Deputy Headteacher at Barr Beacon School in Walsall, explores how a Knowledge Organiser for LGBTQ+ could be the answer.

**The finished knowledge organiser is available for all to use here:**

<http://www.barrbeaconschool.co.uk/wp-content/uploads/2018/01/Queer-knowledge-organiser-Barr-Beacon-School-2018.pdf>

***'I am what I am...'***

**Why it's essential to teach LGBTQ+ in schools**

Like a lot of people, I cannot recall being taught a single thing about LGBTQ+ when I was at school. I remember other pupils tittering when a teacher used a word with gay overtones: homo sapiens in science, homophones in English and the one that was guaranteed to rouse the greatest guffaws: dyke, which is either a type of coastal defence if you're studying geography, a rock formation if you're into geology or an insulting term for a lesbian, except when used by a lesbian (which I can be relatively sure the 14 year old boys in my GCSE geography class weren't).

Occasionally, my classmates and I might stumble across the word 'gay' in a text from the 19<sup>th</sup> Century or early 20<sup>th</sup> Century. Our teachers would read over it quickly and then pretend they hadn't noticed the shifty looks across the classroom, some of which were inevitably aimed at me, and anyone else deemed (accurately or not) to be 'a gay'. I don't remember any of my teachers every taking the opportunity to teach the etymology of this fascinating word, explaining how it had shifted meaning twice in the space of 50 years – from 'happy', to 'homosexual' to its most recent derogatory form.

Even if my teachers had possessed this knowledge, they probably didn't feel like they could share it with us. For most of the time I was at school (and a little beyond) Section 28

prevented local authorities “promoting” homosexuality and local schools teaching its acceptability as a “pretended family relationship”.

It’s darkly comical, from the safe distance of 2018, to imagine anyone taking Section 28 seriously. How on earth could anyone with half a brain really think talking to kids about gay stuff might stand a chance of turning them gay? Did they have in mind a Luke Skywalker/Darth Vader situation, with the possibility of whole classes of little Lukes (and Leias) being lured to the dark side?

Section 28 is funny until you start to think how many lives it ruined – or at least put on hold. I didn’t come out until I was 26. But I paid a much smaller price than many. I had a mere 20 years of self-loathing to get past and accept. Even now, nearly a quarter of all homeless people in the UK identify as queer. The figures on suicide rates for queer youth vary according to the research methodology, but when LGBTQ+ people are surveyed usually upwards of 25% report they’ve attempted it. And that is today – 15 years since Section 28 was taken off the statute books.

In terms of causality, lack of LGBTQ+ knowledge in the school curriculum cannot be held solely responsible for people taking their own lives or sleeping on the streets. Too often, schools are expected to solve society’s ills and homophobia remains endemic – schools can’t do it by themselves. But not teaching LGBTQ+ certainly isn’t helping the situation. Who knows what impact just mentioning something in passing might have on not only the queer kids, but also everyone else?

There are innumerable reasons for teenagers to have low self-esteem and feel like they don’t fit in. A million angsty songs and TV shows are a testament to that. In darker recollections, I look back and seriously wonder if I’d have even reached my 20s if Radiohead and Buffy the Vampire Slayer hadn’t been around, mirrors to my own soul-searching.

Being a closeted homosexual is just one reason for wearing dark clothing, refusing to listen to any song not in a minor key, only reading miserable literature and emerging from your room just once a week to watch a TV show which you believe speaks only to you – and not millions of other people around the globe, many of whom are in a far worse situation than yourself. But it’s a pretty strong one.

In my own case, I can say without a doubt that just knowing other gay people existed (now, and in the past) would have shortcutted considerably my years of punishingly low self-esteem. And the supreme irony of my situation is that I did, without being aware at the time, know several other gay people: my friends, only one of whom came out (exceptionally

bravely) right near the end of our time at school. Later, three others came out – also exceptionally bravely, because it's not a competition and, arguably, it gets harder the longer you leave it.

I've long since stopped having regrets about my own past. Instead, I channel my energies into making a better future for the pupils in my school. In the decade since coming out, I have made it my mission to make sure none of them go through what I did.

I'm not alone in this. Just last year, in their survey of over 3,700 queer youth, Stonewall reported that 60% of them had been taught something LGBT related in schools. In 2007 (only four years after Section 28), this was only 30%. By any yardstick, this is progress. But that means 40% of children going to school in this country are *still* not being taught any LGBT knowledge.

It's worrying when I hear that any teacher, whether they're queer or not, still thinks they can't talk about gay stuff with pupils. In the words of one teacher I helped train some years ago: "I didn't want to give the kids any ammunition." Certainly at our school, were anyone (pupil, parent, another member of staff) to try using anything homophobic or transphobic as 'ammunition' they would find it would backfire on them with alacrity. When we say zero tolerance we really mean it.

But occasionally we have a new member of staff join us from another school for whom the myth that you can't talk about gay stuff persists. It's a myth I'm eager to shatter very early on – right from new staff induction day.

What would destroy the myth for once and for all, in all schools, would be if there was some kind of National Curriculum for LGBTQ+. A sort of minimum entitlement for all pupils. By the time they leave school, they will have learned XYZ about LGBTQ+.

But what precisely does XYZ look like? And how do you convince teachers to take up some of their valuable curriculum time imparting this knowledge?

***'Some think it's noise, I think it's pretty...'***

### **Creating a queer knowledge organiser**

Ask any teacher about the challenges they are currently facing and 'bigger qualifications' will be near the top of their list. The new GCSEs and A levels are undeniably more substantial than their previous incarnations. In my own school, teachers in many subjects have concluded that these courses aren't necessarily harder. Certainly in my own subject,

English, there is less analysis and evaluation required – but there's a lot more stuff the pupils need to remember.

The present head of Ofsted, Amanda Spielman, has made curriculum her mission. Her challenge for school leaders, to scrutinise WHAT is taught as well as HOW it is taught, presents us with a real opportunity to shake things up. Yet how quickly improvements will be made remains to be seen, especially when many schools are still grappling with cramming enough exam content into their pupils' heads, let alone anything outside the exam specification.

For imparting knowledge quickly and getting it to stick, a potential lifeline comes in the form of knowledge organisers. Although they are often ugly to look at, they are undeniably attractive propositions for busy teachers: the essential knowledge pupils need to have, a whole topic on a page. If designed appropriately (I.E., the knowledge is appropriately organised to be quizzable), they are invaluable tools for promoting retention of information. In my experience, both teachers and pupils find them reassuring. Anyone who starts teaching using knowledge organisers never looks back. The only downside is how long they take to produce, but they are a worthwhile investment of teacher time. Instead of wasting time on things like writing personalised feedback comments, which are usually one-use and not always acted upon by the pupils, time spent on a knowledge organiser will pay dividends for years to come.

That's why I decided to create one for LGBTQ+. I initially created it for my school but it has since been shared around the world.

My aim was to condense onto one side of A4 paper the knowledge I thought school pupils in Britain in 2018 were entitled to. They would have the knowledge I had been denied at school – and then some.

I could then give out a copy of this all-in-one resource to all of our teachers. They would suddenly become experts in LGBT! Everything I had learned over the years, from books, articles, films, TV shows and my own personal experience, would instantly be theirs too! It would be the equivalent of that scene in The Matrix where Trinity learns to fly a helicopter by having 'how to fly a helicopter' instantly downloaded into her head!

Of course, it didn't quite work out that way. For starters, one sheet of A4 was a bit ambitious. I didn't stand a chance of squeezing even the essentials on there. I always find PowerPoint the best software for making knowledge organisers. Things like Word are too fiddly when you're moving around lots of tables. Even so, I was finding Powerpoint quite fiddly.

Specifically, I was fiddling with the zoom in and out buttons a lot, as well as the font size, which was getting increasingly tiny. A3 was the way to go, although I realised early on that I would still not be able to fit on everything I wanted to include.

The finished knowledge organiser contains nine tables, each headed up with a main concept and the supporting knowledge below.

## This knowledge organiser is **queer**

**The terminology is changing all the time – but it's better to get the terminology slightly wrong than to never talk about the experiences of LGBTQ+ people.**

L	lesbian
G	gay
B	bisexual
T	transgender (transsexual is preferred by some)
Q	queer (an umbrella term for sexual and gender minorities)
+	questioning, asexual, intersex, ally, pansexual (and others)

**Drag queens are not the only kind of queens (and kings). Although most of these British rulers didn't self-identify, historians widely agree that they were queer to some degree.**

Reign	Name
1067-1100	King William II
1189-1199	King Richard the Lionheart
1307-1313	King Edward I
1377-1400	King Richard II
1509-1553	King James I
1689-1702	King William of Orange
1702-1714	Queen Anne

**Many careers are still under-represented by LGBTQ+ people but being queer should not limit your career options. Here are some well known people who were (or are) believed to be (or have identified themselves as) queer.**

Career	Stars
British sports stars	Keegan Hirst, Casey Stoney, Nigel Owens, Nicola Adams, Gareth Thomas, Tom Daley, Steven Davies, Robbie Rogers, Tom Bosworth
Mathematicians/statisticians	Robert MacPherson, Gunter Ziegler, John McKinsey, Florence Nightingale
Artists/writers	Shakespeare, Tchakovsky, Wilfred Owen, Carol Ann Duffy, Billie Holiday, Leonardo da Vinci, Michelangelo, David Hockney, Francis Bacon
Scientists	Oliver Sacks, Simon LeVay, Polly Arnold, Alan Turing, Sophie Wilson, Dinesh Bhugra
Business people/economists	Evan Davis, Zanny Minton Beddoes, Lord John Browne, Tim Cook
Military leaders	Alexander the Great, T.E. Lawrence (of Arabia), Julius Caesar

**Queer people have always been here – but attitudes towards them have changed throughout British history (sometimes getting worse, sometimes getting better).**

43 to 410	1507	1562	1533	1706	1855	1885	1914-1918	1928	1943 onwards	1967	1970	1977	1982	1984	1988	1998	2000	2003	2014
In Roman Britain, same sex relationships are common.	Christianity officially arrives in Britain. Same-sex love is officially forbidden.	Under the Norman French, same-sex love is privately accepted (especially in upper class circles).	Henry VIII passes the Buggery Act, making anal intercourse illegal for centuries (but Henry really uses as another excuse to execute Catholics).	The Society for the Reformation of Manners set out to trap people in same-sex acts. Many of those who are caught choose to kill themselves rather than stand trial. Nevertheless, 'molly houses' (gay clubs) persist.	James Pratt and John Smith are hanged. They are the last people in Britain to be executed for homosexual acts.	The law tightens: any man even attempting to have sex with another man can be imprisoned for two years. Oscar Wilde is imprisoned a decade later, in 1895.	In war time, gay men are considered a security risk because of the threat of blackmail. Some are arrested as a result. Conversely, a massive influx of soldiers to London leads to a massive increase in the number of gay clubs.	A novel, 'The Well of Loneliness', causes a sensation, fashioning public perceptions of lesbians for decades.	Profound fear and paranoia sets in amongst of queer people are common. This includes war hero Alan Turing in 1952. After being chemically castrated he kills himself two years later.	Sex between men (aged 21 and above) is no longer illegal – but it's still frowned upon. It has never been illegal in British law for women to have sex with women.	The first Gay Pride march in London	AlDS becomes known as 'the gay plague'. Gay people are stigmatised.	Lesbians and Gays Support the Mines start raising money for out of work miners and their families.	Section 28 is passed into law, preventing schools from 'promoting' homosexuality.	Age of consent for homosexual men lowered to 18.	Age of consent for homosexual men lowered to 16. Ban on openly queer people in the military is lifted.	25 years after being passed into law, Section 28 is repealed. Schools can now talk about queers.	2014	Same-sex marriage becomes possible from 29 <sup>th</sup> March 2014.

**In 1948, Professor Alfred Kinsey published a book that changed the way many people thought about human sexuality. He interviewed thousands of people about their sexual histories and discovered that sexual orientation is rarely either/or. Most people are somewhere on the Heterosexual-Homosexual Rating Scale (what became known as The Kinsey Scale).**

0	1	2	3	4	5	6	X
Exclusively heterosexual	Almost exclusively heterosexual	Mostly heterosexual	Equally hetero- and homosexual	Mostly homosexual	Almost exclusively homosexual	Exclusively homosexual	Asexual

**Leviticus is the book of the Bible most commonly used by homophobic people to justify their prejudices. But having sex with someone of the same sex is just one of over 70 things forbidden in this 2,500-year-old passage. Other things banned in Leviticus include: eating fat, letting your hair get untidy, eating shellfish, getting tattoos and wearing an outfit with more than one kind of fabric. Some modern progressive Christians even identify queer characters in the Bible, most famously David & Jonathan (1 Samuel 18:1, 2 Samuel 1:26).**

**Humans aren't the only queer animals. Here are just a few of the species who sporters a happy, consensual, gay/queer relationship.**

Mammals	Birds
Bison, Brown bear, Cat, Cow, Chimpanzee, Dolphin, Dog, Elephant, Fox, Giraffe, Goat, Horse, Killer whale, Otter, Koala, Lion, Oryx, Panda, Raccoon.	Albatross, Bluebird, Cuckoo, Emu, House Sparrow, Kestrel, King Penguin, Oriole, Raven, Seagull, Swan, Turkey, Vulture
Beaver, Bull Terrier, Chimpanzee, Emu, House Sparrow, Kestrel, King Penguin, Oriole, Raven, Seagull, Swan, Turkey, Vulture	Bluebird, Cuckoo, Cricket, Fly, Red Ant, Scarab Beetle, Weevil

**The word 'gay' took on two new meanings in the last century – only one of them is acceptable.**

1310	1395	1870 (USA)	2003 (UK)
Meaning: 'homosexual'	Meaning: 'happy' or 'bright'	Meaning: 'happy' or 'bright'	Meaning: 'happy' or 'bright'
	'Gay' started being used as a euphemism for homosexuals because people weren't comfortable talking about the topic (similar to the way we don't like talking about death – e.g. 'passed away'). It has been reclaimed by the gay community with many preferring to be called 'gay' rather than the technical-sounding 'homosexual'.		
			Meaning: 'happy' or 'bright'
			It is never acceptable to use the word 'gay' with this meaning because it makes gay people feel like they're not as good as 'straight' or 'normal' people.

**There are 66 million people living in the UK, but what % of them are queer? Anywhere between 2% and 49% (depending on the survey)**

2%	6%	23%	49%
In a 2012 survey by the Office of National Statistics 2% of Britons chose the lesbian, gay or bisexual option (with 4% answering 'don't know' or refusing to answer).	In 2005, when it was analysing the financial implications of the New Civil Partnerships Act, the government estimated that gay or lesbian people made up 6% of the population, amounting to 3.6 million people.	A YouGov poll in 2015 asked British people to plot themselves on a 'sexuality scale'. 23% of British people chose something other than 100% heterosexual...	...and the figure rose to 49% among 18-24 year olds


**Gender is socially constructed, not determined by biology (this is sex). Gender should be seen as a spectrum (masculine/femininity).**

1940s	1960s	2013	2015
American manufacturers and retailers start marketing pink to girls and blue to boys (it was previously the other way around), determining their associations from that point onwards.	Miss April Ashley MBE, who started life as Mr George Janson, becomes the first ever Briton to have gender reassignment surgery.	Captain Hannah Winterbourne becomes the first openly transgender officer in the British Army.	The number of children being referred to gender identity clinics has quadrupled in five years (there are now more than 2000 referrals each year).

Please don't strain your eyes trying to make out the tiny print. For the finished version (best printed on A3) visit <http://www.barrbeaconschool.co.uk/wp-content/uploads/2018/01/Queer-knowledge-organiser-Barr-Beacon-School-2018.pdf>

The nine big concepts are:

- **The terminology is changing all the time – but it's better to get the terminology slightly wrong than to never talk about the experiences of LGBTQ+ people.**
- **Queer people have always been here – but attitudes towards them have changed throughout British history (sometimes getting worse, sometimes getting better).**
- **Even some of our kings and queens were likely to have been queer.**
- **Many careers are still under-represented by LGBTQ+ people but being queer should not limit your career options.**
- **There are 66 million people living in the UK, but and a larger % than you might think are queer.**
- **Humans aren't the only queer animals.**



**LEEDS BECKETT UNIVERSITY**

- ***The word 'gay' has changed meanings twice in the last century, reflecting changes in society.***
- ***Gender is socially constructed, not determined by biology (this is sex). Gender should be seen as a spectrum (maleness/femaleness), not as a binary choice (male/female).***
- ***Alfred Kinsey discovered that sexual orientation is rarely either/or. Most people are somewhere on the Heterosexual-Homosexual Rating Scale (what became known as The Kinsey Scale).***

In addition, there are segments to help readers understand that homosexuality is still illegal in many parts of the world (with a handy map taken from The Guardian); that the Bible is only homophobic if you want it to be; that asexuals exist but often get ignored.

These are the things that didn't make the cut, although I would like to have squeezed them on somewhere. Amongst them:

- *What age people typically know they are LGBTQ+.*
- *Nature/nurture: what the recent research says.*
- *The legal status of same sex marriage around the world today.*
- *'Gay marriages' through history, especially in same sex environments.*
- *Other religions' views of homosexuality.*
- *Under-representation in careers.*
- *Urban/rural LGBT populations.*
- *Much more on transgender: sex vs. gender including cisgender and non-binary, pronoun choice, case studies of individuals.*

A knowledge organiser is the essential knowledge and, however essential I consider all of the above to be, I had to draw a line somewhere. My school serves a community which identified as predominantly Christian on the last census, but a school serving a large Muslim community, for instance, might want to swap the Bible references for relevant parts of the Quran.

As it happens, a Muslim student stayed behind after the assembly in which I gave out copies of the knowledge organiser. In seconds it all came out and we had (and continue to have) conversations which she says have helped (and are helping) her reconcile her sexual orientation with her faith.

Right from the start, I intended my knowledge organiser to be a conversation starter. The conversation I had with a lot of people started with the title. Early on, I decided to go with the term 'queer', not just in the main text but right there in the title. If you're going to be proud, you may as well be loud.

It's undeniably provoking to some. A teacher on Twitter, currently in a school two hours north of my own, queried my choice of 'queer' as they still, sadly, hear it used as a term of abuse - in the playground and elsewhere. Although I was sympathetic to his concerns, hearing this also made me angry and spurred me on even more.

Provoking as it is to some, using 'queer' was mostly a pragmatic decision. By itself, the LGBT initialism (not an acronym, sorry to be a linguistic pedant) is a mouthful and in its longer forms it's truly unwieldy. And although 'gay' is sometimes used as an umbrella term I believe it is done so to the neglect of other identities. Queer is better, I feel. It's the term used in academia. Although it started its academic life in literary theory, 'queer studies' has flourished in fields as far-ranging as biology, anthropology, political science and film studies, just to list a few.

So why has it not flowered in the same way in most schools, across the whole curriculum?

Why, if schools teach LGBT at all, is it often confined to PSHE time?

Is lack of time the only reason? It's certainly a strong reason; one any teacher can all relate to. But here's the rub: making your curriculum relatable to LGBTQ+ pupils, whatever your subject, need not take very long at all.

***'Why not try to see things from a different angle?'***

### **Getting the knowledge out there**

*How long does it take for a maths teacher to queer up their calculations?*

*What's the minimum a PE teacher needs to say to reassure a queer pupil that their sexual orientation or gender identity is not a barrier to becoming the next icon in their chosen sport?*

Not long at all I have found.

To back up for a second...



Underpinning the whole of my knowledge organiser is an implicit message to any queer readers:

It's ok.

I will confess that midway through the five hour process of making the knowledge organiser, I did think of giving up. I almost settled for just typing IT'S OK TO BE GAY/LESBIAN/TRANS/WHATEVER in the middle of a page, printing off 100 copies and sticking it up in every classroom, but a) It sounded trite b) Just telling someone something rarely makes them believe it c) It didn't go far enough.

I didn't just want the queer kids (and staff) to just feel OK. I wanted them to feel GREAT. And the only way to do that was for everyone, queer or not, to learn about LGBTQ+, just as we learn about, and come to appreciate, cultures, races and religions that aren't our own. I wanted to do a CPD which would give everyone the full-on Atticus Finch not really knowing someone 'until you stand in his shoes and walk around in them' experience.

Just giving out copies of the knowledge organiser wasn't going to cut it, no matter how colourful it was. This goes for any knowledge organiser. You have to model to people how they can use it.

And I wanted it to be used by all teachers, not just those which, on the surface, leant themselves to dealing with queer stuff. My own subject, English, is ripe with opportunities. Half of the texts in the GCSE literature canon were either written by someone queer or are wide open to queer readings. But what of subjects like maths and PE?

Maths is easy. Maths teachers are always telling me they have to come up with suitable names and numbers, sometimes on the spot, to fit into problems. I do know of one recently-published maths text book which uses an example of 'Craig' buying a birthday present for his boyfriend. Pupils have to work out how much VAT Craig ended up paying. There's an argument that this might cause some confusion and take away from the maths, but is it really that jarring for pupils to realise that (SHOCK!) Craig must be gay?! I think not. For the record: I have never personally heard a maths teacher raise this objection or anything like it. If anything, the maths teachers I speak to are all hyper-aware of the need for pupils to read questions carefully, now that questions are generally a lot more verbose than they used to be. Perhaps having same sex couples or families in questions may even help focus pupils' attention.

Furthermore, what if the numbers weren't just plucked from the air but actually meant something? My knowledge organiser features several statistics that would make *fabulous*

pie charts (rainbow colours optional). Most obviously, using the various (and varying) estimates for what percentage of the population identify as queer could fuel any number of different maths or statistics lessons.

PE is arguably even easier than maths. There are a lot of stereotypes associated with sports and, whilst we await the coming out of a Premier League footballer, there are LGBTQ+ representatives from almost every sport who we can use to start smashing down barriers. I would like to have included many more examples of sporting trailblazers on my knowledge organiser but again, those I have included are there to start a conversation. A PE teacher just mentioning that such-and-such is a lesbian, gay, bisexual, transgender or queer might make a huge difference in a pupil's mind. It may even prevent them from giving up a sport they love because they don't think they'll have a chance of fitting-in.

Just mentioning things as they come up was more than my teachers ever did, and it's better than nothing. But how do we make sure our teachers have that knowledge at their fingertips? And what can they do, in the limited curriculum time they have, to take more active steps to impart this knowledge to pupils?

I designed most of the organiser to be quizzable: cover up one half of any of the nine tables and use the bits you can still see to prompt your recall of what's in the matching half under your hand (or book, or whatever you're using to cover up the other column).

My finished knowledge organiser condenses more than 20 years of my own accumulated knowledge. It would have taken me hours to impart this knowledge to our teachers using a PowerPoint or any other kind of CPD tool. As it was, I introduced it to them with three short quizzes in 30 minutes (with feedback time, where I elaborated on some of the answers). All staff walked away knowing a lot of LGBTQ+ stuff they didn't know before the session, ready to pass it on to pupils.

Here are the quiz questions I put together. All of the answers can be found on the knowledge organiser.

### Round 1: The Law

1. What does LGBTQ+ mean?
2. When was homosexuality decriminalised in Britain?
3. Right now, in how many countries is it illegal for men to have sex with men? And women with women?
4. When were the last people executed in Britain for same sex acts?
5. When did same-sex marriage become possible in Britain?

### Round 2: People (and other animals)

1. Can you name a queer British sports star?
2. Can you name a queer writer currently studied in this school?
3. Can you name a queer mathematician or scientist?
4. Can you name a queer British king? How about a queen?
5. Can you name a queer animal (besides human beings)?

### Round 3: Changing attitudes

1. What's the name of the scientist who discovered that many human beings are not 'homosexual' or 'heterosexual' but somewhere in-between?
2. Which part of the Bible do some homophobic people use to justify their prejudices?
3. How many people are asexual?
4. How many children are referred to gender identity clinics each year in the UK?
5. What percentage of people are queer?

Because everyone is so busy planning for their subjects, I sent the quiz out to teachers after the session so they could use it with pupils. Inevitably, some staff were not as confident as others but just using my original version with their forms guaranteed that their pupils had learned a load of valuable knowledge about LGBTQ+. Many teachers chose to take it to the next level by adding their own questions, choosing to highlight the parts which were most relevant for their subjects. I supported them by mapping their subjects to the different chunks of knowledge:

**This knowledge organiser is *queer***

The collage features numerous cards with subject-specific content:

- English:** 'The terminology is changing all the time - but it's better to get the terminology slightly wrong than to never talk about the experiences of LGBTQ+ people.', 'This word "gay" took on two new meanings in the last century - only one of them is acceptable.', 'Meaning: "happy" or "gay" in the 19th century.', 'Meaning: "homosexual" or "gay" in the 20th century.'
- History:** 'Queer people have always been here - but attitudes towards them have changed throughout British history.', 'In Roman Britain, same sex relationships are common.', 'Christianity officially Under the Norman? Heavy VII passes the law to persecute Catholics.', 'Although officially forbidden still, same-sex love is generally tolerated and its protagonists were often characters around the courts of nobles.', 'The Society for the Reformation of Manners set out to trap people who choose to kill themselves rather than stand trial. Nevertheless, "molly houses" (gay clubs) persist.', 'James Pratt and John Smith are hanged. They are the last people in Britain to be executed for homosexual acts.', 'The law tightens: any man even attempting to have sex with another man can be imprisoned for two years.', 'Oscar Wilde is imprisoned a decade later, in 1895.', 'In our time, gay men are considered a security risk because of the threat of blackmail. Some are arrested as a result. Conversely, a massive influx of soldiers to London leads to a massive increase in the number of gay clubs.', 'A novel, The Wall of London, causes a sensation, fashioning public perceptions of lesbians for decades.', 'Post-war fear of AIDS during the 1970s.', 'Gay people in the UK have been legal since 1967.', 'Sex between men is now legal in all countries.', 'The Gay Liberation Front turns to fight harassment.', 'The first Gay Pride march in London.', 'AIDS becomes known as "the gay plague". Gay people are stigmatised.', 'Lesbians and Gays Support the Movers and Shakers campaign for gay of work places and their families.', 'Section 28 is passed into law, preventing the teaching of "gay lifestyles" in schools.', 'Age of consent for homosexual men is raised to 21.', 'Age of consent for heterosexual men is raised to 16.', '25 years after being passed into law, Section 28 is repealed. Schools can now talk about queers.', 'Same-sex marriage becomes possible from 29th March 2014.'
- PE:** 'Many careers are LGBT under-represented by LGBTQ+ people but being queer should not limit your career options. Here are some well known people who were gay and believed to be 100% heterosexual themselves (all queer)'. Lists names like Alan Turing, Nigel Owens, Nicola Adams, Tom Daley, Steven Davies, Robbie Rogers, etc.
- Maths:** 'There are 66 million people living in the UK, but what % of them are queer? Anywhere between 2% and 49% (depending on the survey)'. Cites a 2017 survey by the Office of National Statistics showing 2% of Britons chose the lesbian, gay or bisexual option, with 4% answering 'don't know'.
- Science:** 'Annual research: Although there has been very little research conducted, the largest study (encompassing the testimony of 18,000 British people) concluded that at least 1% of people feel little or no sexual attraction.', 'The number of children being referred to gender identity clinics has quadrupled in five years (since early 2012).', 'Captain Hannah Waterhouse became the first openly transgender officer in the British Army.'
- Psychology:** 'People think up 5% of the population, amounting to 3.6 million people. A YouGov poll in 2015 asked British people to pick the percentage of the population who are gay or lesbian. 23% of Brits said something other than heterosexual... and the figure rose to 43% among 18-24 year olds.'
- Child Development:** 'The number of children being referred to gender identity clinics has quadrupled in five years (since early 2012).', 'Captain Hannah Waterhouse became the first openly transgender officer in the British Army.'

**'...and what I am, needs no excuses.'**

At the end of the CPD session with our teachers, I posed one final question. It required application of some of the knowledge from the organiser.

Barr Beacon School has 1527 pupils  
How many are LGBTQ+?

If we go with the 6% the UK government used for financial modelling purposes when introducing civil partnerships, we have 92 pupils who are gay or lesbian. If we go with the 49% of 18-24 year olds who identified as other than 100% heterosexual in a 2015 YouGov poll that means roughly 748 Barr Beacon pupils are also unwilling to completely write off same sex experiences. Even if we just play it ultra-conservatively and trust the 2017 survey from the Office of National Statistics, where only 2% of Britons chose the lesbian, gay or bisexual option (with 4% answering 'don't know' or refusing to answer), we have 31.

Back in the 1990s, I went to a similarly sized comprehensive school. Not a single pupil came out until one of my best friends did at the end of Year 13. The rest of us kept quiet, many of us for years afterwards.

Since we started using the knowledge organiser at Barr Beacon, we have had an exponential increase in the number of children who have come out. We're still below the 31 mark, but we're not far off. We have pupils who are out in every year – from 7 to 13.

We have more teachers who are open with their pupils too. They all say they are better teachers than they were before, capable of being authentic in their classrooms in ways they would never have previously dreamed of.

Teachers coming out has a snowball effect on the pupils coming out, something I have also witnessed in schools beyond my own. I get emails and direct messages off school leaders and teachers from around the world who have been taken aback by the response they get when they just do one or two things which make their LGBTQ+ pupils feel included.

I said earlier that I've moved on, and I have. Yes, my own queer education was completely inadequate - just being told, no matter how indirectly, that I was OK would have been enough and helped me avoid a lot of pain. But there's little point being angry about it now.

I used to think of being gay or not as like a switch. It had just two words, one on either side, in big red letters: GAY one side and STRAIGHT the other. For a great deal of those painful 20 years, I wished, every time I woke up and every time I went to bed, that I could flip the switch the other way.

In many ways, this rubbish metaphor demonstrates quite how lacking I was in LGBTQ+ knowledge for all those years. Because a better way of thinking about it is this: being gay is a gift.

For 20 years, being queer felt like the opposite: it was a present I would do anything to return for a full refund. Now it's the opposite: I would do anything to hold on to it. But this gift has something very special, even magical, about it: however much I might want it to go away or stay, it just keeps on giving.

Since I was six years old, my gift has repeatedly allowed me to see the world through others' eyes, affording me opportunities that I might have been denied were I to have been born otherwise. In my teenage years, the emotions we all experience were magnified many times because nothing really seemed to fit the way everyone (including my teachers) said it should – but there were extreme highs as well as killer lows. The early 20s were the worst. Finding your place in the world is never going to be easy: few of us have a definitive map to follow, and some people I went to school with ended up following a more predictable, less fulfilling route. Eventually, I realised that not having a map was a good thing: I could make up my own, and find my own path.

And now, I not only get to keep my gift, but I also get to pass it on to others. Every day as teachers we pass on something we have learned. LGBTQ+ knowledge is the same as any other kind of knowledge. It must be passed along, transferred and used.

Another thing I know now that I should have learned at school: I am most definitely not alone. All queer educators possess the same gift as me. It's not going to break or blow away at the first sign of ignorance or intolerance. It's made of 100% solid unicorn horn. And just look how it shines in the light... It's time we all started using it more.

### Notes for editors:

1. *Pictured: Picture 1: Please don't strain your eyes trying to make out the tiny print. For the finished version (best printed on A3), made available for all, visit*

<http://www.barrbeaconschool.co.uk/wp-content/uploads/2018/01/Queer-knowledge-organiser-Barr-Beacon-School-2018.pdf>

2. *Picture 2: Queer knowledge mapped by subject.*

3. David Lowbridge-Ellis is Deputy Headteacher of Barr Beacon School in Walsall, West Midlands. In addition to being responsible for advancing equality and diversity he oversees teaching and learning, marking, the curriculum, quality assurance, parental engagement and staff well-being. He has a Master's degree in leading educational change and is a Specialist Leader of Education (SLE) for assessment. In his spare time he watches too many films, reads too many books and writes a travel blog with his husband. They have a cat, Daken, who is named after a character from X-Men comics. You can follow him (David, not the cat) on Twitter @davidtlowbridge

The terminology is changing all the time – but it's better to get the terminology slightly wrong than to never talk about the experiences of LGBTQ+ people.

- L lesbian
- G gay
- B bisexual
- T transgender (transsexual is preferred by some)
- Q queer (an umbrella term for sexual and gender minorities)
- (meaning asexual, intersex, etc, personal and others)

**Drag queens aren't the only kind of queer queens (and kings).** Although most of these British rulers didn't self-identify, historians widely agree that they were queer to some degree.

Reign	Name
1067-1100	King William I
1155-1199	King Richard the Lionheart
1327-1327	King Edward II
1377-1399	King Richard II
1502-1510	King James I
1689-1702	King William of Orange
1702-1714	Queen Anne

Many careers are still under-represented by LGBTQ+ people but being queer should not limit anyone's career options. Here are some well known people who were (or are) believed to be (or have identified themselves as) queer.

Category	Stars
British sports stars	Keegan Hirst, Casey Stony, Nigel Owens, Nicola Adams, Gareth Thomas, Tom Daley, Steven Davies, Robbie Rogers, Tom Bosworth
Mathematicians/statisticians	Robert MacPherson, Gunter Ziegler, John McKinsey, Florence Nightingale
Artists/writers	Shakespeare, Tchaikovsky, Wilfred Owen, Carol Ann Duffy, Billie Holiday, Leonardo da Vinci, Michelangelo, David Hockney, Francis Bacon
Scientists	Oliver Sacks, Simon LéVay, Polly Arnold, Alan Turing, Sophie Wilson, Dinesh Bhugra
Business people/economists	Evan Davis, Zanny Minton Beddoes, Lord John Browne, Tim Cook
Military leaders	Alexander the Great, T.E. Lawrence (of Arabia), Julius Caesar

### Homosexuality, legal status around the world

- 0 No pending law
- 1 Recognised civil union
- 2 Recognised marriage
- 3 Homosexuality is criminalised - 0-2 year sentence
- 4 3-10 years
- 5 10 years to life in some areas
- 6 Death penalty, Q Death penalty in part of country
- 7 Death penalty but not applied



As of 2018, homosexual acts between men are still illegal in 72 countries (sexual relationships between women are outlawed in 45 of these countries).

Statista graphics | Source: USA

## This knowledge organiser is queer

Queer people have always been here – but attitudes towards them have changed throughout British history (sometimes getting worse, sometimes getting better).

43 to 410	In Roman Britain, same sex relationships are common.
597	Christianity officially arrives in Britain. Same sex love is officially forbidden.
1066	Under the Norman French, same-sex love is privately accepted (especially in upper class circles).
1533	Henry VIII passes the Buggery Act, making anal intercourse illegal for centuries. Henry doesn't particularly dislike gay men – he just needs another way to falsely accuse and then execute Catholics.
late 1500s/ 1600s	Although officially forbidden still, same-sex love is generally tolerated by society, reflected in the plays of Shakespeare and his contemporaries where queer characters abound.
1700s	The Society for the Reformation of Manners sets out to trap people in same-sex acts. Many of those who are caught choose to kill themselves rather than stand trial. Nevertheless, 'molly houses' (gay clubs) persist.
1851	James Pratt and John Smith are hanged. They are the last people in Britain to be executed for homosexual acts.
1885	The law tightens: any man even attempting to have sex with another man can be imprisoned for two years.
1914-1918	Oscar Wilde is imprisoned a decade later, in 1895. In war time, gay men are considered a security risk because of the threat of blackmail. Some are arrested as a result. Conversely, a massive influx of soldiers to London leads to a massive increase in the number of gay clubs.
1928	A novel, The Well of Loneliness, causes a sensation, fashioning public perceptions of lesbians for decades.
1948 (Sheepskin)	Post-war fear and paranoia sets in: arrests of queer people are common. This includes war hero Alan Turing in 1952. After being chemically castrated he kills himself two years later.
1967	Sex between English men (aged 21 and above) is no longer illegal – but it's still frowned upon. It takes until 1980 for Scotland to decriminalise homosexuality. It has never been illegal in the UK for women to have sex with women.
1972	The Gay Liberation Front form to fight harassment.
1977	The first Gay Pride march in London
1981	Aids becomes known as 'the gay plague'. Gay people are stigmatised.
1983	Lesbians and Gays Support the Miners start raising money for out of work miners and their families.
1993	Section 28 is passed into law, preventing schools from 'promoting' homosexuality.
1994	Age of consent for homosexual men lowered to 18.
2000	Age of consent for homosexual men lowered to 16. Ban on openly queer people in the military is lifted.
2003	25 years after being passed into law, Section 28 is repealed. Schools can now talk about queers.
2014	Same-sex marriage becomes possible from 29 <sup>th</sup> March 2014.

In 1948, Professor Alfred Kinsey published a book that changed the way many people thought about human sexuality. He interviewed thousands of people about their sexual histories and discovered that it is common for humans to be somewhere in between hetero- and homosexual. This led to the creation of the Heterosexual-Homosexual Rating Scale (what became known as The Kinsey Scale).

0	1	2	3	4	5	6	X
Exclusively heterosexual	Almost exclusively heterosexual	Mostly heterosexual	Equally hetero- and homosexual	Mostly homosexual	Almost exclusively homosexual	Exclusively homosexual	Asexual

Leviticus is the book of the Bible most commonly used by homophobic people to justify their prejudices. But having sex with someone of the same sex is just one of over 70 things forbidden in this 2,500-year-old passage. Other things banned in Leviticus include: eating fat, letting your hair get untidy, eating shellfish, getting tattoos and wearing an outfit with more than one kind of fabric. Some modern progressive Christians even identify queer characters in the Bible, most famously David & Jonathan (1 Samuel 18:1, 2 Samuel 1:26).

**Asexual research:** Although not enough research has been conducted yet, the largest study (encompassing the testimony of 18,000 British people) concluded that at least 1% of people feel little or no sexual attraction.

D Lowbridge-Elli/2018

The word 'gay' took on two new meanings in the last century – only one of them is acceptable.

1300	Meaning: 'happy' or 'bright'
1935	Meaning: 'homosexual' 'Gay' started being used as a euphemism for homosexuals because people weren't comfortable talking about the topic (similar to the way we don't like talking about death – e.g. 'passed away'). It has been reclaimed by the gay community with many preferring to be called 'gay' rather than the technical-sounding 'homosexual'.
1978 (USA)	It is never acceptable to use the word 'gay' with this meaning because it makes gay people feel like they're not as good as 'straight' or 'normal' people.
2003 (UK)	Meaning: 'same' or 'habib'.

Humans aren't the only queer animals. Here are just a few of the species who identify as lesbian or gay.

Mammals	Bronx, Brown Bear, Cat, Cow, Chimpanzee, Dolphin, Dog, Elephant, Fox, Giraffe, Goat, Horse, Killer Whale (Orca), Koala, Lion, Otter, Panda, Raccoon
Birds	Barn Owl, Chickadee, Emu, House Sparrow, Kezari, King Penguin, Ostrich, Raven, Seagull, Swan, Turkey, Vulture
Fish	Bluntnose Shinerfish, Green SeaWard, Salmon, Stickleback
Insects	Gecko, Rattlesnake, Tomcod, Whiptail Lizard
Amphibians	Frog, Salamander, Toad
Insects	Butterfly, Cockroach, Cricket, Fly, Red Ant, Scarab Beetle, Wasp

There are 65 million people living in the UK, but what % of them are queer? Anywhere between 2% and 4% (depending on the survey)

25%	In a 2017 survey by the Office of National Statistics, 2% of Britons chose the lesbian, gay or bisexual option (with 4% answering 'don't know' or refusing to answer).
6%	In 2005, when it was analysing the financial implications of the new Civil Partnership Act, the government estimated that gay or lesbian people made up 6% of the population, amounting to 3.6 million people.
23%	A YouGov poll in 2015 asked British people to plot themselves on a 'sexuality scale'. 23% of British people chose something other than 100% heterosexual...
49%	...and the figure rose to 49% among 18-24 year olds

Gender is socially constructed, not determined by biology (this is sex). Gender should be seen as a spectrum (maleness/femaleness), not as a binary choice (male/female).

1900	American manufacturers and retailers start marketing pink to girls and blue to boys (it was previously the other way around), determining their associations from that point onwards.
1966	Miss Agri Ashley BEB, who started life as Sir George Jambon, becomes the first ever Briton to have gender reassignment surgery.
2003	Captain Hannah Winterbourne becomes the first openly transgender officer in the British Army.
2017	The number of children being referred to gender identity clinics has quadrupled in five years (there are now more than 2000 referrals each year).

<http://www.barrbeaconschool.co.uk/wp-content/uploads/2018/01/Queer-knowledge-organiser-Barr-Beacon-School-2018.pdf>



## REFLECTIONS ON A PGCAP: DISRUPTING HETERONORMATIVITY<sup>1</sup> IN HIGHER EDUCATION

*Anthony Drummond*

### Introduction

Largely, this paper<sup>2</sup> was influenced by reflection on my studies during completion of a Post Graduate Certificate of Academic Practice (PGCAP) from 2016 – 2017, and, application for Fellowship of the Higher Education Academy (FHEA) both of which have since been awarded). Whilst my PhD (completed in 2008 at the University of Ulster) concerned Irish Travellers and their perceptions of and experiences with criminal justice across the island of Ireland, as a senior lecturer in Criminology at Leeds Beckett, and, as a ‘man who has sex with men’<sup>3</sup> I became very interested in what criminologists have said/have to say as to the LGBTQ<sup>4</sup> community. Regrettably, this is minimal and concern remains as to the gaps in information, and, silences on these communities. As noted by Nick Groombridge<sup>5</sup>: ‘...criminals are [viewed as/thought of as] straight. Criminals are semiotically unmarked as male, though empirically known to be. Their sexuality is unknown and examined but assumed, in a heterosexist society, to be straight.’

The first section of this paper encourages the reader to reflect on very serious issues and concerns of the LGBT community in a historical, and, contemporary sense, issues that have impacted negatively and those that continue to impact harmfully on a wide range of LGBTQ peoples. In the second part, largely the focus turns towards considering the extent to which universities may have/may not have included LGBTQ issues within curricula, an aspect that very much influenced my studies for my PGCAP, and, application for FHEA. Prior to concluding, literature specifically concerning the experiences of LGBTQs with education in general, and, in particular, with higher education, is considered.

When criminologists have spoken about those engaging in same sex relationships in the past it was largely to affirm the deviance of those (males) caught and treated as criminals under laws in the UK and other states (many having once been colonised by the British).

---

<sup>1</sup> Heteronormativity is the belief that heterosexuality is the only normal sexual orientation.

<sup>2</sup> Whilst this paper has been written informally students may wish to review the references placed throughout the footnotes of this work.

<sup>3</sup> <https://www.sciencedirect.com/topics/medicine-and-dentistry/men-who-have-sex-with-men>

<sup>4</sup> As set out by the Trans Student Organisation ‘queer’ is a general term for gender and sexual minorities who are not cisgender and/or heterosexual. The term may also be viewed as reclaiming the word from haters, and may be employed as a description for anyone who does not adhere to a heteronormative society’s views of gender ‘norms’.

<sup>5</sup> Groombridge (1999: 534): *Perverse Criminologies: The Closet Door of Doctor Lombroso* Socio-Legal Studies 8:4, Sage Thousand Oaks.



Countless numbers of these unfortunate men were often arrested by so called pretty police officers employed to entrap them in public toilets. Sadly, during the 60s and 70s some gay men in the UK were offered electro convulsive therapy as an alternative to prison when caught cottaging/having same sex relationships.<sup>6</sup> Previously, whilst authors such as Lombroso didn't mention the word gay (it is a social construction that didn't exist then) he did refer to men attracted to men as insane deviant pedarasts<sup>7</sup> and criminals.<sup>8</sup> And it is only recently that it can be said that gay men have come out of the shadows so to speak and been largely considered (mostly but not yet completely) as equals to their heterosexual counterparts in the majority of western countries. Yet, in places like the Isle of Man, and, the Channel Isles anti-gay laws were not amended until much later than on the British mainland. One example, (there are far more recent ones related to gay marriage) is that up until 1983 same sex relations between men were illegal in Guernsey (in Britain this was decriminalised in 1967 with provisos around the age of consent) thus progress hasn't been equal even across the United Kingdom. In fact, regrettably, the age of consent for homosexual sex was only equalised with heterosexual sex in Britain when it was set at 16 in 2000!<sup>9</sup> Meanwhile in Northern Ireland it remained set at 17. This was the same year in which the military permitted LGBT people to serve in Britain. Inequality around the age of consent had a major impact on the criminalisation of thousands of gay men in the UK (and similarly in other states) eventually prompting posthumous pardons under Turing's Law 2017 in the UK.<sup>10</sup> As well as being criminalised, prior to this gay men were also pathologized under the World Health Organisation International Classification of Diseases policy until 1992 when homosexuality was finally removed from its list of mental disorders. And, it is unfortunate that this remains the case as I write with regards World Health Organisation recommendations on Trans people. Also, gay men still remain victims of overt discrimination regarding blood donation in the UK (and elsewhere) however, lately, rules within Britain have been relaxed somewhat.<sup>11</sup>

---

<sup>6</sup> MENTAL NURSING AND "SEXUAL DEVIATION": EXPLORING THE ROLE OF NURSES AND THE EXPERIENCE OF

PATIENTS, 1935 - 1974. <https://www.escholar.manchester.ac.uk/api/datastream?publicationPid=uk-ac-man-scw:206758&datastreamId=FULL-TEXT.PDF> [Accessed: 06/05/18]

<sup>7</sup> Broadly, pedarast defined someone as criminal, devoted to 'deviant' sexual acts and deviance in other forms.

<sup>8</sup> See The Myth of the Queer Criminal, Jeffery P Dennis (2018).

<sup>9</sup> See this excellent timeline: LGB & T History, challenges and successes, A brief history of the involvement of lesbian, gay, bisexual and trans people in medicine and healthcare through the ages:

<https://www.lancashirecare.nhs.uk/media/Publications/E%26D/Updates%20July%202016/LGBT%20Timeline.pdf> [Accessed: 06/05/18]

<sup>10</sup> <https://www.theguardian.com/world/2017/jan/31/uk-issues-posthumous-pardons-thousands-gay-men-alan-turing-law> [Accessed: 06/05/18]

<sup>11</sup> <https://www.independent.co.uk/news/uk/home-news/gay-blood-donation-rules-today-law-change-how-lgbt-donate-aids-hiv-tests-a8079651.html> [Accessed: 06/05/18]

During The Holocaust men who had sex with men, those perceived to having been engaged in such actions or those simply accused of homosexuality by the Nazis were tortured and many were exterminated under Hitler's orders as evoked under the policy referred to as Paragraph 175.<sup>12</sup> In fact it is recorded that at least one victim of Paragraph 175 was forced to watch as Alsatian dogs tore his lover to pieces in front of a large crowd. More recently, ISIS have tormented gay men and thrown some to their deaths from towers, LGBTQ people have been murdered in atrocities targeting them such as the incident at the Pulse nightclub in Orlando in 2016,<sup>13</sup> and, the cases of gay asylum seekers remain of huge concern.<sup>14</sup> In fact world-wide the safety of LGBTQ people remains placed at heightened risk and sometimes this is due to flawed policies and laws. In fact one of the most horrific issues still impacting on some gay men is so called gay panic defence<sup>15</sup> (referred to in English law as the Guardsman's Defence) whereby defendants in cases concerning attacks on men (including those resulting in murder) claim they panicked when allegedly subjected to (or actually subjected to) anything from a nod and a wink or an innocent touch (on the arm, for example) or perhaps a less nuanced come on from a gay man or male perceived to be gay. In many cases gay panic was deemed an acceptable defence by many juries and judges alike and defendants treated leniently and it is still accepted as a defence in some parts of Australia and the USA.<sup>16</sup> Elsewhere, allegations of police brutality, including sexual assault and rape by some police of LGBTQ people as well as the shooting dead of (especially) trans people of colour in the USA by police have been raised, as well as concerns as to the murders of trans people.<sup>17</sup> Reports also highlight the ways in which, those viewed as particularly 'butch' lesbians (especially those of colour) may have been treated more harshly by juries, especially if they have been found guilty of killing heterosexual white males. In fact concerns are raised that they appear to have faced the death penalty more than their heterosexual (especially white) counterparts.<sup>18</sup> Ordinarily, concerns have also been raised as to '...law enforcement officials' continuing to '...target LGBT and HIV-positive people for abuse, utilizing the power of the police and criminal justice system'.<sup>19</sup> Moreover, concerns

---

<sup>12</sup> <https://www.imdb.com/title/tt0236576/> [Accessed: 06/05/18]

<sup>13</sup> <http://www.bbc.co.uk/news/world-us-canada-36511778> [Accessed: 03/05/18].

<sup>14</sup> <https://www.pinknews.co.uk/2018/04/06/french-parliament-votes-to-protect-lgbt-asylum-seekers-from-persecution/> [Accessed: 04/05/18]

<sup>15</sup> <https://lgbtbar.org/what-we-do/programs/gay-and-trans-panic-defense/> [Accessed: 06/05/18]

<sup>16</sup> [https://www.washingtonpost.com/news/post-nation/wp/2018/04/27/a-former-cop-said-he-killed-a-man-in-a-gay-panic-an-actual-legal-defense-that-worked/?utm\\_term=.a8a0dd2e86fc](https://www.washingtonpost.com/news/post-nation/wp/2018/04/27/a-former-cop-said-he-killed-a-man-in-a-gay-panic-an-actual-legal-defense-that-worked/?utm_term=.a8a0dd2e86fc) [Accessed: 06/05/18]

<sup>17</sup> <http://www.stoptransmurders.org/> [Accessed: 06/04/18]

<sup>18</sup> [http://www.cs.cmu.edu/afs/cs/usr/scotts/bulgarians/njsol/death\\_penalty\\_lesbian.txt](http://www.cs.cmu.edu/afs/cs/usr/scotts/bulgarians/njsol/death_penalty_lesbian.txt) [Accessed: 06/05/18]

<sup>19</sup> <https://www.lambdalegal.org/issues/police-and-criminal-justice> [Accessed: 06/05/18]

are also raised as to *voire dire*:<sup>20</sup> prejudice by some jury members in court cases concerning LGBTQ people.

In addition to the issues outlined so far it is now commonly accepted in the USA and UK that there are very high rates of homelessness among LGBTQ young people as well as reports and evidence of the lack of safety for LGBTQ children in schools, a lack of safety for LGBTQ youth and adults within jails and prisons, and, concerns as to what has been called the school to prison pipeline<sup>21</sup> where LGBTQ youth are the unwitting victims of a heteronormative and often overtly<sup>22</sup> homophobic society. Another pressing issue is that police in the USA and UK are only just starting to be openly criticised for the alleged poor way in which they have investigated cases concerning the murder of gay men/men that may have been assumed to be gay, especially perhaps, by serial killers, as underscored recently in the Stephen Port<sup>23</sup> case in England, the Andrew Kinsman case in Toronto<sup>24</sup>, the case of the murder of ACDC manager Crispin Dye<sup>25</sup> (and other male victims) and, as underlined in the gripping tv series *The Assassination of Gianni Versace* that focussed on a serial killing spree by Andrew Cunanan.<sup>26</sup> Evidently, all the issues outlined so far should be of concern to criminologists yet LGBT academics such as myself remain extremely concerned at not only the gaps in information on the LGBTQ communities regarding criminal justice but also, the deafening silence of much of the academy as to these issues. Unsurprisingly, having researched the information outlined above for modules I deliver at Leeds Beckett, my focus turned to investigating the perceptions of, and, experiences of LGBTQs with higher education for my PGCAP to ascertain if they are being properly included.

---

<sup>20</sup> “Jury Selection and Anti-LGBT Bias: Best Practices in LGBT-Related Voir Dire and Jury Matters,” [www.lambdalegal.org/know-your-rights/article/in-court-jury](http://www.lambdalegal.org/know-your-rights/article/in-court-jury) [Accessed: 06/03/18]

<sup>21</sup> <https://www.advocate.com/commentary/2015/9/18/helping-queer-youth-affected-school-prison-pipeline> [Accessed: 06/05/18]

<sup>22</sup> Some may question a so called hidden curriculum in schools. However in the UK it is not compulsory to provide properly inclusive sex education so most children leave school ill-informed as to non-heteronormative relations.

<sup>23</sup> <http://www.bbc.co.uk/news/uk-england-38102454> [Accessed: 06/05/18]

<sup>24</sup> <https://www.nytimes.com/2018/02/11/world/canada/toronto-killings-bruce-mcarthur.html> [Accessed: 06/05/18]

<sup>25</sup> <http://loudwire.com/acdc-managers-murder-case-reopened-after-20-years/> [Accessed: 06/05/18]

<sup>26</sup> <https://www.mirror.co.uk/news/real-life-stories/murder-who-killed-gianni-versace-11005160> [Accessed: 06/05/18]

## LGBTQ INCLUSION WITHIN CURRICULA?

In 2017 Gale and Ward<sup>27</sup> warned that whilst: 'In the UK, we have made great legal strides towards equality'... 'culturally we are still playing catch up – and higher education is just one of the places where LGBTQ people are being failed' thereby underscoring the need for such an enquiry across HE institutions. My proposal for future research was to enquire as to whether or not curricula in HE had ever been evaluated to ensure that it had meaningfully included and reflected the lives of LGBTQ students (not overlooking the associated impact on LGBTQ staff). If this was not the case then the experiences of LGBTQ students (and staff) may likely have been and continue to be negatively impacted. This was merely a research proposal exercise though therefore no actual research was conducted on this matter. Nevertheless, one of the main issues relating to learning and teaching practice that I wished to advocate for during my PGCAP concerned researching and raising the issue of diversity and inclusion within the curriculum relevant to this minority group.

A report by Syracuse University stated that 'heteronormativity' refers to 'an ideology based on definitions of what it means to be a woman or a man that exclude and discriminate against a significant minority population'.<sup>28</sup> Thus it can be claimed that a heteronormative system may likely fail LGBTQs to a great degree. Moreover, if a hidden curriculum were found to be in place that failed to challenge discrimination embedded within the education system then all students may equally be failed as they may not have learned to identify and redress inequality and prejudice within society.<sup>29</sup>

Aside from the reasoning above, the rationale for my research proposal was underlined by the fact that LGBTQs are (broadly) protected from discrimination under the Equality Act 2010. Therefore there is a legal duty on public bodies to ensure a non-discriminatory environment. In fact, as stipulated by Leeds Beckett<sup>30</sup>

---

<sup>27</sup> Gale, N.K and Ward, N. (2017: B) 'Why LGBTQ Inclusivity Still Matters in Higher Education' Available at: [http://theconversation.com/why-lgbtq-inclusivity-still-matters-in-higher-education-06/05/1874273?utm\\_source=twitter&utm\\_medium=twitterbutton](http://theconversation.com/why-lgbtq-inclusivity-still-matters-in-higher-education-06/05/1874273?utm_source=twitter&utm_medium=twitterbutton) [Accessed: 30/06/17].

<sup>28</sup> Syracuse University (2004) 'Interrupting Heteronormativity', Available at: <file:///G:/PGCAP%20STUFF/Interrupting-Heteronormativity-text.pdf> [Accessed: 07/07/17].

<sup>29</sup> Mayo, J. B (2013) 'Disrupting the Hidden Curriculum: LGBTQ Youth & Bullying', Available at: <https://cehdvision2020.umn.edu/blog/lgbtq-youth-bullying-prevention/> [Accessed: 04/07/17].

<sup>30</sup> Leeds Beckett (2016) Inclusive Assessment Guidance for Academic Staff, Available at: <https://teachlearn.leedsbeckett.ac.uk/-/media/files/clt/161216-11377-inclusive-assessment-guide-final.pdf?la=en> [Accessed: 30/06/17].

It is important to recognise that true inclusion caters for the needs of each individual...The environment should, therefore, be constructed in a manner that allows 'students to apply their learning to their own experiences and interests' and that it is important to consider the multiple perspectives that students bring to a learning situation because of gender, age, disability, sexuality and ethnicity.

Thus Leeds Beckett appears (fairly) clear as to the importance of inclusivity (use of the term 'sexual orientation' might be clearer than 'sexuality' within policy documents though). Moreover, Leeds Beckett's 'Principles of Inclusive Assessment 3' also states that inclusive assessment should: '..(E) address the needs of all our diverse student population' and:

Engage the students in the debate about curriculum design- so that a more inclusive practice is informed by student voices. Try to see learning from the student's point of view and ask them specifically about how they want to be prepared supported and engaged in the assessment process. Use inclusive language for all so all students can engage-....

It appears to be the case then that Leeds Beckett is aware of the importance of inclusion yet this remains at odds with observations as to HE falling short of expectations in general. However, as academics have great autonomy, the concern here is whether or not stated commitments such as this are *meaningfully* embedded and reflected within curricula. Thus my proposal was for this research to be used to ascertain if the needs of *all* students really are being embedded across the curriculum by focussing on those students that HE institutions are said to have failed: LGBTQs. If evidence were to be found as to a hidden curriculum in operation or such like then as discussed by Mayo (2013) there would be an onus on educators to '...disrupt and undo..[it] so people accept those who are different from themselves'.

Despite what has been said so far there are also other concerns that underscored my proposal to research the experiences of LGBTQs. For example, the impact of minority stress which can encompass some or all of the following issues: feeling unsafe on campus especially in student accommodation, the reported higher drop-out rate of LGBTQ students, issues concerning mental health, lack of parental support for LGBTQ students in some cases, some staff lacking confidence to challenge homophobia, and, a higher suicide rate for members of these communities.<sup>31</sup>

---

<sup>31</sup> Gale, N.K and Ward, N. (2017) LGBTQ-INCLUSIVITY IN THE HIGHER EDUCATION

Overall it was anticipated that, if actually carried out, such research could act as a quality control exercise as to the enhancement of learning and teaching for LGBTQs students as it may either confirm that departments throughout HE institutions are fully committed to inclusivity, or, inform otherwise and encourage improvements to be made. However there are evident gaps in information on this issue and the second part of this paper acts as a literature review of my submission for a PGCAP enabling me to more clearly answer the question: what studies/research already exist in this area to help inform your thinking?

### **BACKGROUND LITERATURE:**

On reflection as to the 'The School Report: the experiences of gay young people in Britain's schools in 2012' by Guasp (2012) in an online blog, Stonewall observed that:

...one in three lesbian, gay or bi young people who are bullied [at school] consider changing their future educational plans because of it, for instance by deciding not to go to university or college. Universities that take steps to combat homophobic, biphobic and transphobic bullying, and promote their work in this area, will encourage these young people to carry on in education and to apply to study at their institution.<sup>32</sup>

Earlier, in 2014 it had been identified by the National Union of Students that:

...many LGBT people continue to feel isolated in education and society. Many suffer mental health and financial issues and all too often we hear cases of LGBT students leaving education as an indirect result of their identity.<sup>33</sup>

In fact, many of the statistical results presented by the NUS in 2014 were cause for alarm: only two in ten trans students felt completely safe on campus being less than half the proportion of heterosexual counterparts (43 per cent) whilst only 36.7 % per cent of LGB+ students felt completely safe on campus. One out of five LGB+ and one in three trans

---

CURRICULUM: A BEST PRACTICE GUIDE, Available at: <https://intranet.birmingham.ac.uk/staff/teaching-academy/documents/public/lgbt-best-practice-guide.PDF> [Accessed: 30/06/17].

<sup>32</sup> Stonewall (2017) 'Higher Education', Available at: <http://www.stonewall.org.uk/get-involved/education/homophobia-biphobia-and-transphobia-higher> [Accessed: 06/07/17].

<sup>33</sup> National Union of Students (2014) 'Education Beyond the Straight and Narrow LGBT students' experience in higher education', Available at: <https://www.nus.org.uk/global/lgbt-research.pdf> [Accessed: 07/07/17].

participants had experienced bullying or harassment on campus and (as far as we know!)<sup>34</sup> LGB+ students are reported as being slightly more likely to drop out of HE than heterosexuals: the rates are 25 per cent for heterosexual students, 27.7 per cent for gays, 26.6 per cent for lesbians and 30 per cent for bisexuals. In addition, more than half of LGB+ respondents (56 per cent) cited that they felt they did not fit in as the main reason for dropping out. Moreover, it is reported that LGBT students having experienced homophobic or transphobic harassment are 2 to 3 times more likely to consider leaving their course. In addition 51% of trans students had considered dropping out of studies.

The perception of LGBTQ students not fitting in and subsequently dropping out of university underscores the need for LGBTQs to see themselves reflected within curricula. Indeed, with regards actual pedagogic practice, on a scale of 1–10 it was reported that:

LGB+ students' average score of agreement with the statement "I see LGB experiences and history reflected in my curriculum" is only 3.9 and for trans students it is 3.5. For the statement, "I see trans experiences and history reflected in my curriculum," the scores are 2.8 for LGB+ students and 2.5 for trans students.<sup>35</sup>

Perhaps not surprisingly it was also reported by the NUS that '[G]ay men students tend to feel more confident to speak up in class than lesbian, bisexual and trans students.' And that 'LGBT students who are out to their tutors tend to feel more confident to speak up in class (89 per cent) than those who are only out to their friends (79 per cent).'<sup>36</sup>

To conclude, as stated earlier, I am currently a senior lecturer in criminology and manage and deliver (with the assistance of colleagues) two modules. One, a second year module entitled Risk Mental Health and Criminal Justice includes the experiences of a range of

---

<sup>34</sup> Many homeless youths are found to be LGBTQ. It is reported that when some students come out to their parents, some are then cut off from financial and emotional support. This issue is under-researched and it may be the case that LGBTQ students are *more* likely to drop out of education due to this type of scenario.

<sup>35</sup> NUS (2014: 6).

<sup>36</sup> Many other authors have also influenced this research proposal with work concerning queer pedagogy, for example: Bryson & Castell (1993) 'Queer Pedagogy; Praxis Makes I'm/Perfect', *Canadian Journal of Education/Revue canadienne de l'éducation*, Vol. 18, No. 3, *Against the Grain: Narratives of Resistance*, (Summer, 1993), pp. 285-305; Canon & Linhorst (2007) *How will they understand if we don't teach them?: The status of criminal justice education on gay and lesbian issues*; Dwyer (2015) 'Teaching Young Queers a Lesson: How Police Teach Lessons about Non-Heteronormativity in Public Spaces', *Sexuality & Culture*, September 2015, Volume 19, Issue 3, pp 493–512; The Global Alliance for LGBT Education (2017) 'The USA education secretary sees no problem when schools refuse LGBT students' Available at: [https://www.gale.info/en/news/local\\_news/170525-devos-ok-with-discrimination-lgbt-students](https://www.gale.info/en/news/local_news/170525-devos-ok-with-discrimination-lgbt-students) [Accessed: 05/07/17]; Ren, A. K (2010) 'LGBT and Queer Research in Higher Education: The State and Status of the Field', *Educational Researcher*, Vol. 39, No. 2, pp. 132–141 Available at: <https://msu.edu/~renn/RennLGBTQueerEdResearcher.pdf>; Lecky, R. & Brooks. K. (2010) *Queer Theory: Law, Culture, Empire*, Routledge, Glasshouse Books, Oxon.

minorities alongside LGBTQs. The other, a first year module: Deconstructing Deviance, introduces students to the study of the social construction of crime and deviance through an examination of the historical, socio-economic and political processes by which particular acts of behaviour, or particular social groups become defined, formally or informally as 'deviant' and/or 'criminal'. Therefore both modules (and Deviance in particular) make particularly apposite vehicles for introducing students to the concept of heteronormativity, and, queer theory (which is not exclusively aligned to deconstructing LGBTQ issues as anyone can object to heteronormative rules and regulations). Indeed, given the issues outlined at the start of this article, the topic of social construction/deconstruction of deviance is especially relevant to the situation of gay men and bisexual males (not forgetting transsexuals who appear to have become frontline targets for oppression lately). In fact, clearly, the recent history of oppression can be considered to have been socially constructed (more accurately now, largely deconstructed) in light of modern day attitudes towards these groups with regards criminal justice that has resulted largely (in western states) in the equalisation of the age of consent, the decriminalisation of gay sex, and, the legalisation of civil partnerships. As such I remain focussed on LGBTQ issues and will continue to update my knowledge as to LGBTQ issues and criminal justice/social policy to enhance the modules that I am currently tasked with delivering; to ensure LGBTQ students recognise themselves within the curriculum; and, to raise awareness amongst *all* in society as to the impact of discrimination in all its forms, for discrimination wounds everyone, both the haters, and, the victims of it.



## The Government's Green Paper on mental health: failing a generation

Jonathan Glazzard

The Select Committee Report, *The Government's Green Paper on mental health: failing a generation*, published last week, was a welcome publication. It highlighted some fundamental criticisms of the Government's Green Paper, *Transforming Children and Young People's Mental Health Provision*, which was published in December 2017.

The Select Committee report raises concerns that the Government is "tinkering" rather than using the opportunity to "truly transform" mental health provision for children and young people. It is refreshing that it highlights the potential adverse effects of the current exam and testing system on young people's mental health. There is welcome discussion about exam pressure and the narrowing of the curriculum on young people's mental health. These are themes which the Green Paper fails to consider. However, neither the Green Paper, nor the Select Committee report give any attention to the potential detrimental impact of the Phonics Screening Check in Year 1. Children who fail this check are required to re-take it in Year 2, following an additional period of intervention, irrespective of whether they can read or not. The effect of this on children's sense of self is a critical area for further research.

The Select Committee report highlights the failure of the Green Paper to make the connection between social disadvantage and mental health. It emphasises other 'at-risk' groups, including looked-after children, those in the criminal justice system, those who are in alternative provision and/or off-rolled, and those not in education, employment or training (NEETs). It is however disappointing that the Select Committee report fails to address in any meaningful way the needs of young people who identify as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning or Other (LGBTQ+). It is also disappointing that the Select Committee report fails to consider the intersectional nature of identities, for example the relationship between social disadvantage, ethnicity and sexuality. Identities often intersect, resulting in multiple forms of disadvantage and this is not given due consideration in either the Green Paper or by the Select Committee.

Given the Stonewall research that was published last year we know that there is a need to consider the role of education in fostering a culture of inclusion for young people who identify as LGBTQ+. The Stonewall research stated that 40% of LGBT pupils had missed school because of homophobic, biphobic or transphobic bullying. In addition, 84% of trans young people have self-harmed and 45% of trans young people have attempted to take their own life. The Select Committee report does not address any of these issues. Whilst the Green Paper does acknowledge that LGBT young people face an increased risk of mental disorder, suicide, substance misuse and self-harm it fails to offer any solutions through which these

issues might be addressed by schools. Approaches to tackling prejudice-based bullying are essential but reactive and there is a need for schools to embed LGBTQ+ inclusion into a whole-school approach. This should include the role that all aspects of the school curriculum can play in promoting a culture of LGBTQ+ inclusion. Approaches need to go beyond traditional anti-bullying and counselling approaches, both of which are reactive. Schools need to help young people to believe that it is morally wrong to think negatively about LGBTQ+ identities, and not just teach pupils that it is wrong to say hurtful comments. Neither document considers the contribution that a whole-school approach can make to LGBTQ inclusion.

Although both the Select Committee report and the Green Paper discuss the impact of social media on young people's mental health, no consideration is given in either report to the issues faced by LGBTQ+ young people. According to the 2017 Stonewall research 40% of LGBTQ+ young people have been the target of homophobic, biphobic and transphobic abuse online. 97% see homophobic, biphobic and transphobic content online and 65% think that online platforms are unlikely to do anything about tackling homophobic, biphobic and transphobic content or incidents when it is reported to them. Given these issues, it is disappointing that both the Select Committee and the Green Paper have failed to specifically address these issues.