

FRAMING INCLUSION THROUGH RIGHTS

PRESENTER NOTES

This resource is designed for use in school during a CPD session or INSET session. It's a participatory session which should last between one and a half and three hours, depending on the time you allot for the exercises and any discussions that may arise.

Framing Inclusion Through Rights has been developed by UNICEF UK and Stonewall School and Collage Champions to help schools who want to create a culture that supports students who are Lesbian, Gay, Bi/Bisexual, Trans/Transgender, Questioning or Queer, Intersex or Ace/Asexual (LGBTQIA+) or come from LGBTQIA+ families.

One of the simplest ways to do this is to create a culture that celebrates the differences of everyone and actively focuses on inclusion. UNICEF UK believes that in the UN Convention on the Rights of the Child, schools have an authoritative and neutral starting point upon which to base inclusion work.

The learning outcomes of this resource are:

- Understanding what relationships and sex education requirements are in England, Scotland, Wales and Northern Ireland.
- Understand what the UN Convention on the Rights of the Child has to say in relation to inclusion, diversity and LGBTQIA+ teaching and learning.
- Take a first step towards creating an action plan for inclusion in your school.

Preparation

In advance of the session, we recommend you:

1. Print out enough [summary copies](#) of the UN Convention on the Rights of the Child for each participant. These can be found on the UNICEF website or using the link.
2. A printout of the [case study](#) featured on slide 14. A full version of this case study can be found online: [unicef.uk/inclusion_case_study](https://www.unicef.uk/inclusion_case_study)
3. Large sheets of paper (flip chart paper is ideal) and pens.
4. You may wish to print off an [Inclusion Action Planning Template](#) for the final activity but this could be done on flip chart paper if you would rather each group works on one area, rather than each group working on all areas.

Background reading

Stonewall have a range of best practice [toolkits and resources](#) for primary, secondary and further education settings.

Turn over for slide notes.

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Slide 1	Opening slide.
Slide 2	Outline the learning outcomes for the session.
Slide 3	A note on language and which acronyms you may wish to use.
Slide 4	Where are we now.
Slide 5	Relationship and Sex Education. RSE in each devolved nation. In preparation for this session you may wish to expand upon the information provided for your nation or reflect on the progress you have made in developing an RSE curriculum in your school. Please see PowerPoint slide notes for links to each nation's guidance.
Slide 6	The Equality Act 2010.
Slide 7	Why Child Rights and Inclusion? The Convention is an internationally ratified treaty and child rights are neutral - they aren't for just one group. At their core they are simply what is best for every child.
Slide 8	Which Rights? Activity. Hand out summary copies of the Convention and large sheets of paper and pens. Divide participants into groups and ask them to decide which six articles are the most important to consider when thinking about inclusion and diversity in relation to LGBTQIA+ teaching and learning. Allow a few minutes to read through the Convention before moving on to discussion and asking participants to write down their chosen articles. After enough time has passed ask participants to come back together to discuss their articles and justify why they chose them.
Slide 9	Which Rights? Continued. These are the articles UNICEF felt were the most important to consider in relation to LGBTQIA+ teaching and learning. The articles of the Convention apply to all children, whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from or any other protected characteristic, including gender and sexuality. No child should be treated unfairly on any basis. Article 2 says that children should be protected against discrimination on any basis and the full text outlines an inexhaustive list of groups – protection against discrimination on ANY basis should be interpreted to include LGBT groups within this.
Slide 10	Action on inclusion starter ideas linked to rights. As you present the starter ideas ask for feedback and reflections from the group.
Slide 11	Action on inclusion starter ideas linked to rights
Slide 12	Action on inclusion starter ideas linked to rights
Slide 13	Action on inclusion starter ideas linked to rights
Slide 14	Case study. Present the case study as it appears on the slide. Alternatively you may choose to hand out printed out copies of longer case study (see link in Preparation section above). You may want to build in time for ask for reflections from the group on what they have read, are there any ideas that the school undertook that could be used in your school context? Are there any aspects of Katelyn's or the school's approach that resonate?
Slide 15	Activity: Create your inclusivity action plan. <ul style="list-style-type: none">▪ Either in subgroups or as a whole group discuss and note down ideas for each of the areas listed and link them to an article of the Convention.▪ Give between 10 and 15 minutes to list actions for each area.▪ Bring the group back together and review the actions listed as a group and assign someone to carry each action forward.
Slide 16	Next steps. Plan to follow up on the progress you have made today and don't forget to involve and consult young people on your approach to inclusion.
Slide 17	Thank you. To get in touch with Stonewall with any questions related to RSE or any issues raised by this resource at education@stonewall.org.uk