

What is Gender Identity and transitioning?



LEARNING OUTCOMES

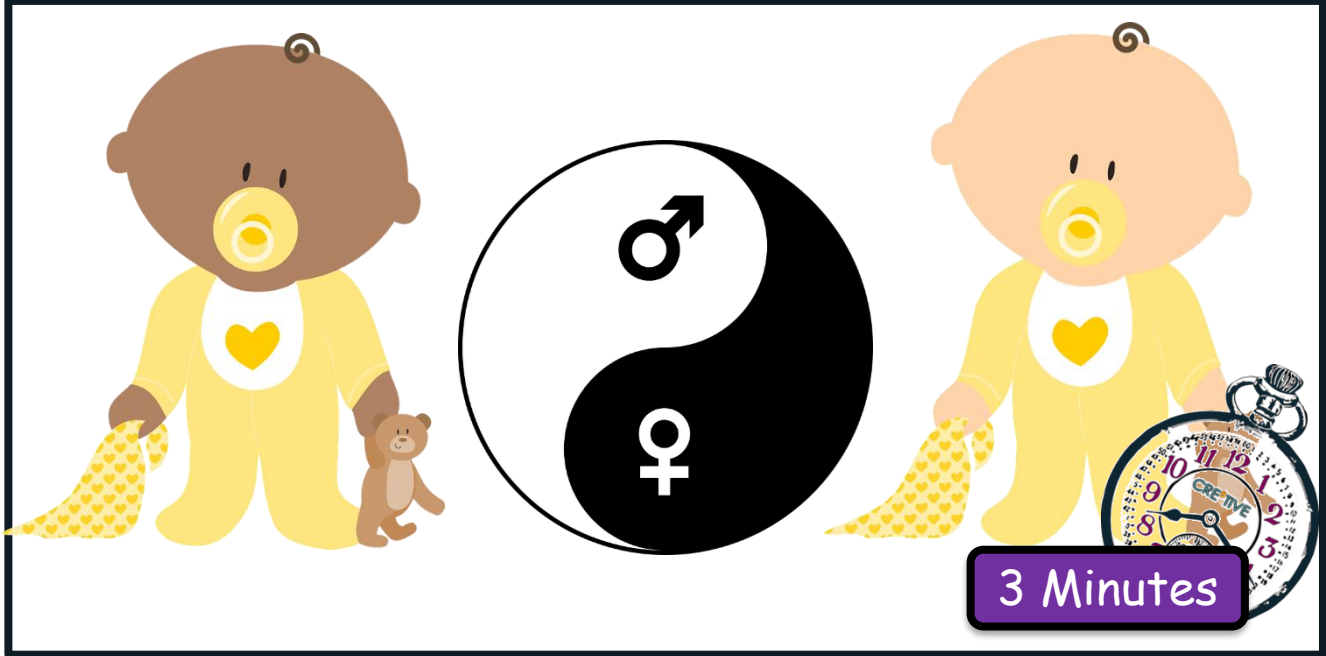
Knowledge, Skills & Actions

To explore a range of language used with gender identity

To understand the Gender Recognition Act and the difference between sex and gender

To explore and challenge gender prejudices and stereotypes that are out there

New Vocabulary
Transitioning, Cis Male, Cis Female, Gender Recognition Act, Transgendered, Sex Gender, Gender Dysphoria



3 Minutes



STARTER ACTIVITY

How many genders are there?
What gender are these babies?
How does a baby know what gender it is?
Is sex and gender the same thing?

EFFECTIVE GROUND RULES

CREATIVE CURRICULUM

PSHE

EFFECTIVE GROUND RULES

CREATIVE CURRICULUM

Show respect

- By listening
- Not interrupting
- Only 1 person talking at a time

Be open and honest but **no personal comments** – Discussions will be about **'general situations'**

Don't make assumptions about people's values, attitudes, behaviours, life experiences or feelings

You don't have to say things about yourself if you don't want to (**You have the right to pass**)

PSHE CLASSROOM RULES DEALING WITH SENSITIVE TOPICS

There are **no stupid questions**. A question box for anonymous Questions

It's OK to get things wrong

SAFEGUARDING YOUR WELFARE & HAVING YOUR INTERESTS AT HEART

Have a **non-judgemental approach**. No put downs and challenge the opinion not the person

Enjoy the lesson, Challenge your perceptions and **understand how to seek further advice and support**

Use the agreed appropriate Language (**Avoid slang terms**)

Don't show the fact you are embarrassed through silliness

Conversations stay in the room unless it is a **safeguarding issue**



WHAT IS GENDER IDENTITY?



ASSESSMENT FOR LEARNING

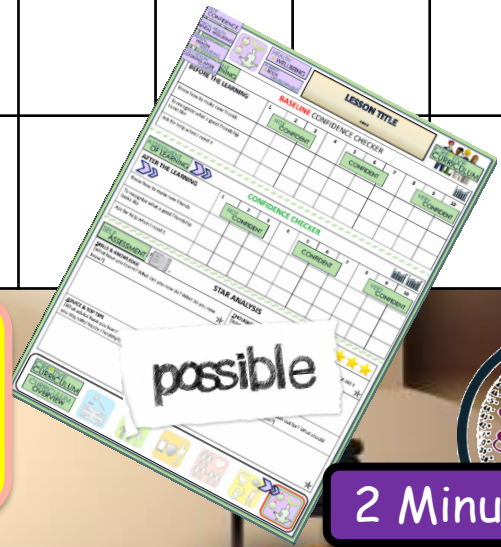
BASELINE CONFIDENCE CHECKER




BEFORE THE LEARNING	1	2	3	4	5	6	7	8	9	10
		NOT CONFIDENT				CONFIDENT			VERY CONFIDENT	
I know the difference between sex and gender										
I am aware of the full spectrum of genders										
I understand the different options available to those transitioning										




Complete a baseline assessment of where you think you are at for this lesson
(Discussion or complete sheet)







I'm not confident at all




I'm getting more confidence



Confident

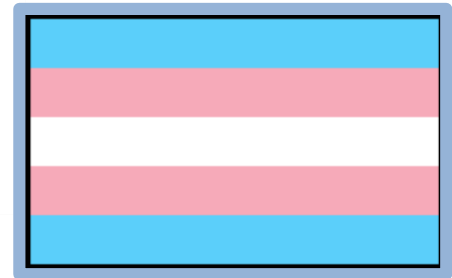


Very confident



Super confident

WHAT IS THE DIFFERENCE BETWEEN SEX AND GENDER?



- ❑ **“Sex”** is the term we use to refer to a person’s sexual anatomy (his or her sexual body parts). So if a doctor were to say that a girl is female in terms of her sex chromosomes, her sex organs, and hormonal make-up, the doctor is referring to the girl’s sex (her body)
- ❑ **“Gender”** is the term we use to refer to how a person feels about himself as a boy/man or feels about herself as a girl/woman. Gender identity is the term for how a person self-identifies in terms of being a boy/man or girl/woman. When you say, “I’m a man,” you are stating your gender identity.
 - ❑ Sometimes your gender and sex don’t match up and sometimes they do! Often people also confuse your gender with your sexuality and these are also two completely different things

Task

Why do people get sex, gender and sexual orientation mixed up?

Do you believe that young people are born with a specific set of traits that apply to their gender or do they learn them through parenting and society. (Nurture Vs Nature)

LGBT+ FOCUS: GENDER

TASK 1

LINK THE TERM TO THE DEFINITION

A

gender dysphoria

1

to describe someone who does not identify as either

B

gender identity

2

individuals who feel their gender identity or expression

C

gender atypicity

3

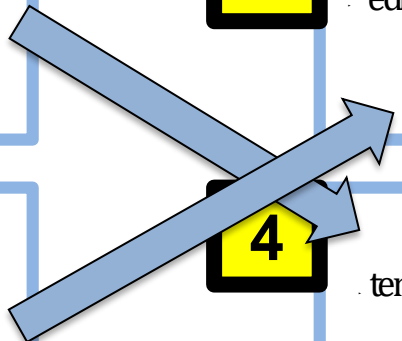
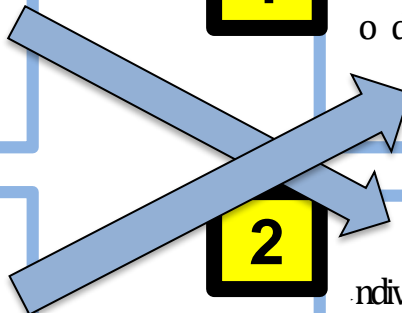
medical diagnosis identifying the conflict in people who

D

gender expression

4

term used to describe people whose gender identity



WHAT DO WE MEAN BY GENDER?

Good Morning Britain
Debate on Gender
Neutrality



GENDER QUEER

CIS GENDER
FEMALE

CIS GENDER
MALE

GENDER
FLUID

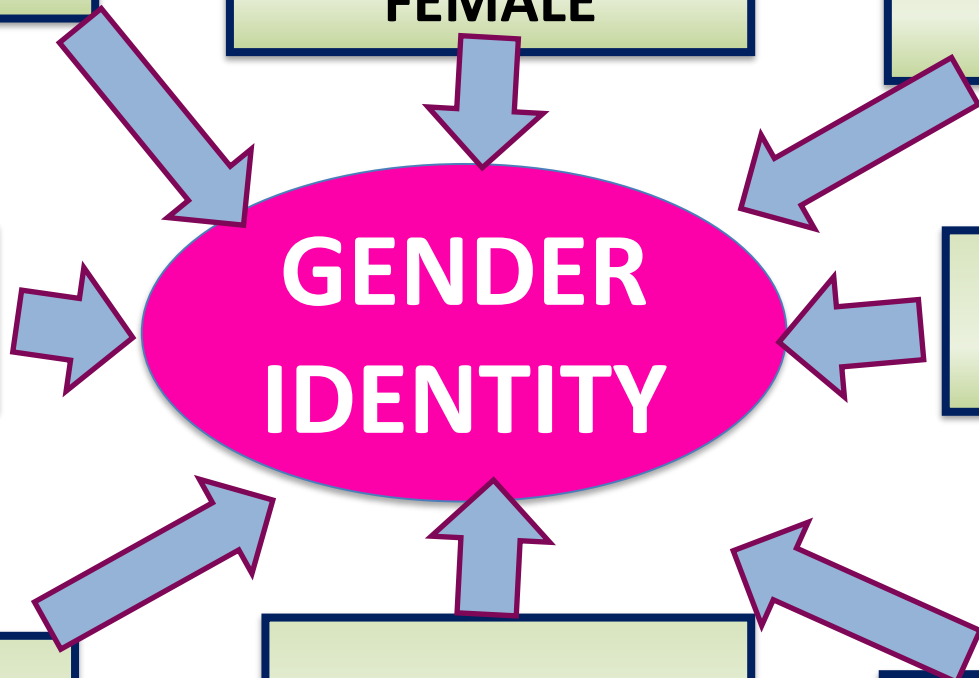
**GENDER
IDENTITY**

NON- BINARY

GENDER
NEUTRAL

AGENDER

TRANSGENDERED
MAN OR
WOMAN



SORTING ACTIVITY

Match the key word with its correct meaning

Transgender

Identities not easily categorized as masculine or feminine. Often a blend of the two.

A

Cisgender

Gender identity changes or fluctuates. does not remain constant

B

Gender fluid

Your current gender identity, gender expression and sex match up with what you had at birth

C

Non-binary

Do not identify with a gender

D

Gender Neutral

Where your current sex, gender expression and gender identity do not match up with what you were assigned with at birth

E

Agender

Gender falls outside the traditional male/female binary

F



LGBT+ ACTIVITY

LGBT+ ACTIVITY

Transphobia & Gender Terms

PRINTABLE WORKSHEET

Words used to replace a person's name, e.g. he, she, they. 'They' can either be used to talk about more than one person, or as a gender-neutral pronoun for a singular person

Key term

Your own perception of your gender and how you label it.

Key term

May be offered to children in early puberty to suspend the development of their unwanted secondary sex characteristics (including breast development or deepening of the voice)

Key term

Gender identity, and sex at birth do not match up.

Key term

when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity

Key term

The process by which a transgender person begins living as the gender they identify with. This might involve using a new name, new pronouns, dressing differently, or medical treatment

Key term

Someone who moves between genders/fluctuating gender

Key term

How you are assigned based on what your doctor sees when you're born

Key term

Individuals are assigned female at birth and identify as boys/men or towards the masculine end of the gender spectrum.

Key term

Is often preferred to the term transgender, but both these terms include all variations of gender identity that are not typically associated with the sex assigned at birth

Key term

using a word, especially a pronoun or form of address, that does not correctly reflect the gender with which they identify

Key term

Individuals are assigned male at birth and identify as girls/women or towards the feminine end of the gender spectrum.

Key term

Somebody who has genetic or biological features that don't fit the stereotypical definitions of female or male

Key term

Policies, language, and other social institutions should avoid distinguishing roles according to people's sex or gender, in order to avoid discrimination arising

Key term

The way in which a person expresses their gender identity, typically through their appearance, dress, and behaviour.

Key term

Gender Identity

Gender Dysphoria

Hormone blockers

Pronouns

Biological sex

Transition

Trans masculine

Misgendering

Genderfluid

Transgender

Trans

Trans feminine

Intersex

Gender neutrality

Gender expression



TASK OR CHALLENGE

TASK

Read through the handout and complete all the activities

CHALLENGE QUESTIONS

- What can you do to support the trans community?
- How can you raise the profile of those that are suffering in the trans community?
- Should the UK be doing more to make an inclusive society for all people?

WHAT ARE THE OPTIONS?

[Vlog about the transitioning process on HRT](#)



Hormone therapy (HRT)

Hormone blockers

Gender affirming treatment

Cross – dressing

Surgery
(lower or bottom surgery) = Genitals

Transitioning

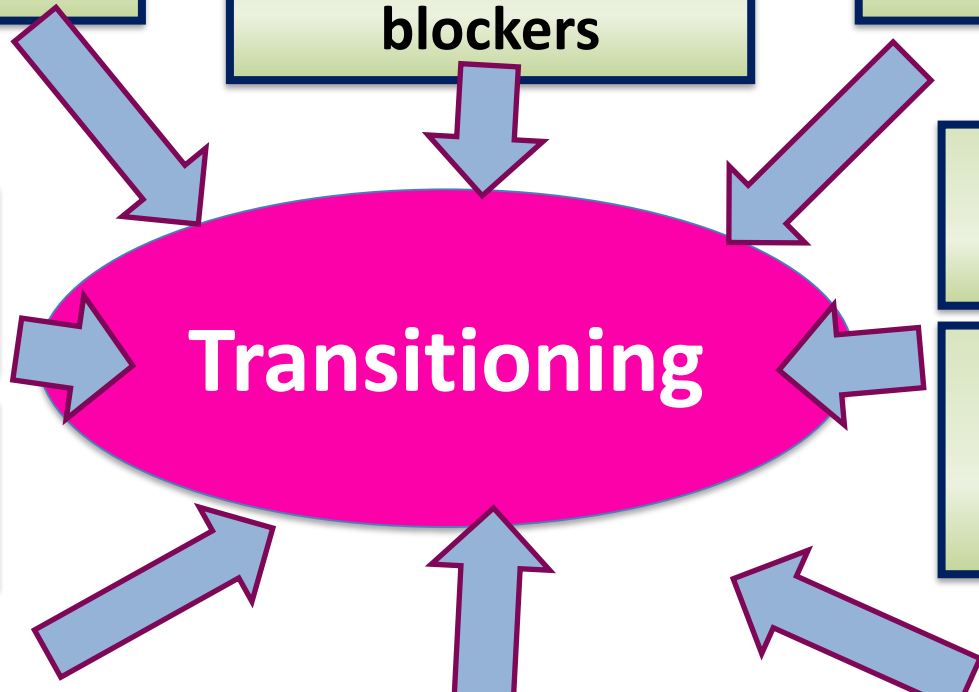
Go about your daily life as your gender identity rather than assigned sex

Surgery
(Top surgery) = Chest or breasts

Seeking help from the NHS

Changing your pronouns

Changing your appearance
(Make up, outfits, hair style)



SORTING ACTIVITY

Match the key word with its correct meaning

Hormone blockers

Hormone therapy

Surgery

**Gender affirming
treatment**

Cross-dressing

Gender expression



Refers to intermittent changes of gender expression, often for recreational reasons. The older term, transvestite is now seldom used.

A

Interventions to modify the sex characteristics and bring them more in line with the gender identity, are not undertaken under 17 years old.

B

Refers to the gender affirming hormones, to feminise or masculinise the appearance, may be offered to adolescents and adults

C

Describe the dress, hairstyle and overall appearance. These are likely to be changed or modified by a person who undergoes transition.

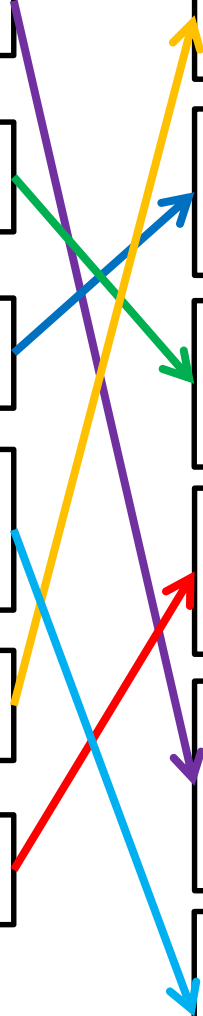
D

Suspends the development of their unwanted secondary sex characteristics (including breast development in trans boys or deepening of the voice in trans girls) which may be highly distressing

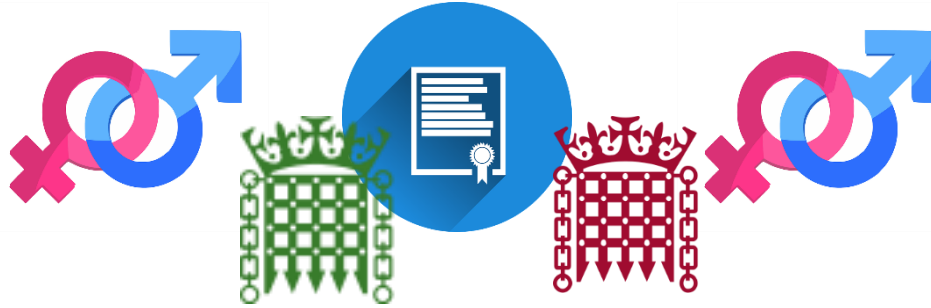
E

Applies to medical interventions, such as hormone treatments and sometimes surgeries. Children are not offered any medical intervention before the start of puberty.

F



WHAT IS THE GENDER RECOGNITION ACT?



- As things stand, if you are legally recognised as male and wish to be legally regarded as female, the law for you is the 2004 Gender Recognition Act (GRA).
- It allows for the issuing of a gender recognition certificate subject to conditions: you need to live as another gender for at least two years, and have your transition confirmed by a doctor, who either diagnoses gender dysphoria (a medical condition) *or* affirms that you've had surgery to change your sexual characteristics.
- Some find this law unreasonable. They object to having what they see as a matter of personal identity 'medicalised': why should they need a doctor's approval to be recognised as the person they feel themselves to be?

Task

What is the Gender Recognition Act?

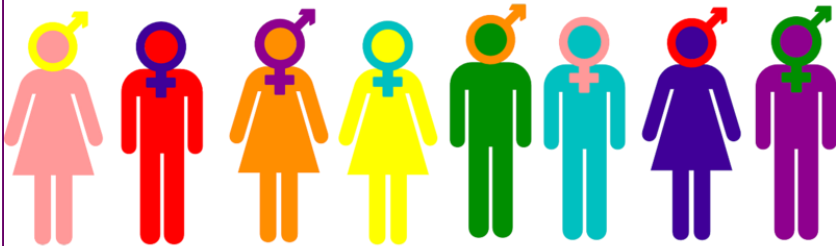
Describe the Process someone would have to follow to gain a Gender Recognition Certificate?

WHY DOES A PRONOUN MEAN EVERYTHING?

In the English language, the word "he" is used to refer to males and "she" to refer to females. But some people identify as neither gender, or both - which is why you need to be careful when using pronouns to describe or address someone so not to cause offense

As someone's gender identity might not be immediately obvious, you might use the wrong pronouns when addressing them. If you are unsure you can ask politely, what pronouns they prefer. Always respect their answer.

They, Ze and Hir are common gender neutral pronouns but if someone prefers something different you should use the pronoun they tell you. These pronouns can be used for any gender and are gender neutral.



PRONOUNS BEYOND GENDER



ENGLISH: singular they/them/their
"My friend is nonbinary. For them it is important to embrace their full human diversity beyond arbitrary gender roles."



“Schools should no longer have ‘male’ and ‘female’ toilets but instead have gender neutral toilets”

Talking points

- I think that ...
- I don't think... is right because...
- My opinion is...
- I would argue the same because...
- I disagree with... because
- Building on what ...
- An alternate way of looking at this is...
- I sort of agree, however....
- In my view...
- I would challenge what... said because ...

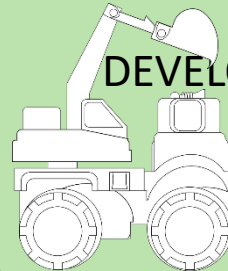
AGREE



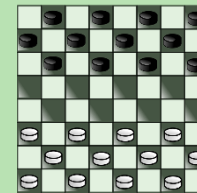
DISAGREE



DEVELOP



CHALLENGE



ALTERNATE IDEA



“Teenagers should not be allowed to change their gender until they are a full adult and over the age of 18”

Start with this card....

THOUGHTS & FEELINGS

Or these cards....

There is evidence that...	Surely...	I'm not convinced that...	I understand that, but...	I'm not sure I understand, please could...	So, are you saying that...	In my opinion...	I think...
Therefore..	Clearly...	Yes, but on the other hand...	Perhaps...	So, you think that...	Does this mean...	I disagree...	I would contest...
Consequently...	Obviously..	Something else to consider is..	I wonder if...	So if...does this mean that...	Why do you think that...	I partially agree...	Unlike...

STRONGLY DISAGREE

DISAGREE

AGREE

STRONGLY AGREE

Task 1: Discuss / Debate with your partner your own personal views towards this statement /idea

Extension: Can you think of specific examples of recent events that would support this statement and other specific examples that would go against this statement.



2-3 Minutes

“You can be born into the wrong body”

Start with this card....

THOUGHTS & FEELINGS

Or these cards....

There is evidence that...	Surely...	I'm not convinced that...	I understand that, but...	I'm not sure I understand, please could...	So, are you saying that...	In my opinion...	I think...
Therefore..	Clearly...	Yes, but on the other hand...	Perhaps...	So, you think that...	Does this mean...	I disagree...	I would contest...
Consequently...	Obviously..	Something else to consider is..	I wonder if...	So if...does this mean that...	Why do you think that...	I partially agree...	Unlike...
STRONGLY DISAGREE		DISAGREE		AGREE		STRONGLY AGREE	



Task 1: Discuss / Debate with your partner your own personal views towards this statement /idea
Extension: Can you think of specific examples of recent events that would support this statement and other specific examples that would go against this statement.



2-3 Minutes

LEARNING OUTCOMES



STOP!



Let us review our learning outcomes for this lesson
Knowledge, Skills & Actions

PAIR &
 SHARE

ASSESSMENT
 FOR LEARNING

Confidence Checker



AFTER THE LEARNING	1	2	3	4	5	6	7	8	9	10	
		NOT CONFIDENT				CONFIDENT				VERY CONFIDENT	
I know the difference between sex and gender											
I am aware of the full spectrum of genders											
I understand the different options available to those transitioning											



Complete the confidence checker of where you think you are at for this lesson (Discussion or complete sheet)



3 Minutes



I'm not confident at all



I'm getting more confidence



Confident



Very confident



Super confident

**Peg the three most important key terms you have learnt this lesson.
Be prepared to justify your answers**



Pronouns

Gender Identity

Hormone Blockers

Transgender

Gender Dysphoria

Transition

Gender Fluid

Biological sex

Trans masculine

Transphobia

Misgendering

Trans feminine

Intersex

Gender neutrality

Gender expression

IMPORTANT INFORMATION

SEEKING SUPPORT

Enjoy the lesson, Challenge your perceptions and understand how to seek further advice and support

IMPORTANT INFORMATION



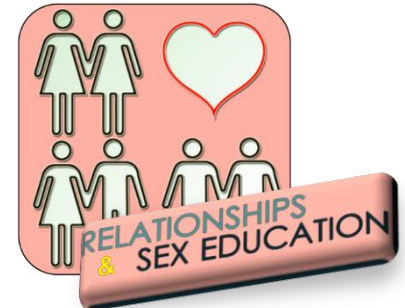
FOR MORE INFORMATION ABOUT THE TOPICS COVERED IN THIS UNIT WE WOULD ADVISE ONE OF THE BELOW:

SPEAK TO YOUR PARENTS/GUARDIANS OR HEAD OF YEAR, TRUSTED ADULT OR FRIEND IF YOU HAVE ANY CONCERNS ABOUT YOURSELF OR SOMEONE YOU KNOW - IT IS ALWAYS IMPORTANT TO TELL SOMEONE!

VISIT THE BROOKE WEBSITE <https://www.brook.org.uk/> FOR ADDITIONAL SUPPORT ON SEXUAL HEALTH AND WELLBEING FOR UNDER 25s

SPECIFIC FURTHER INFORMATION ON THIS TOPIC CAN BE FOUND HERE:

- VISIT lgbt.foundation (advice, support and information)
- CALL 0300 330 0630 (Switchboard.LGBT 10am - 10pm everyday) CALL 04879 568 256 (INFORM)
- <https://www.stonewall.org.uk>
- www.rucomingout.com - A website that has an archive of coming out stories from people of all ages and backgrounds, as well as tips about coming out and interviews with inspiring LGBT people.



2 Minutes

SIGNPOSTING SUPPORT

HELP & SUPPORT SERVICES

FURTHER INFORMATION



REFER TO MINDFULNESS

▶▶▶ POWERPOINT



Time for a little something extra?

?? Minutes

