LGBT Inclusive Education Progress and Evaluation Report

September 2021 - June 2022

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1.0 Background and Context

LGBT Inclusive Education is an innovative educational approach where themes related to the lives, histories, and experiences of lesbian, gay, bisexual, and transgender (LGBT) people are integrated within and across curriculum areas. The purpose of this is to facilitate a proactive, educational approach within schools to addressing the stereotypes, social stigma, and inequalities that can often lead to prejudice or prejudice-based bullying experienced by learners who are LGBT, perceived or thought to be LGBT by others, or who have LGBT family members.

Effectively representing LGBT themes within teaching and learning can prevent harmful stereotypes and stigma from arising, and allows learners to see themselves and their families reflected throughout their learning pathway.

Through the development of a national framework and approach[1], the creation of new resources, professional learning opportunities, and whole school approaches launched to the teaching profession in September 2021[2], the Scottish Government has begun to implement LGBT Inclusive Education.

This **Progress and Evaluation Report** was prepared by Time for Inclusive Education (TIE) on behalf of the Scottish Government and presents an evaluation and analysis of the first phase of the implementation programme, from September 2021 to June 2022, as it entered the profession for the first time. This report provides the findings from evaluation processes which occurred during this period, and presents analysis and commentary on progress made. Until all recommendations from the 2018 report are delivered in full and embedded into the profession, a complete evaluation of the policy area in its entirety will not be possible.

The national implementation of LGBT Inclusive Education is ongoing.

1.1 Report to the Scottish Ministers

On 19 April 2017 the Scottish Government, in conjunction with Time for Inclusive Education, announced the LGBTI Inclusive Education Working Group[3]. This Working Group comprised of education stakeholders, representative organisations, and education professionals tasked with advancing the Scottish Government's commitment to work towards LGBT Inclusive Education in all local authority schools and early learning centres in Scotland.

A Teacher Advisory Panel was also established to consult with the Working Group to ensure that the experience of practitioners was accounted for, and that any developed recommendations were practical.

The Working Group concluded in 2018, delivering 33 recommendations, which were accepted in full by the Scottish Ministers. These were published in the LGBTI Inclusive Education Working Group: Report to the Scottish Ministers in November 2018.

The purpose of the 2018 report was to provide the Scottish Government with a new national policy framework to implement LGBT Inclusive Education in all Scottish schools. The recommendations set out a series of interconnected actions covering a variety of areas including Scotland's Curriculum, professional learning for teachers, Initial Teacher Education, teaching and learning materials, recording of bullying, school inspection, national guidance, national communications, and evaluation.

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[1] Set out in the LGBTI Inclusive Education Working Group: Report to the Scottish Ministers in 2018.

[2] Teaching and learning materials, national professional learning, and guidance were launched through the Scottish Government platform lgbteducation.scot

[3] Details about the remit of the Group, its membership, and action plans: https://webarchive.nrscotland.gov.uk/web/20210413184815/ https://www.gov.scot/groups/lgbti-inclusive-education/

Following the acceptance of the report, the Scottish Government formed the LGBT Inclusive Education Implementation Group[4] in 2018 to oversee the implementation of the recommendations.

1.2 National Framework and Approach

The 2018 report developed a national policy framework which set out that themes related to LGBT figures, history, and issues should be embedded across Scotland's Curriculum and teaching and learning within the Four Contexts for Learning:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement

The acceptance of the report's national framework set a new national expectation that all Scottish schools are delivering LGBT Inclusive Education. The report recognised the autonomy and flexibility provided to teachers in Scotland's Curriculum but stressed the importance of effective delivery of core thematic areas in teaching and learning.

The report set out that LGBT Inclusive Education should be embedded within ordinary teaching and learning from the Broad General Education to the Senior Phase, with an emphasis on meaningful and contextually relevant learning across curriculum areas and subjects, suitable for the age and stage of learners. These principles for effective practice are the core of the 'national approach' to LGBT Inclusive Education.

Through consultation and engagement with teachers and learners, the Working Group identified key thematic areas of teaching and learning related to LGBT Inclusive Education to support embedment across curriculum areas and subjects, including: terminology and identities, history, addressing prejudice and homophobic, biphobic, and transphobic bullying; literature and lives; and broader subject specific inclusion. These early thematic areas formed the basis for subsequent development work carried out by the Implementation Group.
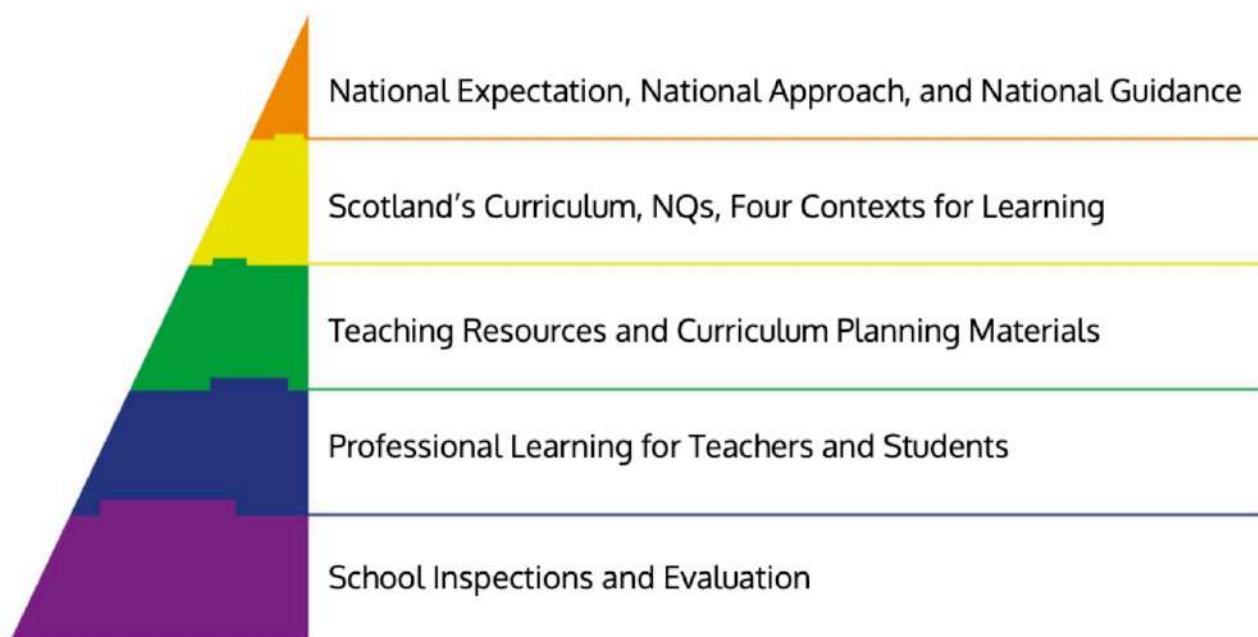

Figure 1: Visual representation of the implementation structure set out in the 2018 report

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1.3 National Platform and Resources

The 2018 report recognised that teachers across all settings would need support to understand the national framework and approach, and how it could be applied to effective practice in classroom settings. Research carried out prior to the publication of the 2018 report indicated that some Scottish teachers reported a lack of confidence in including LGBT themes within their teaching content[5]. Reflected across a series of recommendations, the report emphasised the importance of developing a national professional learning course which was freely available to teachers, and ensuring that new high quality resources which embodied the national approach were made available.

A national professional learning course in two stages[6], an E-Learning module and a collaborative curriculum planning input delivered in person, was developed. In addition, a first suite of new curriculum resources, teaching and learning materials, and a Toolkit to support effective local implementation were developed. These resources were piloted with teachers and learners throughout 2021.

The report also set out the importance of maximising the reach and impact of any new resources, and ensuring that they were effectively hosted and distributed in order to support their uptake and use as part of the local implementation of LGBT Inclusive Education in schools.

In consultation with teachers, the Implementation Group determined that a singular national web platform to host resources related to Scotland's approach to LGBT Inclusive Education would be the most effective method of hosting any new resources. The availability of such a web platform would:

- Provide a central 'one stop shop' platform for teachers to access new national resources;
- Encourage straightforward signposting to a single platform, rather than individual resources being hosted across multiple web spaces;
- Allow external resources to be quality approved against criteria before being hosted;
- Ensure that all hosted resources would be linked to Scotland's Curriculum and the national approach to LGBT Inclusive Education;
- Facilitate evaluation opportunities by building individual analytics into a single platform;
- Support parents, carers, and families to access teaching and learning materials.

To deliver on this aim, the platform lgbteducation.scot was developed in consultation with teachers, learners, and education stakeholders and launched in September 2021. The platform was resourced, and is owned by, the Scottish Government and is managed and maintained by Time for Inclusive Education. The platform hosts the Stage 1 E-Learning module from the national professional learning course on LGBT Inclusive Education, as well as quality approved curriculum resources, teaching and learning materials, and guidance for the Primary and Secondary settings.

Building on the core thematic areas of learning identified by the Working Group in the 2018 report, a series of 'LGBT Inclusive Education Learning Themes'[7] were developed to provide direction as to what content should be considered by teachers during curriculum planning for LGBT Inclusive Education. These Learning Themes are presented to teachers and early years practitioners in Stage 1 and Stage 2 of the professional

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[5] LGBT Youth Scotland – Life in Scotland for LGBT Young People (2018); Time for Inclusive Education (TIE) – Attitudes Towards LGBT in Scottish Education (2016); and, Stonewall Scotland – School Report (2017).

[6] 'Delivering LGBT Inclusive Education' Professional Learning for Teachers in Scotland.

[7] The Learning Themes expanded upon the core thematic areas identified in the 2018 report and streamlined them to facilitate effective curriculum planning. The 7 Learning Themes are: Understanding the Equality Act (2010), UNCRC and Human Rights; Identifying prejudice, discrimination, and bullying (including homophobia, biphobia, and transphobia); Recognising and challenging gender stereotypes; Diverse families, including LGBT parents and siblings; Celebrating diversity and difference; History of LGBT equality movements; LGBT past and present figures and role models.

learning course, as well as being represented in the new teaching resources[8] to provide exemplars as to how they can be advanced in teaching and learning.

The development and launch of the lgbteducation.scot national platform and the resources it hosts comprised the delivery of central recommendations from the 2018 report and marked the beginning of the first phase of the implementation of LGBT Inclusive Education in Scotland, which intended to provide teachers with the necessary tools to begin advancing this work in their own settings.

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[8] A suite of lesson plans and teaching materials incorporating the LGBT Inclusive Education Learning Themes for the Primary and Secondary settings were developed by Time for Inclusive Education in collaboration with teachers.

2.0 Key Items Delivered

The Scottish Ministers accepted 33 policy recommendations related to the implementation of LGBT Inclusive Education in Scotland. In March 2021, recognising the impact of the COVID-19 pandemic on education, the Implementation Group collectively agreed to implement LGBT Inclusive Education with a phased approach. The first phase of this approach would prioritise the delivery of recommendations related to professional learning and resources, to provide teachers with the tools to effectively deliver this work in their own settings at the beginning of the implementation programme.

2.1 Delivered Recommendations Action Map

In total, 27 recommendations have been wholly or partly delivered during the Pre-Implementation Phase and First Phase of Implementation.

Recommendation	Status	Action Taken
1. That the Scottish Government and COSLA publish a timetable for planned implementation.	**Delivered**	An action plan was developed and published by the Implementation Group.
2. That the LGBTI Inclusive Education Working Group agree the membership for an Implementation Group tasked with necessary development of resources and oversight of implementation.	**Delivered**	The Implementation Group was formed in 2018 and continues to operate.
3. That the Scottish Government and COSLA promote effective delivery of these recommendations, maximising reach and impact of all actions relating to this suite of recommendations, in order to achieve effective delivery of LGBT inclusive education in all schools in Scotland.	**Partly Delivered**	The Scottish Government and COSLA issued a joint letter to all local authorities in Scotland and other relevant organisations to inform them of the launch of phase one of LGBT Inclusive Education. The Scottish Government issued a press communication promoting the resources made available to schools during the first phase of implementation. Additional promotion opportunities will take place as the implementation progresses.
4. That an intermediate guidance notice is promptly issued by the Scottish Government, in partnership with COSLA, to education authorities making clear that education should be LGBTI inclusive and encouraging schools to work collegiately and in partnership with their learners to enhance LGBTI inclusivity.	**Delivered**	The Scottish Government and COSLA issued a joint letter to all local authorities in Scotland in 2018.

Recommendation	Status	Action Taken
5. That the Scottish Government and local authorities engage with relevant and appropriate parent and carer groups, such as the National Parent Forum for Scotland (NPFS), to take account of their views on how best to implement these recommendations.	**Delivered**	NPFS are members of the Implementation Group and had involvement in the development of resources related to LGBT Inclusive Education. Additionally, Time for Inclusive Education (TIE) have engaged with parents and carers on behalf of the Scottish Government, providing showcase sessions with organisations and local representative groups during the first phase of implementation.
6: That the Scottish Government and local authorities engage with LGBT young people, learning from their views and experiences and working with them through a co-production approach to take account of their views on how best to implement these recommendations	**Delivered**	In August and September 2021, the Scottish Government - in partnership with LGBT Youth Scotland, the Scottish Youth Parliament and Time for Inclusive Education (TIE) - ran two online sessions to engage with young people and school staff. 23 schools from 14 Local Authorities across Scotland shared their views on the ethos and progress of LGBT Inclusive Education, examples of good practice and their own experiences as LGBT young people and allies. From this feedback, the Scottish Government have produced a report which summaries the key themes raised during the sessions. This report will help shape the future work of the Implementation Group. During the development of resources to support LGBT Inclusive Education, TIE consulted with LGBT learners and their peers in Secondary schools on draft teaching materials to account for their views.
7: That the Scottish Government develop National Guidance which clearly states expectations regarding LGBT inclusive education and signposts teachers in any school in Scotland towards supporting resources. This links directly to this Working Group's recommendation regarding the update of Conduct of Relationships, Sexual Health, and Parenthood Education in Schools (RSHP) (2014) Guidance below.	**Partly Delivered**	National guidance on delivering RSHP is being developed which includes a section on LGBT Inclusive Education. This guidance will be put to public consultation. Additional guidance note setting out the broader national framework and national approach to LGBT Inclusive Education is in development.

Recommendation	Status	Action Taken
8. That the existing 'Conduct of RSHP' Statutory Guidance (2014) is updated to use a 'thematic outcomes' based approach. These outcomes will cover various themes relating to LGBTI equality and inclusion, including: a. Understanding LGBTI terminology and identities; b. Representations of LGBTI people and their relationships in ways which seek to deliver understanding and equality; c. Recognising and understanding homophobia, biphobia, and transphobia within school and their impact on wider society; d. Tackling homophobia, biphobia, and transphobia within school and their impact on wider society; e. Understanding prejudice in relation to the LGBTI community and an awareness of the history of LGBTI equalities movements; and, f. An understanding of respect, privacy and consent.	**Partly Delivered**	National guidance on delivering RSHP is being developed which includes a section on LGBT Inclusive Education. This guidance will be put to public consultation. In addition, the 'thematic outcomes' identified in this recommendation were used as the basis for the development of a series of national 'LGBT Inclusive Education Learning Themes' which have been presented to teachers and staff in Stage 1 and Stage 2 of the national professional learning course, and are reflected in the new teaching materials and resources made available to schools.
9. That this updated guidance is prioritised by the Scottish Government and delivered in the shortest possible timeframe, and in a manner that does not delay the implementation of this Working Group's other recommendations.	**Partly Delivered**	National guidance on delivering RSHP is being developed which includes a section on LGBT Inclusive Education. This guidance will be put to public consultation.
10. That the outcomes included within this updated guidance apply to all public schools in Scotland. The guidance may be followed by independent schools.	**Partly Delivered**	National guidance on delivering RSHP is being developed which includes a section on LGBT Inclusive Education. This guidance will be put to public consultation.
16: That should the Implementation Group not see sufficient progress in local delivery of LGBT inclusive education by the end of the current Parliamentary term, then the Scottish Government should consult them on further measures, including legislative options.	**Delivered**	The Implementation Group have overseen substantial progress in local delivery of LGBT Inclusive Education. There has been no call to date for legislative options to be considered. Further measures remain open to the Implementation Group for consideration.

Recommendation	Status	Action Taken
17. That the Scottish Government builds on the current practice of ITE institutions, and works with relevant partners to ensure a long term, sustainable approach to LGBTI inclusive education within ITE provision.	**Delivered**	The Scottish Government held a roundtable with representatives from ITE institutions to embed LGBT Inclusive Education within ITE provision. The Scottish Government will continue ongoing conversations with Deans of Education and university faculty to discuss progress in taking forward actions from the previously convened roundtable of higher education establishments delivering ITE; and how the agreed upon actions from the roundtable will be implemented in the academic year. Time for Inclusive Education (TIE), on behalf of the Scottish Government, have developed a free ITE input for students connecting to the broader professional learning pathway for teachers. This has been delivered to student cohorts across 9 ITE institutions in 2021/2022.

Recommendation	Status	Action Taken
18. In partnership with all ITE providers, the Scottish Government continue to encourage work focussing on LGBTI awareness inputs. a. That these inputs should include existing and future ITE providers; b. That these inputs should enable and equip all ITE students with the skills and attributes to improve confidence to address LGBTI inclusive education within any educational setting; c. That these inputs be designed to meet the needs of all ITE students embarking upon a career in any school in Scotland; d. That within the individual context of each institution, and recognising their autonomy, all ITE providers maximise student teacher participation and engagement with these inputs; and, e. That these inputs should be monitored and evaluated, and when necessary updated, to ensure that they continue to meet the needs of all students.	**Delivered**	The Scottish Government held a roundtable with representatives from ITE institutions to embed LGBT Inclusive Education within ITE provision. The Scottish Government will continue ongoing conversations with Deans of Education and university faculty to discuss progress in taking forward actions from the previously convened roundtable of higher education establishments delivering ITE; and how the agreed upon actions from the roundtable will be implemented in the academic year. Time for Inclusive Education (TIE), on behalf of the Scottish Government, have developed a free ITE input for students connecting to the broader professional learning pathway for teachers. This has been delivered to student cohorts across 9 ITE institutions in 2021/2022.
19. That the Scottish Government continues to fund relevant work to support achievement of the above actions.	**Delivered**	Funding for continuing implementation of LGBT Inclusive Education across 2022/23 has been allocated.
20. That the Scottish Government fund sustainable CLPL provision on LGBTI inclusive education that is accessible to all teachers and school staff in Scotland.	**Delivered**	Funding for continuing implementation of LGBT Inclusive Education across 2022/23 has been allocated. The national two stage professional learning 'Delivering LGBT Inclusive Education' is accessible to all teachers and school staff in Scotland.

Recommendation	Status	Action Taken
21. That the Scottish Government lead and resource a new basic awareness LGBT inclusion training course that will be suitable for all schools in Scotland. That this provision be developed in partnership with organisations currently represented on the LGBT Inclusive Education Working Group.	**Delivered**	A two stage national professional learning course was developed by Time for Inclusive Education (TIE) in collaboration with members of the Implementation Group, teachers and learners, and wider education stakeholders. The full course is now available to staff working in local authority run schools in Scotland. The Stage 1 E-Learning module can be accessed online at lgbteducation.scot and Stage 2 can be booked by schools upon completion.
22. That this CLPL provision be piloted in 2019 and an evaluation made of the impact. That, in light of evaluations and any necessary amendments, this new CLPL provision be available nationally during 2020; be free at the point of contact; and, where geographically possible, include face-to-face professional learning opportunities.	**Delivered**	Time for Inclusive Education, on behalf of the Scottish Government, piloted the national professional learning course with 522 Primary and Secondary teachers at 11 schools before it was launched in September 2021. The course is free to access; and Stage 2 of the course is delivered in person, regardless of the geographical location of the school participating. 2,129 Primary and Secondary teachers had completed the Stage 1 E-Learning module from the national professional learning course in the period, with 1,263 participating in an evaluation process. The professional learning course remains freely available and accessible for schools now.

Recommendation	Status	Action Taken
23. In taking these recommendations forward there should be engagement with Scottish College for Educational Leadership and/or other appropriate representative leadership bodies.	**Delivered**	The Scottish Government and the LGBT Inclusive Education Implementation Group continue to engage with SCEL where appropriate. School Leaders Scotland are a member of the Implementation Group. In addition, Time for Inclusive Education (TIE) and School Leaders Scotland worked in partnership to deliver a showcase session on LGBT Inclusive Education to school leaders in 2021. TIE has, on behalf of the Scottish Government, continued to engage with representative leadership bodies including ADES, SLS, AHDS and SCES.
24. That the Scottish Government fund and work with relevant partners to review existing and support development of new teaching resources for LGBT inclusive education in all Scottish public schools. These resources should be developed in partnership with the Implementation Group. These new learning resources should focus on LGBT curricular inclusion and should include materials for all levels of the curriculum from Early Years to Senior Phase. These new learning resources should include a variety of teaching materials (such as short films and displays) and address a range of thematic areas including: LGBT terminology and identities, LGBT history, addressing prejudice and homophobic, biphobic, and transphobic bullying, LGBT literature and lives, as well as examples of LGBT inclusion for the context of subject specific teaching.	**Delivered**	The first suite of resources to support effective local delivery of LGBT Inclusive Education across teaching and learning are now live, and can be accessed at lgbteducation.scot.

The Stage 1 and Stage 2 professional learning course provides teachers with the principles and tools necessary to deliver LGBT Inclusive Education across all stages and in alignment with the national approach.

All teaching resources hosted on the national platform have been assessed against a suitability checklist designed by the Implementation Group.

Further suites of resources accounting for feedback from learners and practitioners are in development and are anticipated to be launched in late 2022. |

Recommendation	Status	Action Taken
25. That the Scottish Government fund and work with relevant partners to support a new toolkit to enhance LGBT inclusive education at a whole school level. This should include content on developing school policy, building staff confidence in addressing prejudice, dealing with incidents of bullying, engaging parents and carers, case studies and scenarios, and an overview of related policy and legislation. This toolkit should be used in conjunction with the recommendations on CLPL provision to direct staff to the new CLPL opportunities relating to LGBT Inclusive Education	**Delivered**	On 23 September 2021 the Scottish Government launched the first phase of implementing LGBT Inclusive Education. This consisted of a two stage professional learning course, a Toolkit of resources to support the effective local implementation of this work, the first suite of teaching and learning materials incorporating the 7 Learning Themes, and a centralised web platform (lgbteducation.scot) to host these resources and other relevant information. This is accessible to all school staff and the wider public including parents and carers. Stage 1 of the national professional learning course covers the content described in recommendation 21-1. In addition, the Toolkit directs staff to complete both stages of the professional learning.
26. That the Scottish Government commit to maximising the reach and impact of the new resources outlined in Recommendations 23, 24 and 25 - ensuring they are effectively hosted and distributed, and through supporting implementation across schools in Scotland.	**Delivered**	All resources are accessible for free at lgbteducation.scot. The platform has been accessed 79,878 times between September 2021 and June 2022. In the same period, 541 Primary and Secondary schools from all local authority areas in Scotland were registered on the platform and engaging with the resources available to them. Curriculum resources received 7,786 unique downloads from the platform. The platform continues to be promoted to schools. A guidance note to schools highlighting the resources is in development.

Recommendation	Status	Action Taken
27. That the Scottish Government seeks to identify and showcase existing emerging school based good practice regarding LGBT inclusive education. That identified good practice regarding LGBT inclusive education is showcased on the National Improvement Hub and regularly refreshed. Building on existing LGBT resources, the Scottish Government will work with Education Scotland and partners to provide a suite of resources to inform staff and education authorities on best practice to support transgender young people.	**Delivered**	During the national engagement days, examples of good practice were shared between schools, as well as being collated into a document by the Scottish Government. In August 2021, the Scottish Government published guidance for schools on supporting transgender young people.

Emerging examples of good practice from early adopter schools implementing LGBT Inclusive Education in alignment with the national approach are in the process of being identified, with the intention to showcase case studies on the lgbteducation.scot platform. |
| **28.** That the Scottish Government commits to ongoing evaluation of new resources to improve LGBTI inclusive education in schools across Scotland. | **Delivered** | Evaluation measures have been built into the lgbteducation.scot platform, the two stage national professional learning course, and learner engagement. Data will be evaluated on an ongoing basis. |
| **29.** That the Scottish Government resource and invest in initiatives dedicated to advancing LGBTI inclusive education. | **Delivered** | Funding for continuing implementation of LGBT Inclusive Education across 2022/23 has been allocated. |
| **30.** Education Scotland train further all school inspectors at an appropriate level, ensuring school inspectors are able to engage in professional dialogue about LGBTI equality and inclusion and have an understanding of what LGBTI inclusive education looks like within different educational settings such as: early learning and childcare and schools. | **Partly Delivered** | A development update was provided to HMIE in September 2022. This included examples of effective practice across educational settings, ages and stages. A policy brief to support the identification of effective practice in LGBT Inclusive Education is being prepared.

HMIE will be provided with continuous updates as the implementation of the policy progresses. |

Recommendation	Status	Action Taken
31. That Education Scotland collaborate with members of the Implementation Group by 2021 to co-develop specific LGBTI prompt questions for use during all standard school inspections.	**Partly Delivered**	Prompt questions were developed by members of the Implementation Group and Education Scotland in 2019. These will be reviewed to account for developments in LGBT Inclusive Education since. A development update was provided to HMIE in September 2022 and a policy brief to support the identification of effective practice in LGBT Inclusive Education is being prepared.
32. The Implementation Group develop evaluative approaches concerning LGBTI inclusion to inform the review of these recommendations, such as thematic inspection.	**Partly Delivered**	Evaluative measures have been built into both the national platform and services being provided to schools as part of the implementation programme to date. This will support short to medium term evaluation. Additionally, a research project to provide benchmark data is in preparation. Longer term evaluative measures will be determined when all outstanding recommendations are delivered.

Table 1: Action map of the Delivered and Partly Delivered recommendations.

3.0 Outstanding Deliverables

The first phase of implementation for LGBT Inclusive Education prioritised the delivery of recommendations related to professional learning and resources to ensure that teachers and staff had the necessary tools to begin delivering LGBT Inclusive Education in their own setting. There are a number of outstanding recommendations which have not been delivered yet, predominantly relating to advancing LGBT Inclusive Education in current national education frameworks.

In June 2022, the Cabinet Secretary for Education and Skills, Shirley-Anne Somerville, announced a National Discussion on education to inform the creation of three new education bodies and a review of qualifications and assessment. This has impacted the progress of recommendations related to Scotland's Curriculum and National Qualifications being delivered in full. In addition, work currently being carried out across other related policy areas, including the Race Equality and Anti-Racism in Education Programme and UNCRC Incorporation, is connected with progress on those recommendations.

Opportunities are being identified to progress those recommendations, within the context of broader education reform, in a manner that meets the principles and intended outcomes of the National Framework set out in the 2018 report and the proposal papers approved by the CAB in 2021.

3.1 Outstanding Recommendations Action Map

In total, 6 recommendations are outstanding with work currently under way to advance them.

Recommendation	Status	Action Taken
11. That the Scottish Government and COSLA work in partnership with relevant organisations and agencies to support effective and consistent local implementation of this updated guidance.	**Outstanding**	National guidance on delivering RSHP is being developed which includes a section on LGBT Inclusive Education. This guidance will be put to public consultation.
12. That the impact of the updated Conduct of RSHP guidance is evaluated within five years of publication, and appropriate steps put in place to adapt, continue and develop this work. This should be evaluated against agreed success criteria and the impact on LGBTI learners considered.	**Outstanding**	National guidance on delivering RSHP is being developed which includes a section on LGBT Inclusive Education. This guidance will be put to public consultation.

Recommendation	Status	Action Taken
13. That Education Scotland review and further develop age and stage appropriate LGBTI specific curriculum benchmarks within targeted curricular areas, in collaboration with existing partners of the LGBTI Inclusive Education Working Group and including LGBTI organisations, schools, and teachers.	**Outstanding**	Two papers were submitted to, and approved by, the Curriculum and Assessment Board relating to the development of Es, Os, and Benchmarks and curriculum embedment more broadly in 2021. Education Scotland is working with Time for Inclusive Education (TIE) and teachers to identify opportunities to substantively progress curriculum embedment within the context of education reform announced by Scottish Ministers in 2022.
14. That, at the next review of Curriculum for Excellence (CfE), Education Scotland will lead on developing LGBTI specific Experiences and Outcomes.	**Outstanding**	Two papers were submitted to, and approved by, the Curriculum and Assessment Board relating to the development of Es, Os, and Benchmarks and curriculum embedment more broadly in 2021. Education Scotland is working with Time for Inclusive Education (TIE) and teachers to identify opportunities to substantively progress curriculum embedment within the context of education reform announced by Scottish Ministers in 2022.
15. In recognising the centrality of national qualifications in shaping educational discourse, that SQA and Education Scotland work with the Implementation Group to ensure appropriate inclusion of LGBTI matters in the development of new or adapted course specifications, and relevant guidance, across the curriculum.	**Outstanding**	SQA has been reviewing course content with a view to including LGBT themes in course content for Embedded Content and Selective Content and Personalisation and Choice in identified National Qualifications. This work is underway within the context of education reform announced by Scottish Ministers in 2022.
33. That the Scottish Government should review the impact of the new procedures for monitoring and recording bullying incidents	**Outstanding**	This recommendation sits partly with the Short Life Working Group on Recording and Monitoring Incidents of Bullying in Schools (RAMBIS). Evaluative measures can be determined as part of the longer term evaluative approaches for LGBT Inclusive Education.

Table 2: Action map of the Outstanding recommendations.

4.0 Implementation Progress

Significant progress has been made in implementing LGBT Inclusive Education since the Scottish Ministers accepted the 2018 report's recommendations. A significant amount of development and engagement took place between 2019 and 2021, allowing for the first phase of the implementation programme to commence in September 2021.

Teachers and staff in Scottish schools now have free access to national professional learning on improving outcomes for LGBT learners and their peers for the first time, quality approved teaching and learning materials, and a comprehensive accessible platform to engage with this work. In addition, schools can access educational workshops designed for learners[9] at Second Level to the Senior Phase, which address themes including developing an understanding of prejudice, stereotyping, and addressing pejorative language use.

Between the start of the implementation in September 2021 and the end of the school term in June 2022:

- 541 Primary and Secondary schools[10] from all local authority areas in Scotland had registered on the lgbteducation.scot national platform and were engaging with the variety of resources available to them. A smaller number of early learning centres and ITE providers were registered on the platform;
- 2,129 Primary and Secondary teachers, staff and practitioners had completed the Stage 1 E-Learning module and 1,320 of them had gone on to complete the Stage 2 input. An additional 184 only participated in Stage 2 of the course. In total, 2,313 had participated in professional learning and 1,253 of those participants completed an evaluation process;
- Teaching and learning materials launched had received 7,786 unique downloads from registered practitioners on the national platform and a further 5,478 unique downloads from the tie.scot website;
- The lgbteducation.scot platform had been accessed 79,878 times;
- 2,271 student teachers had received a professional learning input covering how to effectively deliver LGBT Inclusive Education;
- A total of 246 learning sessions were delivered directly to 263 schools[11] across Scotland, including learner workshops and professional learning.

Evaluation[12] of the professional learning, resources and teaching materials, and learner engagement carried out between the start of implementation in September 2021 and the end of the school term in June 2022 indicates early positive impact outcomes. Teachers and school staff who have participated in evaluation have overwhelmingly welcomed the resources that have been introduced to the profession, and report improvements in their confidence to both engage with this policy area and incorporate LGBT Inclusive Education into their own practice.

The design of the national platform lgbteducation.scot and the structure of the new resources available on it have been welcomed. The national two stage professional learning course was built to reflect the principles of the 2018 report, in that it was designed to provide both an immediately accessible learning opportunity (Stage 1) in the format of an E-Learning module, as well as a face to face learning opportunity (Stage 2) to facilitate collegiate working between staff in school settings, and across year groups and departments. This format has been welcomed by teachers and staff who have participated fully in the course, with particular emphasis placed on the opportunities the course provides to build a whole school

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[9] Learner workshops are provided by Time for Inclusive Education on behalf of the Scottish Government. These LGBT Inclusive Education workshops are available from P5 to S6 and cover themes including understanding prejudice, addressing pejorative language use about LGBT people, prejudice-based bullying, and learning from case studies on LGBT history.

[10] 22% of Primary and Secondary schools in Scotland (as of June 2022): https://www.gov.scot/collections/school-education-statistics/#interactivedashboards

[11] Due to COVID-19 restrictions being in effect in 2021, some learning sessions were delivered online to audiences from multiple participating schools at once. These were predominantly professional learning sessions.

[12] Evaluation of datasets from teachers and staff, and learners, is presented in Chapter 5 of this report.

approach which works for the engaged school's particular setting and learning community. Additionally, the teaching and learning materials (such as lesson plans) have been welcomed for their connection to Scotland's Curriculum, and the examples that they provide as to how the LGBT Inclusive Education Learning Themes can be built into ordinary teaching and learning across stages.

A first suite of teaching and learning materials for the Primary and Secondary settings were launched simultaneously with the national platform and are hosted there. These materials were developed in collaboration with teachers and piloted with cohorts of learners. The materials include multimedia, fully developed lesson plans linked to relevant Es and Os and Benchmarks across curriculum areas to both act as exemplars as to how the Learning Themes can be naturally connected into ordinary teaching and learning, and to provide teachers with 'classroom ready' materials to improve their confidence in developing their own content. A variety of topics and areas relevant to LGBT Inclusive Education are covered within the first suite of materials, and pre-existing materials, hosted on the national platform[13].

The schools and staff who have engaged with the new resources should, for the purposes of this evaluation report, be considered early adopters. Schools and staff implementing LGBT Inclusive Education between September 2021 and June 2022 begun doing so while policy recommendations relating to Es and Os and Benchmarks, and National Qualifications, are still in progress. The national framework set out in the 2018 report developed a clear structure which, when implemented, would require schools to deliver LGBT Inclusive Education in their own settings. The core of this national framework was the development of Es and Os and Benchmarks specifically related to LGBT themes, the inclusion of LGBT themes in identified National Qualifications, and the inclusion of LGBT thematic outcomes within an updated 'Conduct of Relationships, Sexual Health and Parenthood (RSHP) Education in Schools' statutory guidance. The Working Group which concluded in 2018 opted for these measures to fully embed LGBT Inclusive Education in Scottish education with a requirement on schools to build it into their own teaching and learning through (i) its placement in Scotland's Curriculum through specific Es and Os and Benchmarks and (ii) the inclusion of LGBT content within National Qualifications and (iii) its inclusion in the form of thematic outcomes within RSHP statutory guidance.

Due to the impact of both the onset of the COVID-19 pandemic in 2020 and the education reform announcements in 2022, these central policy components which set a clear and embedded national requirement have not yet been delivered. Work is currently underway to identify innovative opportunities to build LGBT Inclusive Education more formally into Scotland's Curriculum within the context of a changing education landscape and - potentially - curriculum. There is a clear national expectation from the Scottish Government that all Scottish schools are advancing LGBT Inclusive Education in their own settings, which stems from the acceptance of the 2018 report by the Scottish Ministers and the applicability of its framework and approach to all local authority run schools.

To offset these delays, a national guidance note which clearly sets out the national expectation and national approach to LGBT Inclusive Education is being developed and will be provided to all local authority run schools. The provision of this guidance will contribute to ensuring that all schools understand their responsibilities in progressing this work at the local level, while national development continues.

4.1 Phased Implementation Framework

In March 2021, in response to the impact of COVID-19 pandemic on the education landscape, and following a proposal from Time for Inclusive Education, the LGBT Inclusive Education Implementation Group collectively agreed proposals to implement LGBT Inclusive Education in a phased approach. A Phased Implementation Framework was developed to map then outstanding deliverables within a phased implementation pathway. The first phase of this prioritised the development and launch of necessary resources to equip teachers and staff with the tools to effectively deliver this work in their own settings, in order to focus on the needs of learners. The first phase of implementation began on 23 September 2021

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[13] See Appendix 1

with the launch of the lgbteducation.scot platform, the national professional learning course, and teaching and learning materials.

The aforementioned deliverables related to Scotland's Curriculum, statutory guidance, and National Qualifications are outstanding. Significant progress was made in progressing these deliverables, with two detailed proposal papers developed, submitted to, and approved by the CAB in 2021. However, the anticipated timeframe for concluding Phase 2 by 2022 has been impacted by the education reforms and the uncertainty as to whether these will result in any comprehensive changes to the curriculum framework. Education Scotland and Time for Inclusive Education are working in collaboration with teachers to identify an effective mechanism for advancing this work within the context of the education reforms, and incorporating the principles of both the 2018 report and the 2021 proposal papers approved by the CAB.

By the end of the school term in June 2022, the current progress map of the phased implementation is as follows:

Action Completed	Action In Progress	Action Outstanding
Pre - Implementation Phase	**Phase 1**	**Phase 2**
Conclude engagement with young people	RSHP guidance to public consultation	RSHP guidance published
Development of Stage 1 CPD content framework	Launch of Stage 1 CPD E-Learning module	Stage 2 CPD second block of delivery begins
Pilot Stage 1 CPD	Launch of lgbteducation.scot	Publication of new SQA course content in *Embedded Content*
Development of new website to host resources and Stage 1 CPD - lgbteducation.scot	Launch first wave of new curriculum and teaching resources	Publication of new SQA course content for *Selective Content* and *Personalisation and Choice*
Group endorsement of lgbteducation.scot	Development of LGBT Inclusive Education E's, O's, and Benchmarks	Publication of new LGBT Inclusive Education related Es, Os and Benchmarks
Group endorsement of Stage 1 and Stage 2 CPD	Stage 2 CPD available for booking	National guidance note delivered to schools
Group endorsement of NPFS parent/carer guidance	Pilot Stage 2 CPD	Launch of second cycle of curriculum and teaching resources
Development of new curriculum and teaching resources	Development of new SQA course content in identified National Qualifications	Analysis of feedback from teachers and learners collated during Phase 1
Development of Stage 2 CPD content framework	Launch of NPFS parent/carer guidance	Evaluation of Phase 1 implementation progress
Development of new curriculum and teaching resources	Launch of implementation toolkit and embedded model of evaluation for schools	
Develop evaluation model for each phase of implementation and beyond	First block of Stage 2 CPD delivery begins	
Endorsements from beyond group for lgbteducation.scot	Development of Stage 2 workbook for teachers	

Pre - Implementation Phase	Phase 1	Phase 2
First CAB paper to be submitted requesting new Es, Os and Benchmarks with suggested approach for development	Development of second cycle of curriculum and teaching resources	
Development of implementation toolkit and embedded model of evaluation for schools	Second CAB paper to be submitted with suggested approach of Es, Os and Benchmarks development and embedment across curriculum	

Table 3: Status of the Phased Implementation Framework as of June 2022.

5.0 Early Impact Evaluation

Evaluation measures have been built into the resources and services made available to schools as part of the implementation of LGBT Inclusive Education. This chapter presents the results of data collected from teachers, school staff, and learners between September 2021 and June 2022.

5.1 Methodology

Data has been collected using digital technologies in the following format:

• A questionnaire built into the Stage 1 E-Learning module;
• A questionnaire and audience participation during the Stage 2 input;
• A questionnaire and audience participation during the ITE input;
• A questionnaire and audience participation during routine engagement with Secondary learners;
• A questionnaire during select engagement with Primary learners.

Participants complete evaluation during the Stage 1 E-Learning module and the eventual dataset automatically aggregates the data. During data presentation, identifiable data such as school email addresses are removed from the dataset. During data collection for both Stage 2 of the national professional learning for teachers and the ITE inputs for student teachers, responses from participants are compiled into individual datasets. During data analysis, they are aggregated in order to identify the mean of each question within the combined datasets. Identifiable data are removed from the dataset during data presentation. During data collection with learners, all responses are anonymised from the point of collection. Data collected from learners is aggregated in order to identify the mean of each question within the combined datasets.

During data analysis, all aggregated datasets are cleansed to remove any duplicate or empty responses. Spelling errors are also corrected for data presentation.

In the dataset used for teachers and school staff in this report, 1,263 responses were received but 10 responses were removed during cleansing due to being erroneously duplicated or empty. The total sample size for teachers and school staff presented in this report is therefore 1,253. The presentation of data in this report distinguishes between Stage 1 (1,253 respondents) and Stage 2 (352 respondents) of the professional learning course, while providing summary analysis for the course as a whole.
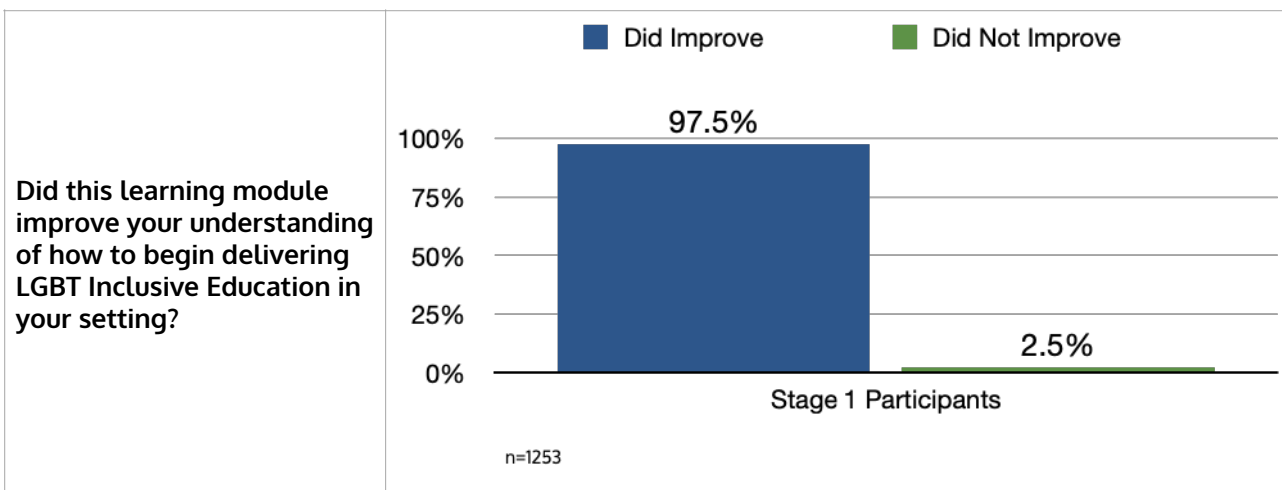
In the dataset for student teachers in this report, no responses were required to be removed. The sample size for student teachers presented in this report is therefore 830.

In the dataset used for Secondary learners in this report, no responses were required to be removed. The sample size for Secondary learners presented in this report is therefore 797 and consists of learners from S1 to S6.

In the dataset used for Primary learners in this report, no responses were required to be removed. The sample size for Primary learners presented in this report is therefore 93. The dataset from Primary learners used in this report was collected during specific engagement sessions related to LGBT Inclusive Education learning resources. The questionnaire largely used free text questions to allow learners to express their own views and this is reflected in the data presentation for Primary learners in this report.

5.2 Key Findings

Headline findings from review of quantitative data collected during evaluation processes are presented here. Analysis of qualitative data is presented and reviewed thematically in Chapter 6 with identified trends and commentary.

The Key Findings are presented with a breakdown for the following demographics:

- Teachers and school staff
- Student teachers
- Learners

5.3 Teachers and School Staff

The evaluation for Stage 1 and Stage 2 of the national professional learning focussed on the following core indicators: knowledge and understanding, self-efficacy, usage of national resources, and action planning.

Figure 2: Visual representation of qualitative data from teachers and school staff during Stage 2.

Stage 1 E-Learning Module	
Knowledge and Understanding	
Did this learning module improve your understanding of what LGBT Inclusive Education is?	

Did this learning module improve your understanding of how to begin delivering LGBT Inclusive Education in your setting?	**Did Improve** ■ **Did Not Improve** ■ 97.5% 100% 75% 50% 25% 0% 2.5% Stage 1 Participants n=1253

Confidence and Self-Efficacy

Did this learning module improve your confidence in beginning to deliver LGBT Inclusive Education?	**Did Improve** ■ **Did Not Improve** ■ 97.4% 100% 75% 50% 25% 0% 2.6% Stage 1 Participants n=1253

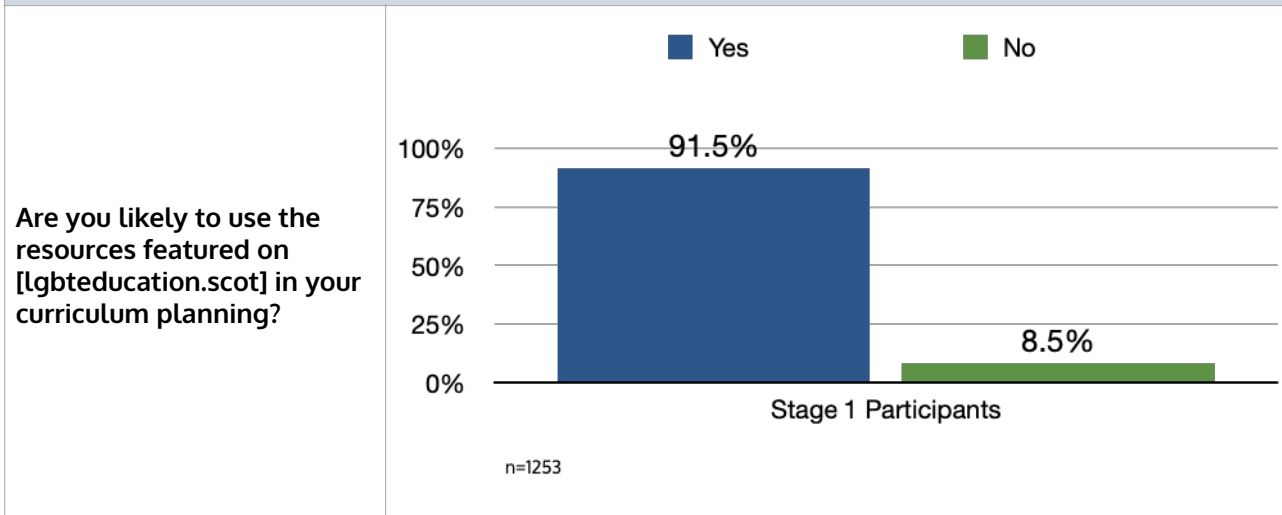**97% of teachers and school staff who took part in Stage 1 of the national professional learning felt more confident delivering LGBT Inclusive Education in their own setting.**

Usage of National Resources

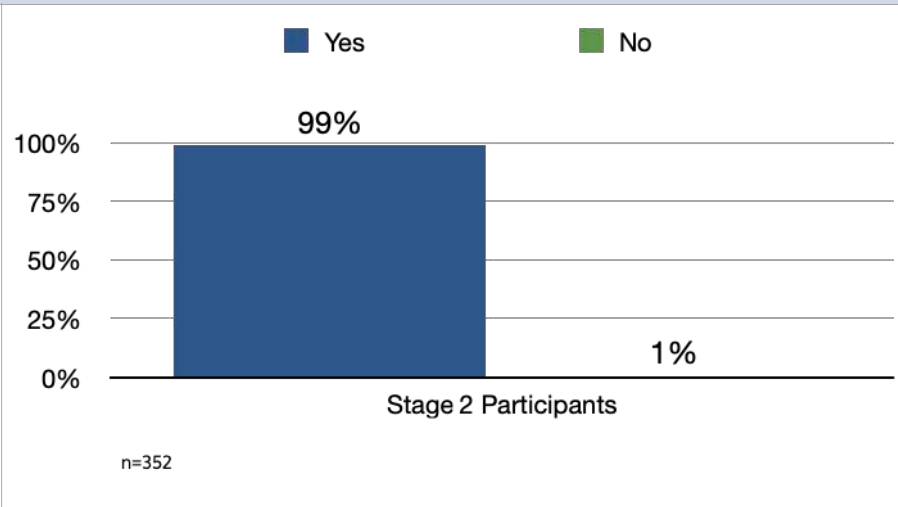|	
Are you likely to use the resources featured on [lgbteducation.scot] in your curriculum planning?	**Yes** ■ **No** ■ 91.5% 100% 75% 50% 25% 0% 8.5% Stage 1 Participants n=1253

More than 9 in 10 teachers who took part in the national professional learning reported that they were likely to use materials featured on lgbteducation.scot in their planning.

Stage 2 Curriculum Development Input
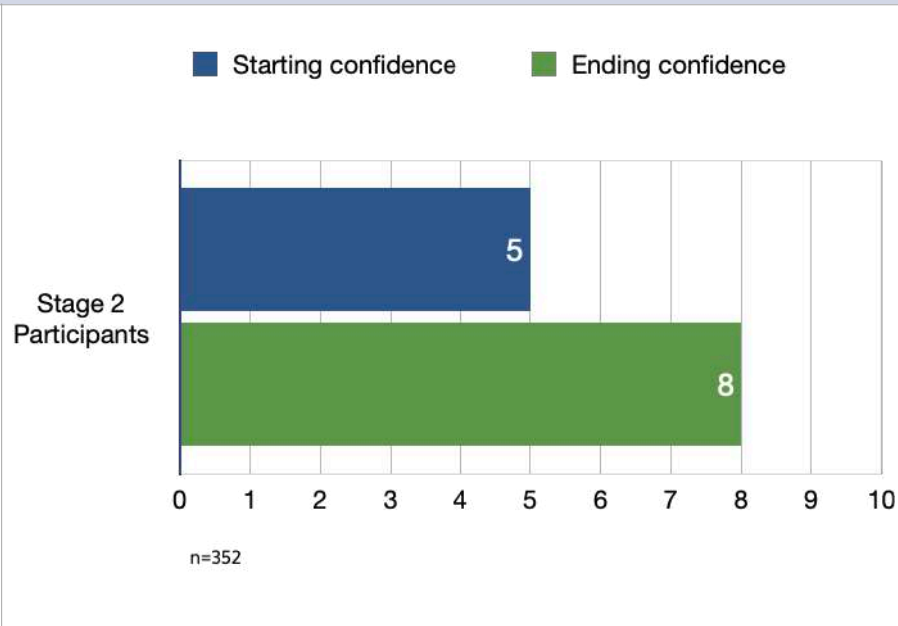
Knowledge and Understanding

Do you have a stronger understanding of how you can include the LGBT Inclusive Education Learning Themes in your own practice?

Legend: Yes, No

99%

1%
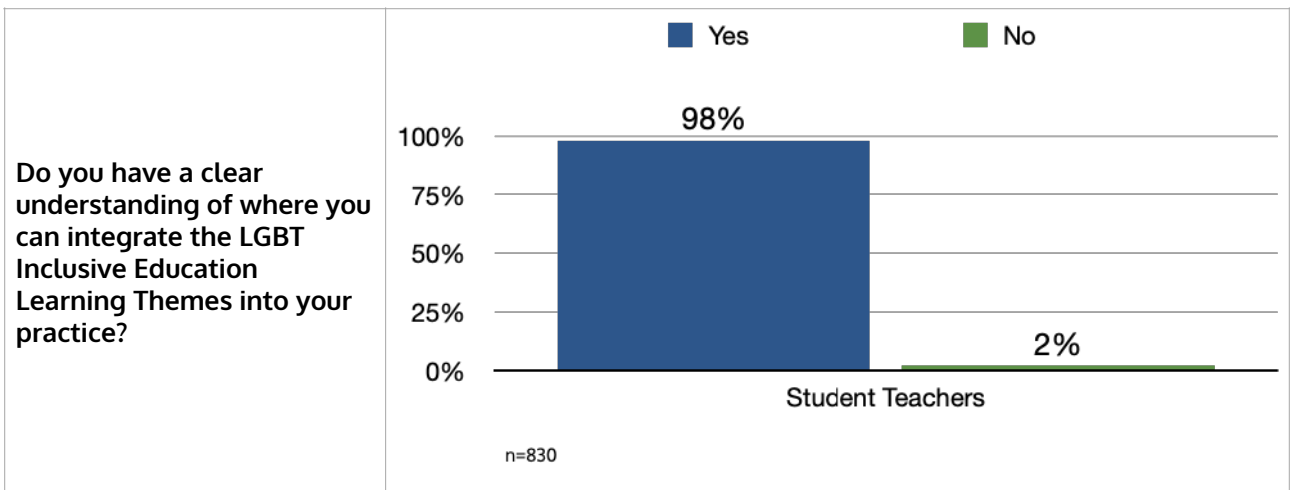
Stage 2 Participants

n=352

> 99% of teachers and school staff who completed the national professional learning had a stronger understanding of how to deliver LGBT Inclusive Education.
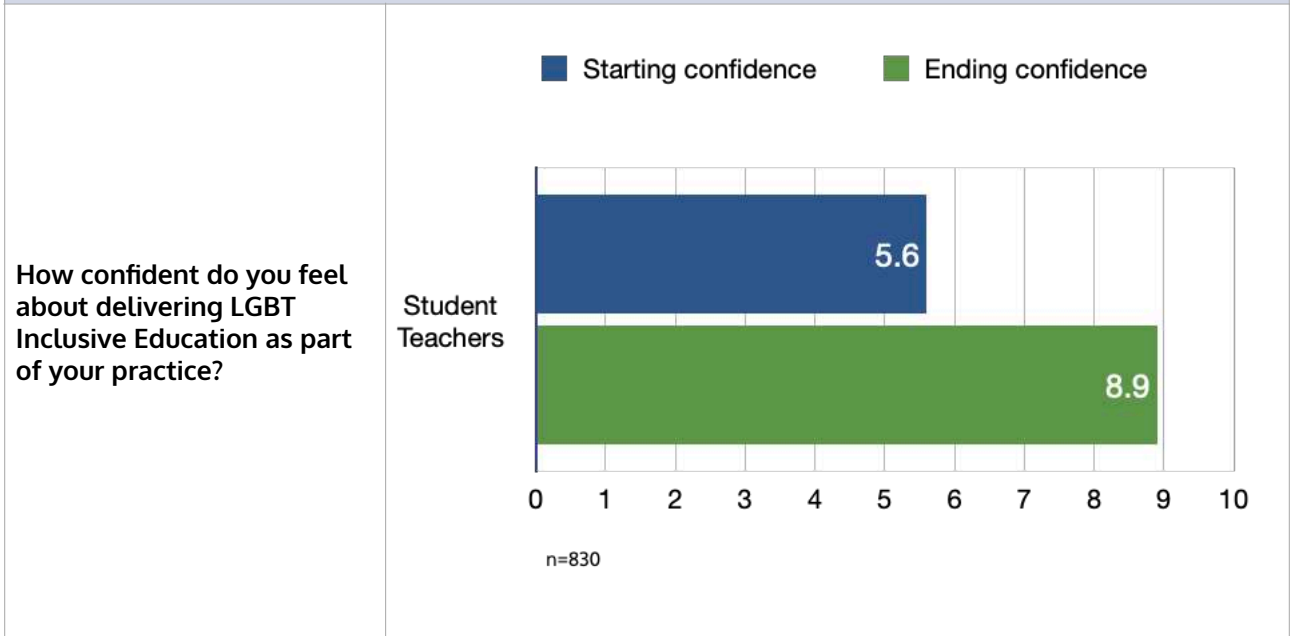
Confidence and Self-Efficacy

How confident do you feel about delivering LGBT Inclusive Education?

Legend: Starting confidence, Ending confidence

Stage 2 Participants — Starting confidence: 5, Ending confidence: 8

n=352

5.4 Student Teachers

ITE

For student teachers, the evaluation tested core indicators including knowledge and understanding, confidence and self-efficacy, and integration into planning.

Figure 3: Visual representation of qualitative data from student teachers

Initial Teacher Education		
Knowledge and Understanding		
Did this session improve your understanding of how you can implement LGBT Inclusive Education?	Yes 98% No 2% Student Teachers n=624	

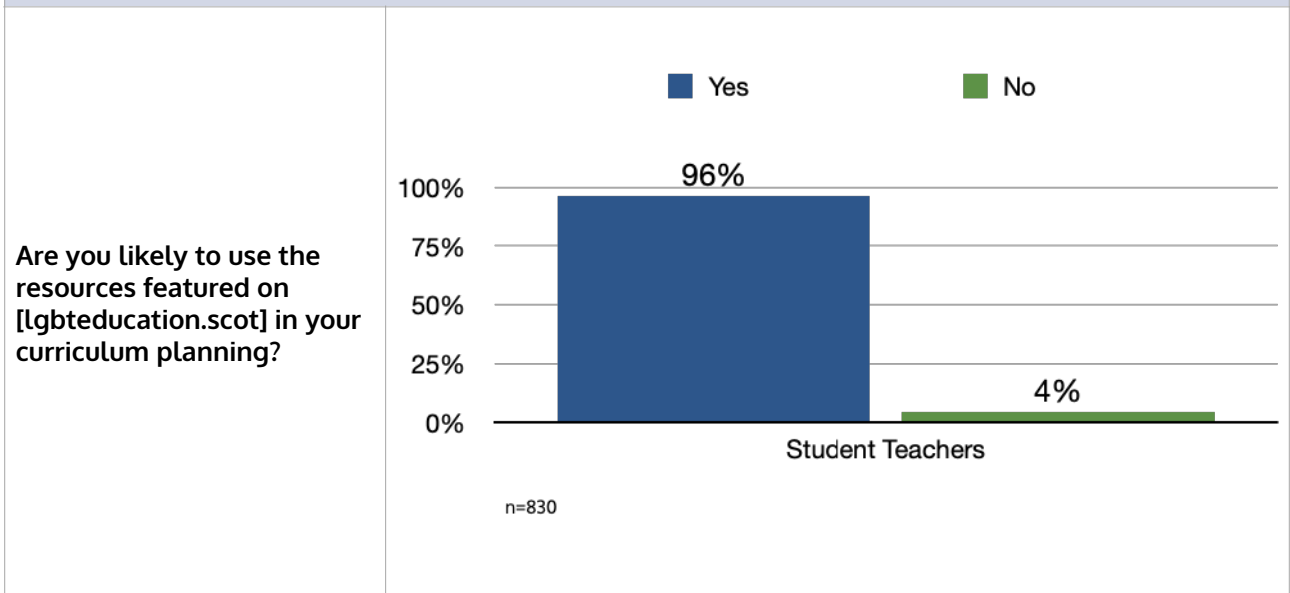|	
Do you have a clear understanding of where you can integrate the LGBT Inclusive Education Learning Themes into your practice?	

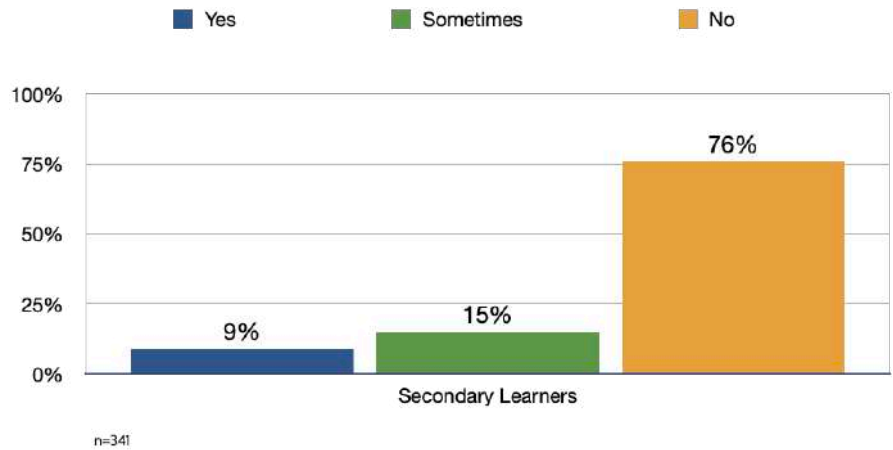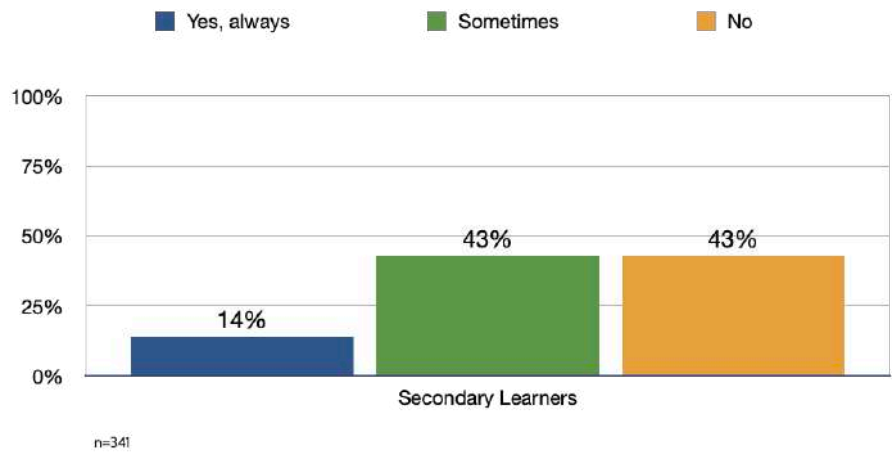| |
|---|
| 98% of student teachers who participated in a professional learning input had a stronger understanding of how to deliver LGBT Inclusive Education. |

Confidence and Self-Efficacy

How confident do you feel about delivering LGBT Inclusive Education as part of your practice?	

Usage of National Resources

Are you likely to use the resources featured on [lgbteducation.scot] in your curriculum planning?	

5.5 Learners Evaluation

Secondary

For Secondary learners, the evaluation focussed on their engagement with LGBT Inclusive Education resources and services, and tested core indicators including knowledge and understanding of prejudice and how it can escalate and be challenged, experiences of prejudice-based behaviours and language use, and attitudinal and behavioural change.

Figure 4: Visual representation of qualitative data from Secondary learners.

Secondary Learners
Pre-existing Experiences

<table>
<tr>
<td>
Note: learners were asked about the use of commonly reported homophobic, biphobic, and transphobic slurs/phrases during data collection, within a learning context. The question was framed, as follows, to ensure learners could understand what they were being asked.

Do you hear language such as "that's gay", "poof", "faggot" or similar at school?
</td>
<td>

■ Yes, often   ■ Yes, sometimes   ■ No

34%   48%   18%

Secondary Learners

n=341
</td>
</tr>
</table>

Note: within the context of a learning session about equalities and prejudice, learners may be less inclined to immediately self-report using this language at the outset of the session. The number of learners self-reporting as using this language is disproportionate to the number of learners who reported hearing this language.

**Do you use language like this yourself at school?**

Yes ▮ | Sometimes ▮ | No ▮

Yes: 9%
Sometimes: 15%
No: 76%

Secondary Learners

n=341

Is language like this challenged by others in school, such as teachers or friends?

Yes, always ▮ | Sometimes ▮ | No ▮

Yes, always: 14%
Sometimes: 43%
No: 43%

Secondary Learners

n=341

Note: where any specific instances are raised within the session, teachers who are present are informed and provided with information on how to effectively address these and support learners.

Have you experienced or witnessed someone being bullied because they are lesbian, gay, bisexual and/or transgender, or someone thinks that they are?
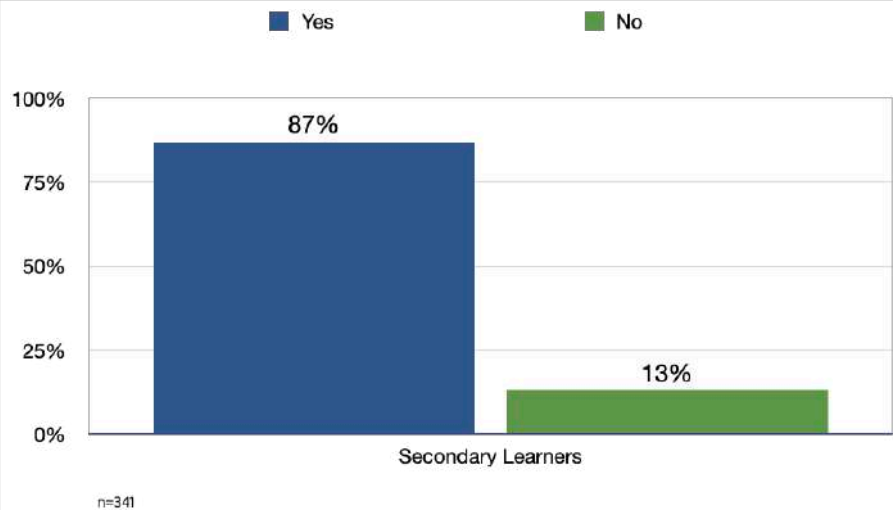
Yes ▮ | No ▮

Yes: 49%
No: 51%

Secondary Learners

n=341
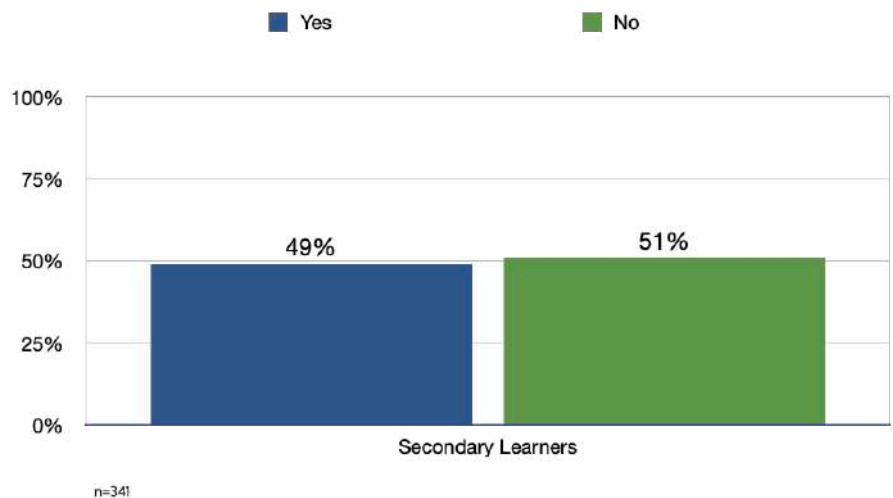
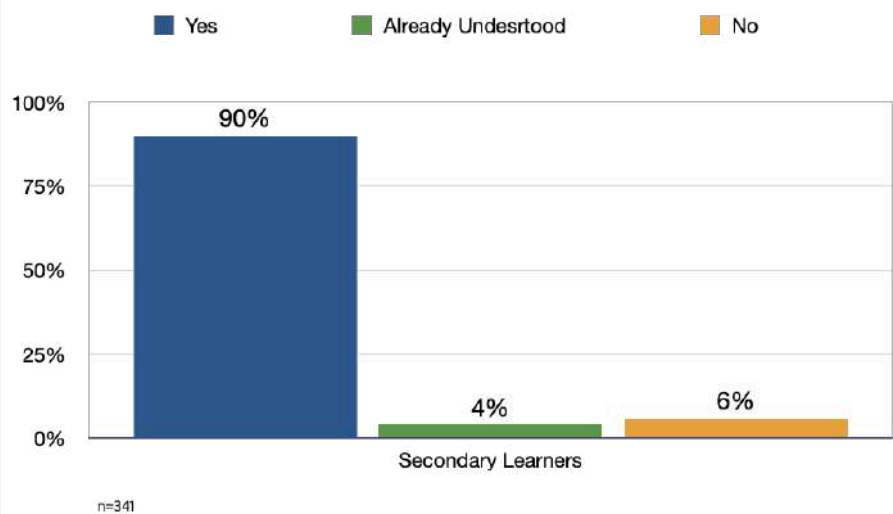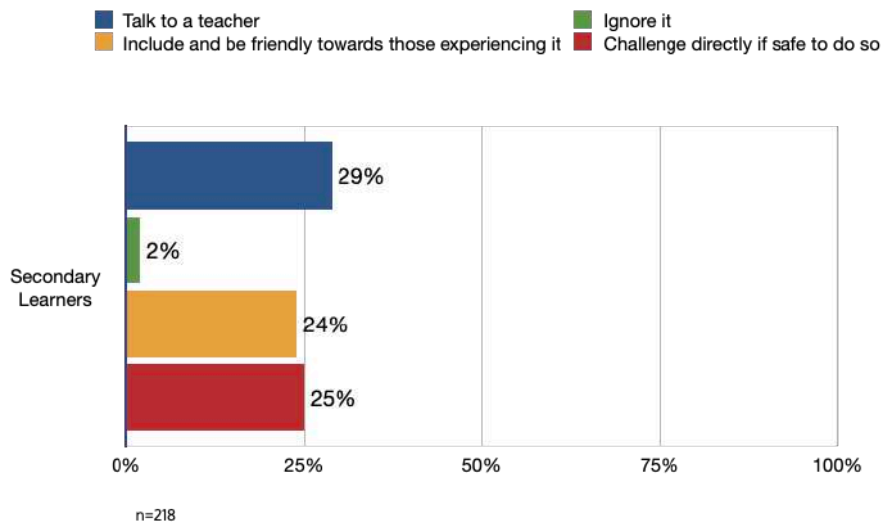| **Knowledge and Understanding**	
Do you have a stronger understanding of what prejudice is?	Yes ■ Already Understood ■ No ■ 84% (Yes), 4% (Already Understood), 12% (No) Secondary Learners n=341
Do you have a stronger understanding of what homophobia, biphobia, and transphobia is and what its impact can be?	Yes ■ No ■ 87% (Yes), 13% (No) Secondary Learners n=341
87% of Secondary pupils had a stronger understanding of the impact of homophobic, biphobic, and transphobic prejudice after engaging with LGBT Inclusive Education.	
Do you have a stronger understanding of how prejudice can arise, and how it can escalate?	Yes ■ Already Undesrtood ■ No ■ 90% (Yes), 4% (Already Understood), 6% (No) Secondary Learners n=341
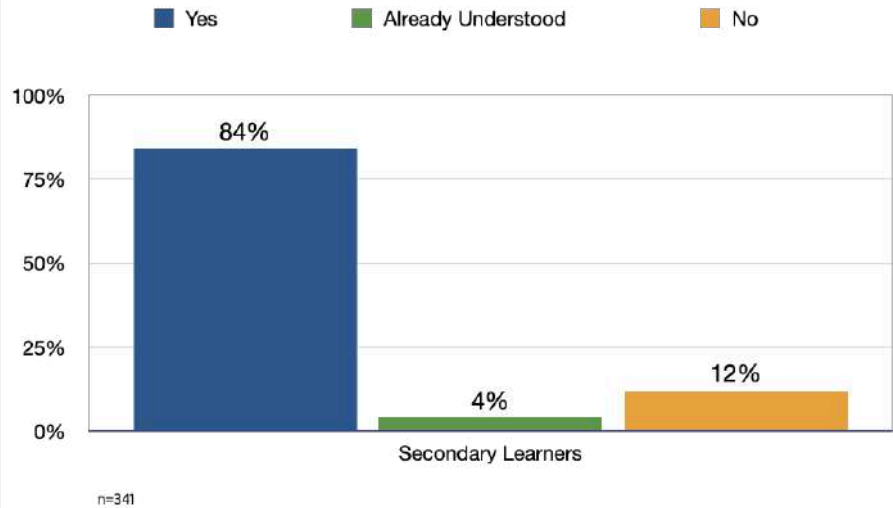
Attitudinal or Behavioural Changes

The impact of engagement and developed knowledge and understanding is measured against reported attitudinal and behavioural changes, as well as indications from learners as to how they could address prejudice.

If you previously reported using homophobic, biphobic, or transphobia language regularly or sometimes - would you continue to?	
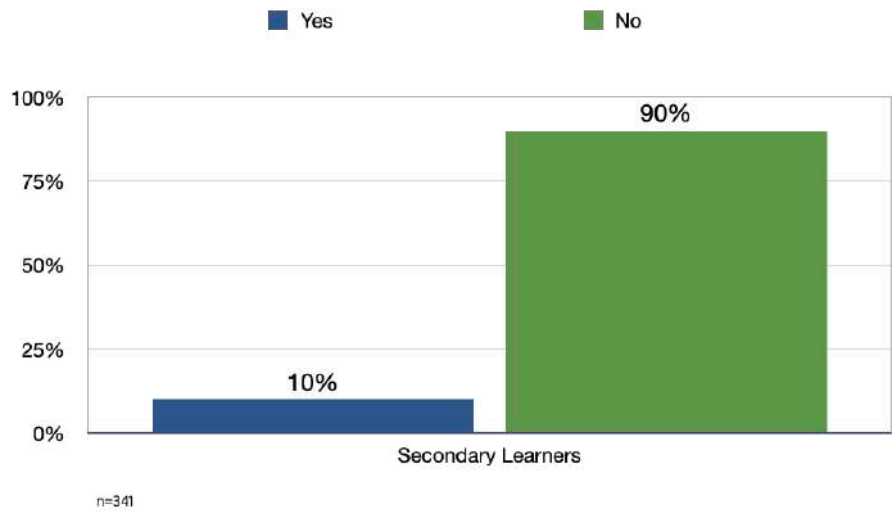
90% of Secondary pupils would no longer use pejorative language like "that's so gay" after engaging with LGBT Inclusive Education.

What could you, or someone else, do if you witnessed or experienced prejudice-based behaviours?	

5.6 Learners Evaluation

Primary

For Primary learners, the evaluation focussed on their engagement with select LGBT Inclusive Education resources which explored two key thematic areas - the use of pejorative language, and gender stereotypes. On a quantitative basis, learners were asked to indicate whether the resources were relevant to their experiences at school and whether other learners at their age and stage should also engage with the resources. Open data collection facilitated learners explaining what they learned through their engagement with the resources, and what their learning moments were.

Primary Learners
Understanding and Challenging Gender Stereotypes
Learners engaged with resources, created in collaboration with other Primary learners from four schools across Scotland, which explored gender stereotypes and their impact. The resources include different scenarios that Primary learners created based on their own experiences of stereotyping. The resources incorporate some of the LGBT Inclusive Education Learning Themes and were built using the same information that teachers receive during the professional learning.

Did [the scenarios] feel like things that happen to real children in real life?	
Note: this word cloud provides a key word summary of qualitative data. This is presented in more detail within Chapter 6 of this report. **What was your main learning from the resources?**	

Understanding and Challenging Homophobic Language

Learners engaged with resources, created in collaboration with other Primary learners from four schools across Scotland, which explored the use of homophobic language, which is commonplace in schools. The resources include different scenarios that Primary learners created based solely on their own experiences of using or being subject to homophobic language (the pupils themselves identified pejorative terms like "that's gay" to derogatory slurs like "poof" "lesbo" "gaydo" and "faggot" and, as such, they are presented verbatim within this report) from peers. The resources incorporate some of the LGBT Inclusive Education Learning Themes and were built using the same information that teachers receive during the professional learning.

Did [the scenarios] feel like things that happen to real children in real life?	Legend: Very Relatable, A Bit Relatable, I'm Not Sure, Not Very Relatable, Not Relatable At All. Bar chart: 96%, 3%, 1%. Primary Learners. n=93
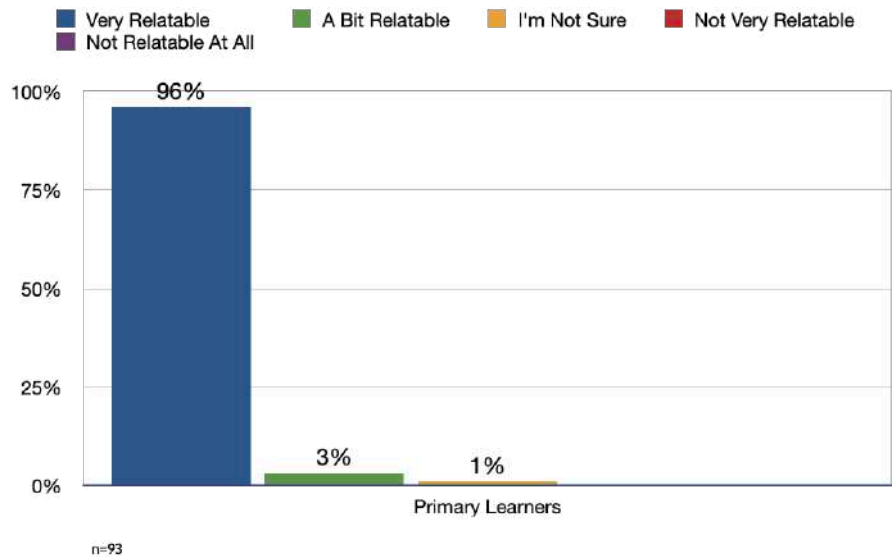
96% of Primary pupils felt that resources about the use of homophobic language at school were "very relatable" to their own experiences.

Note: this word cloud provides a key word summary of qualitative data. This is presented in more detail within Chapter 6 of this report. **What was your main learning from the resources?**	

6.0 Thematic Review and Commentary

This chapter presents a thematic review of qualitative data collected from teachers and school staff, student teachers, and learners between September 2021 and June 2022. During data analysis, qualitative data was scanned to identify trends and organised thematically. Representative direct quotes are presented here with commentary to provide an indication of key trends.

6.1 Teachers and School Staff

Qualitative data is collected during both Stage 1 and Stage 2 of the professional learning. For presentational purposes, identified trends and themes have been presented for each stage of the professional learning alongside commentary and action points, where applicable.

The purpose of the thematic review for data collected from teachers is to identify successes and opportunities within the responses around a number of key areas related to the implementation of the policy area, including:

- Course design and delivery
- Applicability to Scotland's Curriculum
- Applicability to curriculum and subject areas
- Applicability across ages and stages
- Materials and resources
- Confidence to incorporate and deliver
- Local implementation

Stage 1: Teachers and School Staff	
Overall Course Design and Delivery	
Participants in the Stage 1 E-Learning module overwhelmingly welcomed the accessibility of an online learning resource, which could be completed multiple times, and information could be downloaded. In their feedback, participants noted that the E-Learning module clearly articulated the national approach and framework for LGBT Inclusive Education and provided practical ideas for how to advance this through teaching and learning. Feedback was particularly positive for the course's design featuring a combination of text information and video content with other teachers articulating the module's content, as well as downloadable resources and instantly accessible follow-up materials. Some feedback about the course design was constructive and provided helpful ideas for improving the design of the module. In particular, one participant noted that the development of a progress tracker for the module would further support neurodivergent participants to complete the module at pace. This suggestion was commissioned and is under development, scheduled to be launched for the module for the new term. Additional commissioned updates added to the module after the initial launch included the automatic generation of CPD certificates, the ability for participants to be grouped by school, and the addition of early learning centres, colleges, and universities to the platform's registration system.	
Course Format and Content	"A very practical session which explains the legal duties on schools and staff clearly. High-quality resources are provided which can be used readily with students to help foster more inclusive environment. The guidance and advice on how to support students who come out as LGBT was invaluable." Secondary teacher, Aberdeen City Council

	"I thought it was really quite useful to have all the different categories throughout. This is a big issue that needs a sensible - and confident - approach with young people and I'm really grateful to have had the opportunity to complete." Primary teacher, West Lothian Council
	"This module is informative and supportive. The reflective questions have really made me think about the curriculum we currently offer pupils and how this can be further improved. Consideration of LGBT learning opportunities across our curriculum will feature in our improvement plan next session." Primary teacher, Stirling Council
	"This is the best e-learning module I have ever done." Primary teacher, Angus Council
	"Really good to learn more about something I am already passionate about. Information was clear and accessible, and great to reflect on." Secondary teacher, Orkney Islands Council
	"This is a thorough module, which introduces and supports LGBT inclusive education. I will be helping to roll this out in my school. I love all the resources you have shared, and I have already been able to share some of them with colleagues. I feel supported by all the information." Secondary teacher, Glasgow City Council
	"This is an important issue and one which all education staff should feel confident about tackling, whether proactively or reactively. Initially, I felt that, perhaps, how we deal with it is no different to how we might tackle, for instance, racism or bigotry. However, the module has made me more aware of how we are dealing with children who may be very frightened about who they are and how others may react to them so this will certainly inform how I tackle the subject in future." Secondary teacher, South Lanarkshire Council
Multimedia Design and Accessibility	"A valuable e-learning module with lots of practical examples of how to best support the young people in our classrooms. The videos were useful and helped to break down some barriers and misconceptions in a supportive way. Lots to think about, implement and carry out further reading to ensure my classroom as a supportive, inclusive setting for the wonderful young people I have the pleasure to work with." Primary teacher, Glasgow City Council
	"Loved the video input- very inclusive for auditory learners! Thank you." Secondary teacher, East Ayrshire Council
	"I enjoyed listening to the presenters in your videos who made the learning clear and engaging. I now feel more confident to take what I have learned and being planning how to proceed with embedded LGBT education in my own school's context. I look forward to booking Part 2 when the whole staff within my school have undertook Part 1." Primary teacher, North Ayrshire Council

	"As a neurodiverse adult, I find it very helpful to know the structure of the input and can refer back to it when needed. This makes taking notes and organising my thoughts a lot easier. It would be great to see a content table, maybe in the beginning or during the course, that shows subheadings. A progress bar could also help navigate the training. I often take more time to complete tasks like this than the average adult, so it can be hard to plan ahead for this when I will likely take longer than the expected 60-90 minutes." Primary teacher, Midlothian Council
	"This was very beneficial and insightful, and gave me enough knowledge to begin to adapt my teaching and curriculum content to be more LGBT inclusive than I had previously aimed. The videos, paired with additional information were a great feature of this course, and I will definitely use the resources features within this platform for future use." Secondary teacher, West Lothian Council
	"Videos were clear and concise, accessible instead of only text. Providing downloads for national policy/framework, and effective ways to address inclusion are great and should be revised annually in schools, in my opinion." Secondary teacher, Renfrewshire Council
	"Nicely put together with immediately useful resources and signposts. I liked how it there was a combination of links, speakers and reading excerpts which were all informative and reassured me that I don't need to worry about not knowing everything about LGBT." Primary teacher, The Moray Council

Applicability to Scotland's Curriculum, curriculum and subject areas, and ages and stages

Participants welcomed the ease of connecting the content in the E-Learning module and the teaching resources to the Es and Os and Benchmarks, multiple subject areas and stages, and the broader education context. Many participants noted that the presentation of the LGBT Inclusive Education Learning Themes, and the themes being mapped to the Es and Os and Benchmarks, helped them to feel more confident in identifying how LGBT content could fit within their own teaching context. Some participants also reported that the E-Learning module helped them to identify how this area could connect across the Four Contexts for Learning. Others who had already taken forward some element of LGBT inclusion within their school settings noted that the E-Learning helped to develop their knowledge and understanding, and encouraged them to further consider the role of curriculum in their work.

Some Secondary teachers provided helpful feedback relating to the teaching resources that were available at the time they completed the module, and suggested further resources for underrepresented subject areas such as Modern Languages, Sciences, and Technologies would be helpful. Some Primary teachers also noted that there were more teaching materials, specifically lesson plans, presently available for Secondary settings. Other participants from specialist areas also provided feedback about the applicability of the existing content and resources to their context, specifically Early Years, First Level, and ASN. While some of this is covered during Stage 2, the second suite of resources and materials in development include new resources specifically for the Primary setting, while input is being sought from ASN teachers and specialists on how to adapt or create resources to meet specific needs. Additionally, an early years practitioner has been engaged to support the development of resources suitable for this stage.

Ability to link to Scotland's Curriculum	"Very informative. Seeing the links to the curriculum let's me see just how easy we can include LGBT in daily lessons." Primary teacher, Glasgow City Council

	"Excellent resources and so well planned in with the benchmarks and GIRFEC etc." Secondary teacher, South Lanarkshire Council
	"Resources and links to Es and Os and benchmarks are very useful." Primary teacher, East Dunbartonshire Council
	"It was fantastic to get the ideas and link to ideas and then linked to the Es and Os. I particularly like how the resources are relevant ie Lady Gaga. Etc." Secondary teacher, Aberdeenshire Council
	"This module has given me hope for moving forward with teaching about diversity in our school. We are a rights respecting school but so far, we have not really explored LGBT education in our plans. I think that this is definitely needed within our learning environment." Primary teacher, Falkirk Council
Applicability to curriculum and subject areas	"This session was very beneficial as it provided examples of how to deliver an inclusive LGBT curriculum. I really liked the idea of using literature and music to convey this. It also allowed me to confirm that I am on the right approach by looking at stereotypes through Health and Wellbeing and through class discussions." Primary teacher, Glasgow City Council
	"This was extremely useful. I feel much more confident in delivering LGBT inclusive education in my class and the resources and suggested activities mean I am better equipped with some fantastic lesson ideas. Ready to go!" Primary teacher, City of Edinburgh Council
	"The resources featured on this platform were tailored for older levels (mainly secondary school) than I currently teach." Primary teacher, West Lothian Council
	"Really like how relatable it is to what we already do. Makes it relevant and not such a stand alone topic. IDL is great way to explore LGBT. Not something else to think about but an area to add in to delivery of many benchmarks." Secondary teacher, Shetland Islands Council
	"The content has provided me with more confidence in talking to peers about LGBT inclusive education by reinforcing the message that it is our job as educators to ensure all pupils are treated fairly. The links to wider reading are very helpful and I already have several ideas on how to take this forward in our wider school community." Secondary teacher, North Lanarkshire Council

	"The resources provided don't necessarily lend themselves well to the science curriculum, but we do need to continue to challenge gender stereotypes (there are many gender inequalities within science) and I can see some areas where LGBT inclusive education does fit in well, using some of the resources provided." Secondary teacher, Shetland Islands Council
Applicability for varying ages and stages	"I have been really unsure and worried about delivering this appropriately to young school children but this has helped me feel that what I am doing is right. Thank you" Primary teacher, Glasgow City Council
	"A lot of the resources currently focus on older children. It would be helpful to have some things for lower down the school as a starting point on what to begin introducing at an early stage." Primary teacher, The Moray Council
	"I love this platform - so easy to access and an excellent resource to support staff at all stages." Secondary teacher, Glasgow City Council
	"As an Early Years teacher, most of the teaching examples and curriculum ideas in the videos were for upper primary and secondary stages. I would have loved to have heard more for the younger pupils. Hopefully Stage 2 of the training, and follow up resources on the website, will give some practical ideas to deliver LGBT education in the Early Years." Primary teacher, Argyll and Bute Council
	"I would love to see some more examples of how to implement some aspects of an IDL project in Science. I already speak about discrimination in the contexts of genomic sequencing and HIV when covering disease, more ideas would be welcome however." Secondary school teacher, Angus Council
	"I feel that it can be quite difficult to meaningfully include LGBTQ in my subject curriculum (Geography) specifically. However, this would be great for BGE modern studies and history (which many schools do teach as social subjects single-teacher delivery. In terms of pupil wellbeing, I found the information provided useful. Particularly the video which recommends how to respond in the most supportive manner to a pupil 'coming out' to you." Secondary teacher, South Lanarkshire Council

Confidence to Incorporate and Deliver

Participants overwhelmingly reported that both their knowledge and understanding of LGBT Inclusive Education, and their confidence in delivering it, had improved by the end of the Stage 1 E-Learning module. In particular, teachers and school staff noted that the module had clarified their understanding of exactly what this policy area entails, and how it should look within classroom settings. Many participants specifically identified that the module supported them to consider how LGBT Inclusive Education would fit within their existing curriculum planners and IDL topics. Some participants noted that case studies from other practitioners would help to build their confidence further, and this is being explored for development in collaboration with early adopter schools. Building confidence further and supporting practitioners to identify effective opportunities for incorporation is central to Stage 2 of the course.

Confidence incorporating in planning and delivering in teaching and learning	"It was very useful in advising where to start with inclusive education. As a teacher in a large secondary school, it can be daunting knowing where to begin however the module explained easy, small steps to begin with and provided advice for how this can be expanded as we continue our journey." Secondary teacher, Fife Council
	"I thought this was a good overall resources to give introductory knowledge, as a new practitioner this was an area that I would be uncertain how to approach appropriately in the primary school context." Primary teacher, City of Edinburgh Council
	"As an LGBT member of staff, this has empowered me to be a fearless advocate for LGBT young people in the school environment, even more than I was before." Secondary teacher, City of Edinburgh Council
	"Initial module was easy to navigate and comprehensive and practical in nature. it provides a suitable starting point/ platform to build staff confidence and awareness in promoting a richer and deeper awareness and approach to deliver inclusive policies as an integral part of our improvement planning processes." Secondary teacher, South Lanarkshire Council
	"It would be an interesting idea to have teachers across Scotland and beyond suggest how they have implemented LGBT inclusive education in their practice: what resources, topics they have used." Secondary teacher, Stirling Council
	"LGBT education is something I would have thought I understood before undergoing training. It is has been so eye opening to have this focus and to explore it further in detail. Very thought provoking and so important." Primary teacher, Glasgow City Council

Local Implementation

Participants welcomed that LGBT Inclusive Education was being implemented in Scotland, and most recognised their central role in supporting the delivery of this at a local level. Some teachers and school staff who are lesbian, gay, bisexual, and/or transgender themselves expressed enthusiasm for the implementation of this policy area, and recognised the importance of this for their learners. Many participants indicated their intention to ensure that colleagues completed the E-Learning module and to proceed with Stage 2 of the course to enhance their knowledge and develop an action plan for implementing the work.

Some participants particularly expressed that the policy area and resources should be further communicated to schools to ensure that their availability is widely known. Others expressed helpful ideas to further support implementation, including further guidance. This work is in development.

Support for advancing at the local level	"I am only support staff and do not teach children but this has been extremely encouraging and informative. As a gay woman myself, I am thrilled to see pupils will be getting the education that I never got when I was in school." Secondary support staff, West Lothian Council

"I have wanted to receive training like this for some time, so it is great that this platform now exists for all practitioners to access online. Thank you."

Primary teacher, Shetland Islands Council

"I am incredibly proud that my country is the first to lead this change within our school curriculums. As a facilitator within our pupil LGBT Equalities group, I am already witnessing change around our corridors and classrooms. This training and these resources will help to speed up this process and embed an inclusive approach within our day to day school life."

Secondary teacher, East Ayrshire Council

"Very informative introduction to LGBT Inclusive Education. Lots to think about in terms of evaluating our current curriculum and ensuring it is more inclusive & representative of the LGBT community."

Secondary teacher, City of Edinburgh Council

"This is a good starting point and does give good ideas for teaching LGBT education within curriculum area however I think having the follow up will help me feel more confident."

Secondary teacher, North Lanarkshire Council

"This was really valuable for me to learn as I work as a Pupil Support Assistant and will be invaluable for me as I progress on to be a Student English Teacher in August as I undergo my PGDE. This has really helped me to learn about inclusive education and is certainly something that will be at the core of my own teaching practice in future."

Secondary pupil support assistant, Aberdeenshire Council

"This CLPL e-learning module was very accessible and clearly articulated. I would recommend all practitioners across Scotland complete this introductory module to develop their knowledge and understanding of LGBT inclusive education, and increase their confidence in addressing these topics in their own practice."

Secondary teacher, East Dunbartonshire Council

"This online module was just what I was looking for, after recently having launched an LGBT Working Party in my school. It has given me further confidence in my knowledge and understanding in this area and deepened my knowledge of policy. I feel much more confident in moving forwards and aim to ensure that all colleagues complete Stage 1 so we can eventually move to Stage 2."

Primary teacher, Glasgow City Council

"This is a journey that we are so excited about. Meetings are held in our library and the buzz from the students is wonderful. Their warmth and empathy is beautiful to see. Thank you so much for all of the videos and resources. Thank you Scotland for leading the way again!"

Secondary teacher, East Ayrshire Council

Promotion and further guidance	"Have details of this course been emailed out to councils/schools across Scotland as I would not have found it if it weren't for social media?" Primary teacher, East Dunbartonshire Council
	"I hope you have a really good level of engagement from other educators. I would welcome any guidance and support in ensuring my practice is inclusive." Secondary teacher, West Lothian Council
	"I feel the advice in the last video about focusing on the law and the school's vision is very good advice but I feel I could benefit from more guidance on how to navigate those sorts of conversations with carers and children." Primary teacher, Dundee City Council

Stage 2: Teachers and School Staff

Overall Course Design and Delivery

Participants in the Stage 2 Curriculum Development overwhelmingly welcomed the content and delivery of the input, with specific note often paid to the course's design accommodating for each school's unique setting. Participants reported that the interactivity of the course, and the protected time for staff collaboration across year groups and departments, allowed for more detailed and effective action plans to be developed. Participants largely welcomed the opportunity to develop their understanding together with colleagues, and consider how this can be advanced in a dedicated learning environment, and indicated that because most or all staff in the school had completed the input, this would support a more effective local implementation.

Course Delivery and Content	"The trainer was highly engaging and clarified exactly how we should be incorporating LGBT issues/role models within our curriculum. It has raised my awareness of how we can work collaboratively to ensure that our curriculum reflects and supports the whole school community." Secondary teacher, Aberdeen City Council
	"It was a very informative and relevant presentation with interactive activities." Secondary teacher, South Lanarkshire Council
	"Many thanks - this is amongst the best training I have attended in a number of years." Primary teacher, Falkirk Council
	"This presentation was delivered with a real understanding of the role of the primary school and the impact we can have. It was full of key learning and practical, yet simple, ideas. We will certainly be able to use our learning." Primary teacher, Glasgow City Council
	"This training, particularly the stage 2 in person training was very inspiring and motivational. It has been great to discuss how this can be incorporated across the whole school as well as the different ways it can be approached. Thank you so much!" Primary teacher, Falkirk Council

	"Very well presented training, informative, useful and practical with supportive dialogue and ideas." Primary teacher, Glasgow City Council
Staff Collaboration	"It was a great session & really valuable opportunity for discussion and collaboration." Primary teacher, Glasgow City Council
	"The presentation was wonderful, the coaches were very friendly and it was clear how passionate they felt about the training. It was great to have that protected time as a staff to share ideas and learn from each other. The activities were helpful and productive." Primary teacher, Glasgow City Council
	"Further embed the principles into new and existing curriculum within my department and school and the confidence to do so and speak to other staff about it." Secondary teacher, The Moray Council
	"For modern languages we will need to slowly add more LGBT themes into texts and this will take time but it is something I think we can do cooperatively with subject staff." Secondary teacher, South Lanarkshire Council
	"I feel better informed in telling other members of staff in the department how to approach this." Secondary teacher, Aberdeen City Council
	"All teaching staff considering the delivery of LGBT inclusive education. Everyone considering how we adapt the curriculum and include inclusiveness throughout." Secondary teacher, Shetland Islands Council

Applicability to Scotland's Curriculum, curriculum and subject areas, and ages and stages

Participants expressed an improved understanding of how LGBT Inclusive Education can be included in current and future planning. By the end of the Stage 2 course, most demonstrated a clear understanding of the national approach and the importance of meaningful and contextual embedment as opposed to exceptional or singular approaches, and indicated that this was one of their key learning takeaways. Most participants had a clear understanding of their next steps in taking LGBT Inclusive Education forward in their own setting and how this connects with Scotland's Curriculum, across ages and stages, and its applicability within the broader education context.

Ability to include in planning	"This has made LGBT inclusive education manageable and less daunting. Easy to implement and include in our planning." Primary teacher, Shetland Islands Council
	"This professional learning has really made me think about simple and inclusive ways I can weave LGBT identities into my wider planning." Secondary teacher, Shetland Islands Council

	"Look at my planning for the coming term, identify where I can adapt lessons to have an LGBT Inclusive context and implement these. Be more mindful that I challenge homophobic language consistently and take reports of all bullying seriously at all times."	
	Primary teacher, Midlothian Council	
	"Collaboratively planning as a whole school to connect and link the seven themes to our yearly plans and IDL topics."	
	Primary teacher, Moray Council	
	"Ensuring that the TIE systemic approach towards planning is central to our improvement plan approach to embedding LGBT inclusion and awareness in our school."	
	Secondary teacher, South Lanarkshire Council	
Embedding within teaching and learning	"I now feel much more confident and have a deeper understanding of how LGBT education can be embedded into our current curriculum. Having a better awareness will allow me to effectively teach my pupils inclusively."	
	Secondary teacher, Dumfries and Galloway Council	
	"The importance of embedding LGBT within existing topics rather than teaching it separately."	
	Secondary teacher, Shetland Islands Council	
	"Reinforced that weaving LGBT education organically throughout the curriculum is the most important thing."	
	Primary teacher, Glasgow City Council	
	"How to support those who seek advice about coming out and how Inclusive LGBTQ+ education should not just be tokenistic but embedded naturally throughout the curriculum."	
	Secondary teacher, South Lanarkshire Council	
	"That LGBT themes can be weaved throughout the entire curriculum and across all stages, but not to feel pressure to squeeze or shoehorn themes into lessons/curricular areas where they don't fit. The themes will be covered in another lesson or another year group."	
	Primary teacher, Glasgow City Council	
	"Weaving the LGBT learning themes into the curriculum has a much greater impact than stand-alone events and is evidenced to work better in this way."	
	Secondary teacher, Aberdeenshire Council	
	"Embed the key themes through integration and not to have them as isolated events/ lessons. These should happen little and often throughout the year, within context, to be most effective for our young people."	
	Secondary teacher, South Lanarkshire Council	

Confidence delivering	
Most participants expressed that their confidence in taking LGBT Inclusive Education forward had increased upon completion of the Stage 2 input. Most participants reported that they were ready to include themes in their own practice, while others expressed that they anticipated that they would feel more confident once they had delivered it and had more practical experience including Learning Themes in their content. Some participants noted that they had a concern about perceived backlash to delivering this work and for most this had been effectively addressed. Others, naturally, anticipated further personal research and reading on topics (such as historical events or past figures) in order to teach about them. Resources currently in development are being designed to respond to particular needs identified by some participants, including effectively engaging with the wider school community.	
Including in practice	"Having had open discussions about how LGBT education can be embedded has given me confidence and understanding." Secondary teacher, South Lanarkshire Council
	"I now feel more confident as a result of discussing and sharing ideas across different curricular areas and sharing best practice. Dealing with different scenarios will always arise, however this training has supplied me with the foundation knowledge I need to start conversations." Secondary teacher, South Lanarkshire Council
	"I now feel more confident as a result of discussing different ideas and how to implement these into lessons. Also how to tackle issues in class when they arise." Secondary teacher, North Lanarkshire Council
	"I will need to be involved with delivering LGBT education before feeling 100% confident." Primary teacher, Midlothian Council
	"I feel that I have the right knowledge and also that I have the ability to point people in the direction of why we are teaching this to our children. No more worries about backlash from colleagues/parents etc." Primary teacher, Midlothian Council
	""Feeling very confident that I can implement the ideas from here." Secondary teacher, Moray Council
	"Feel a little more comfortable now but still need help about how to deal with backlash or any negative comments when delivering these lessons." Secondary teacher, Glasgow City Council
	"I feel confident that I can embed opportunities throughout my practice across the different year groups I teach." Primary teacher, Aberdeen City Council
	"I feel empowered by the support offered today and from the exciting discussions with colleagues." Secondary teacher, Glasgow City Council

	"I feel more confident than I was before the stage 2 training. Some work as a school and also personal reading still needs to be done!" Secondary teacher, Aberdeenshire Council
	"I feel more confidence to create material and create discussion around LGBT inclusive education with staff and students." Secondary teacher, Moray Council
	"I already felt reasonably confident in my role as librarian in embedding LGBT+ inclusivity because of the support I can get from charities like this, peers in my field, and the growing breadth of content being published by the book industry." Secondary librarian, Moray Council
	"As a teacher of English, with experience of PSE also, I am happy discussing a range of issues within my lessons and dealing with prejudice/ discrimination etc in literature to explore issues and ideas." Secondary teacher, South Lanarkshire Council

Availability of resources and materials

Participants welcomed the quantity of resources that were available to support them. Some participants reported recognising where they could incorporate LGBT Inclusive Education into existing resources that they used within the school, while others expressed their intention to build new resources and teaching materials into the current and future curriculum planners. Some participants also noted that the input provided them with the time and space to fully explore new resources that had launched during Phase 1 of the implementation, and having the opportunity to discuss the resources and ask questions with a knowledgeable course deliverer was welcomed by many participants.

New and existing resources	"Still feel more to learn and develop but I have the tools and resources to do this now." Secondary teacher, South Lanarkshire Council
	"A great interactive session that was very useful to see how we could use the resources in our school and across all stages." Primary teacher, Falkirk Council
	"I have realised that this can be easily incorporated into the current texts and resources that I use." Secondary teacher, Aberdeen City Council
	"I feel able to include LGBT themes and now with more knowledge of how to access resources I feel this will enhance my teaching." Primary teacher, Argyll and Bute Council
	"I have realised that this can be easily incorporated into the current texts and resources that I use." Secondary teacher, Aberdeen City Council
	"Was really good to see what resources are available to support learning." Primary teacher, Glasgow City Council

	"Great resources and support are available in regards to LGBT. I will aim to incorporate this throughout the curriculum." Primary teacher, Glasgow City Council
	"I feel I have access to lots of resources now and have a good idea of how to get going with LGBT inclusive teaching in my class." Secondary teacher, Shetland Islands Council

Next Steps for Implementation

During evaluation, participants were asked what their next steps in implementing LGBT Inclusive Education were. Many participants reported an intention to build their learning into their curriculum planning, and to initiate a review of current curriculum planners to facilitate this. Others expressed that this would be added to school improvement planning. Participants also reported their plans to make use of the national resources and teaching materials that were launched during Phase 1 of the national implementation. The evaluation indicated a clear understanding and recognition that effective implementation of LGBT Inclusive Education required a whole school approach, and collaboration from staff across departments and year groups to facilitate progression learning.

Evaluating current, and integrating into future, curriculum planners	"Review curriculum to see how these issues can be fitted in more across the year and not just at certain times." Secondary teacher, Moray Council
	"We are already incorporating mirrors and windows in our curricular area. I think we will need to evaluate how we acknowledge these and not make it so obvious but ensure that their inclusion is naturally evolving and not the focus of aspects of the work we do in our subject." Secondary teacher, Aberdeenshire Council
	"Evaluating my own classroom as well as starting a whole school evaluation with the Journey Toolkit, feeding back to colleagues about the training and sharing ideas for improvement with management." Primary teacher, Midlothian Council
	"I have identified where I can add in natural references/discussions and have had discussions about this with my dept." Secondary teacher, Aberdeen City Council
Collaborative and whole school planning	"As a whole school, coordinate how we can integrate key themes into next year's planning." Primary teacher, Argyll and Bute Council
	"I hope you have a really good level of engagement from other educators. I would welcome any guidance and support in ensuring my practice is inclusive." Secondary teacher, West Lothian Council
	"Collaboratively planning as a whole school to connect and link the seven themes to our yearly plans and IDL topics." Primary teacher, Moray Council

Usage of national resources and materials	"I thoroughly enjoyed this session and have been provided with a variety of resources to use with my learners." Primary teacher, Falkirk Council
	"I realised that it can be done in a natural way with support from the website." Primary teacher, Falkirk Council
	"I will feel better once I have taken some time to think of curriculum resources and taught it. This might then stimulate other ideas." Secondary teacher, Aberdeenshire Council
	"Still need to do more research and explore website and familiarise myself with stage appropriate work." Primary teacher, Glasgow City Council
	"I am now of resources, books, videos and links. I am now aware of different role models to share with my class." Primary teacher, Glasgow City Council

6.2 Student Teachers

Qualitative data is collected during inputs provided for Initial Teacher Education. Trends and themes are identified during data analysis.

The ITE inputs form part of the national professional learning pathway, and are designed to introduce student teachers to the national framework and approach for LGBT Inclusive Education in Scotland, while equipping them with the necessary knowledge and information that they need to incorporate it into their planning. Trends and themes were identified across the following areas:

• Input design and delivery
• Knowledge and understanding
• Materials and resources

ITE Input: Student Teachers
Overall Input Design and Delivery
Student teachers overwhelmingly welcomed the opportunity to have dedicated time to engage with LGBT Inclusive Education within the broader context of learning about the role of social justice and equalities within Scottish education. Participants reported that engaging in discussion and group activities on this area enhanced their understanding as to how this policy area applies in practice.

Input Delivery and Content	"This has to be one of my favourite lectures covered so far in the PGDE. The implementation of LGBT inclusive education will be life-changing to so many so thank you very much for everything that you do." Student teacher, Glasgow City Council
	"A very informative session with great practical resources." Student teacher, The Highland Council

	"This was the best lecture I've had so far as part of the PGDE course! Thank you for doing this course, you will help so many people including myself." Student teacher, City of Edinburgh Council
	"One of the main reasons I got in to teaching was a concern for social justice and equality. I learned so much and really appreciate it." Student teacher, Dundee City Council
	"This is one of the best cpd sessions I've attended throughout the whole year." Student teacher, City of Edinburgh Council
	"From someone who was also LGBT and afraid of coming out in school, your work means a lot to me. I'm so glad there are resources and education to support inclusive education now and that we're encouraged to support pupils with this." Student teacher, The Highland Council

Knowledge and Understanding

Participants expressed a clear understanding of the national approach to LGBT Inclusive Education, the policy context, and the evidence base for this work within academic literature and contemporary research. Participants overwhelmingly understood how this applied to their existing learning about the professional standards and curriculum design.

Enhancing knowledge	"A very useful and informative session. I think it was a very important input and I would suggest that if possible other students get this input before going on placement as I feel far more equipped now to handle situations that I faced during that time." Student teacher, Glasgow City Council
	"I really got a lot from this session, content was really interesting and well delivered." Student teacher, The Highland Council
	"This is an excellent course and shows just how this should be part of everyday education promoting the stance of inclusion for all." Student teacher, City of Edinburgh Council
	"I really enjoyed this session. Now I feel I am able to not only have further discussions with my own children but also tools for my future classroom." Student teacher, City of Edinburgh Council
	"Found this very helpful as I was struggling with how to include it but didn't realise how simple it was to include in lessons." Student teacher, The Highland Council
Embedding within curriculum planning	"I feel inspired and excited about putting these practical ideas into practice. I feel like we're in a privileged position to try to further progress on this issue here in Scotland (compared to other countries), but conscious of how far there still is to go. That motivates me!" Student teacher, City of Edinburgh Council

	"Really eye-opening and excited to use some of the resources in probation year."
	Student teacher, Glasgow City Council
	"Loads of ideas for implementing LGBT inclusive in the classroom and around the school."
	Student teacher, Glasgow City Council
	"The session has made me think a lot more about human rights and to create an ethos of acceptance and belonging for all in the classroom and school as a whole."
	Student teacher, City of Edinburgh Council

Usage of national resources and materials

In quantitative data, almost all student teachers reported that they intended to use the national resources and materials made available during Phase 1 of the implementation programme, and future resources and materials. Participants welcomed the availability of these resources.

National platform and teaching materials	"I feel so much better about knowing where I can access resources."
	Student teacher, City of Edinburgh Council
	"This was a really useful informative session, with great resource links on how to include LGBT inclusive education in the curriculum, which I'll definitely make use of in my probation year."
	Student teacher, City of Edinburgh Council.
	"I loved this session, I found it really useful, and have a clearer idea of where to go for quality resources now. Definitely feel more confident in how I would be LGBT inclusive in the classroom environment."
	Student teacher, Glasgow City Council
	"I thought the session was brilliant. TIE have provided amazing resources and showed ways in which I can integrate LGBT inclusive education within my practice in the most natural way. I have loved the session and really appreciate the valuable resources."
	Student teacher, Glasgow City Council
	"Loved ways of thinking about equality through everyday language and practice as well as having access to resources which allow me to seamlessly include LGBT themes and role models. Knowing who to include is so important!"
	Student teacher, Glasgow City Council

6.3 Secondary Learners

Qualitative data is collected during engagement with Secondary learners, which includes learner workshops focused on LGBT Inclusive Education. Trends and themes are identified during data analysis.

Learner workshops are designed to enhance learner understanding of key thematic areas related to LGBT Inclusive Education, including how prejudice can manifest and escalate, bullying, history and role models, and challenging stereotypes. Trends and themes were identified across the following areas:

- Knowledge and understanding
- Self-empowerment
- Behavioural and attitudinal change

Learner Workshops: Secondary Learners	
Knowledge and Understanding	
Secondary learners reported an improvement in their knowledge and understanding of core concepts related to LGBT Inclusive Education. In particular, knowledge and understanding was improved with the opportunity to explore and discuss forms of prejudice that learners were aware of, had experienced or participated in, but lacked understanding as to its impact. Additionally, many learners reported a broad improvement in their understanding of the LGBT community and their contributions to society.	
Enhancing knowledge of prejudice and LGBT history	"We should speak more about lgbt and the struggles now that we can and should accept people for who they are."
	Secondary pupil, Aberdeenshire Council
	"I learnt more about the prejudice against certain groups of people [and] that a lot of the laws and action being done is only recently being done."
	Secondary pupil, Aberdeenshire Council
	"Learned - The laws which have been made against people in the LGBT+ community."
	Secondary pupil, Shetland Islands Council
	"Making fun or bullying has a much more extreme affect on someone than it may seem. You could be making someone's life miserable."
	Secondary pupil, Aberdeenshire Council
	"I learned a lot about the Allport Scale. Throughout history, the amount of actions and discrimination against the nine [protected characteristics] is absolutely massive, and we're still working as a society to fix it."
	Secondary pupil, Aberdeen City Council
	"That when you're just saying a word you think [is] normal and harmless, how much it can really effect someone."
	Secondary pupil, Shetland Islands Council
	"I learned how prejudice can affect people and how many people who are different can be treated in a very horrible way."
	Secondary pupil, Aberdeenshire Council

Understanding pejorative language and its impact	"You don't know who your words could effect." Secondary learner, Shetland Islands Council
	"Definitely had an impact and I hope the people who use this sort of language will finally understand what it does to people." Secondary learner, Glasgow City Council
	"Stand up to people if they throw the language about and not use it myself." Secondary learner, Shetland Islands Council
	"I learned how it can escalate from just fishing out 'you're gay' and it is really unfortunate that this is what people do. " Secondary learner, Aberdeen City Council
	"I have learned that we need to speak up more about it." Secondary Learner, Shetland Islands Council
	"People can be kinder and nicer with their words." Secondary learner, Dumfries and Galloway Council

Self-empowerment and peer acceptance

Many Secondary learners reported that messages of self-empowerment and recognition of difference as a positive aspect of life stood out to them. Some learners specifically noted that they had adopted sentiments of self-acceptance in relation to their own identities after engaging with LGBT Inclusive Education resources and services.

Self-empowerment	"It's perfectly fine to be a part of LGBTQ+ and that there are people I can talk to about it." Secondary learner, Shetland Islands Council
	"I'm not the only one." Secondary learner, Shetland Islands Council
	"Continue being proud of myself." Secondary learner, Shetland Islands Council
	"[I learned] that we can change what happens in school." Secondary learner, Glasgow City Council
	"I've learnt how we have, over the years, made laws to protect LGBT+ and stop prejudice, but it still happens, and we all have to play a part in stopping it." Secondary learner, Aberdeenshire Council
	"Everyone is different and thats okay." Secondary pupil, Glasgow City Council

Peer acceptance	"Asking my friends if they are okay and that if they are in the closet about being a part of LGBTQ+ then I can just let them know it's okay and that they are safe to be who they want."
	Secondary learner, Shetland Islands Council
	"I have learnt that everyone is different and that some people are going through different situations so don't make fun of others or make them feel bad for who they are."
	Secondary learner, Glasgow City Council
	"Lgbt people can have it quite hard and we should give them a chance to be who they want to be."
	Secondary learner, Moray Council
	"It's ok to be lgbtq+"
	Secondary learner, Moray Council
	"Accept people for who they are, even if they're a part of the lgbtq+ it doesn't give you the right to bully them and call them homophobic slurs."
	Secondary learner, Aberdeen City Council

Behavioural and attitudinal change

Many Secondary learners who completed evaluation indicated that their perspective on prejudice-based behaviours had changed following engagement, with participants identifying that they had a role to play in challenging prejudice more broadly.

Challenging prejudice at school and in the community	"We all need to be understanding and kind to everyone around us and stop prejudice and discrimination."
	Secondary learner, Aberdeen City Council
	"Speak up to people who are bad mouthing others. Judging someone before you ken them. Don't be prejudice."
	Secondary learner, Shetland Islands Council
	"Stop using [homophobic] language even as a joke."
	Secondary learner, Shetland Islands Council
	"Not to use that language anymore and stand up for people more when i hear them getting bullied and try and be a good example for younger people."
	Secondary learner, South Lanarkshire Council
	"Prejudice evolves through stages. We should speak up to prejudice."
	Secondary Learner, Aberdeenshire Council

6.4 Primary Learners

Qualitative data is collected during select engagement with Primary learners. This is ordinarily through pupil engagement with resources or projects related to LGBT Inclusive Education. Trends and themes are identified during data analysis.

Data collected in the period under review was during learner engagement with media resources and projects about pejorative language and gender stereotypes. Trends and themes were identified in the following areas:

- Knowledge and understanding
- Self-empowerment

Learner Engagement: Primary Learners	
Knowledge and Understanding	
Primary learners reported an improvement in their knowledge and understanding of what pejorative language related to LGBT people can look like, and why it is not acceptable. They also reported an increased understanding of core learning concepts related to recognising and challenging stereotypes.	
Enhancing knowledge of pejorative language and prejudice	"The word 'gay' shouldn't be used as an insult and it can hurt other people's feelings." Primary learner, North Lanarkshire Council
	"Homophobic language is not ok and people should stop using words as bad terms." Primary learner, North Lanarkshire Council
	"I have heard this language many times before. It was very relatable and teaches us not to use gay as an insult." Primary learner, North Lanarkshire Council
	"You shouldn't call people names that are mean and offensive. I have heard the word gay used meanly in school. People would say 'last one up the hill is gay' it is not right. I know that it happens in real life." Primary learner, North Lanarkshire Council
	"I don't think anyone should be bullying someone lgbt. I do think it does happen to real children in real life." Primary learner, North Lanarkshire Council
	"Using lgbtq words in a negative way is hurtful in different levels and it is rude." Primary learner, North Lanarkshire Council
Enhancing knowledge of stereotypes	"It is true how people get stereotyped. I know that people should get to be who they want to be. I might personally like make up and dresses but that doesn't mean that all girls have to (same for boys) I do believe that real children get stereotyped. It is very unfortunate that things like that happen!" Primary learner, North Lanarkshire Council

| | "We are all different and don't judge people for who they are."

Primary learner, North Lanarkshire Council |
| --- | --- |
| | "It doesn't matter what you play or what you wear just be yourself, but other people might not understand that so help them understand."

Primary learner, North Lanarkshire Council |
| | "I think the [resource] was very meaningful. I was smiling and happy. This happened to me and I've heard it happen to others. I was skateboarding and was made fun of because [I am a girl]."

Primary learner, North Lanarkshire Council |
| | "Teaching young kids about gender stereotypes shows people and encourages them to be themselves!"

Primary learner, North Lanarkshire Council |

Self-empowerment

Many Primary learners reported that messages of self-empowerment resonated for them, specifically in recognising and accepting difference in others and showing kindness and respect.

| **Self-empowerment** | "Be yourself."

Primary learner, North Lanarkshire Council |
| --- | --- |
| | "Being Lgbt is not a bad thing."

Primary learner, North Lanarkshire Council |
| | "Its ok to be different or gay or lgbtq."

Primary learner, North Lanarkshire Council |
| | "Being lgbt+ is ok."

Primary learner, North Lanarkshire Council |
| | "I love these [resources] I think everyone should see them."

Primary learner, North Lanarkshire Council |

Behavioural and attitudinal change

Most Primary learners recognised that the casual use of pejorative and derogatory language about LGBT people was not acceptable after engaging with learning resources, and some directly noted that they or others would not continue to use that language themselves.

| **Challenging prejudice at school and in the community** | "It made me happy when people realised that gay and lesbian and lgbt isn't an insult."

Primary learner, North Lanarkshire Council |
| --- | --- |
| | "Some people don't know its bad because they copy off of other bad behaviour, even I did it and I thought it was good and cool. Very good to share this as much as you can this needs to be stopped."

Primary learner, North Lanarkshire Council |

	"The [resources] convinces people to stop using gay in a bad way." Primary learner, North Lanarkshire Council
	"You would not use [homophobic language] after." Primary learner, North Lanarkshire Council

7.0 Resources and Signposting

7.1 National Platform

The national platform lgbteducation.scot freely provides teachers, school staff, and education professionals with quality approved resources, guidance, teaching and learning materials, and tools to effectively implement LGBT Inclusive Education through a whole school approach.

The platform is owned by The Scottish Government and managed by Time for Inclusive Education on their behalf.

7.2 National Professional Learning

A two stage professional learning course is available for teachers and school staff in Scotland to support them to implement LGBT Inclusive Education effectively.

Stage 1 of the course is an instantly accessible E-Learning module and covers content including the national policy area, framework, and approach; legislation; curriculum planning; child protection and safeguarding; engaging the whole school community; and the Four Contexts for Learning.

Stage 2 of the course is delivered in schools, and can be booked upon completion of Stage 1. This input provides staff with the opportunity to work collegiately across year groups and departments to identify an effective implementation method that will work for their school setting. Staff collaborate to consider effective curriculum development.

7.3 Resources and Materials

A variety of resources and materials to support teachers, school staff, and education professionals are available on the lgbteducation.scot platform.

These include teaching and learning materials for the Primary and Secondary settings, as well as national guidance for pastoral care, responding to prejudice and prejudice-based bullying, and information for parents, carers, and families.

The national Implementation and Evaluation Toolkit provides schools with a pathway to effective implementation, and includes planning templates, engagement tools, and self-evaluation measures.

Resources are updated on the platform as the implementation of LGBT Inclusive Education progresses.

Content covered in first cycle resources for lgbteducation.scot

Headline Themes

• Identifying prejudice
• Understanding discrimination
• Prejudice-based bullying
• Online bullying and prejudice
• Identifying homophobia, biphobia, and transphobia
• LGBT role models
• LGBT historical events
• Inequality and discrimination experienced by LGBT people
• Gender stereotypes and their impact
• Gender expectations in STEM
• Media representation of LGBT people
• Protests and equal rights movements
• Overcoming and challenging inequality
• Intersectionality
• Tour of global LGBT landmarks

Historical Events

• Criminalisation of homosexuality in Early Modern Scotland
• Witch trials and norms of sexual orientation and gender in Early Modern Scotland
• Decriminalisation of homosexuality and campaign for pardons in Scotland
• It Gets Better project and bullying
• Introduction and campaign to repeal Section 28 in UK
• Introduction of Equality Act 2010 in UK
• Campaigns for transgender rights and representation in UK
• Civil rights movement in the United States
• Early lesbian and gay rights movement in the United States
• Stonewall Uprising in the United States
• 'Don't Ask, Don't Tell' in the United States

Headline People and Role Models

• Assorted LGBT past and present figures included across multiple curriculum resources
• Resources include Billie Jean King, Laverne Cox, Marie Maitland, Bayard Rustin, Michael Dillon, Alan Turing, Sally Ride, Tam O'Shaughnessy, Lady Gaga, Lady Phyll, Shane Ortega amongst others

Assorted Resources/Guidance

• Two stage professional learning for teachers
• Implementation and evaluation toolkit
• Visual supports including posters and infographics materials
• Development of GSA or equalities groups in schools
• Mapping LGBT identities across curriculum
• Engaging and involving parents, carers and families
• Addressing HBT bullying and prejudice in school
• Supporting transgender young people
• Guidance and support for LGBT teachers
• Addressing homophobic language
• Creating inclusive school environments

Appendix 2

Full resources and professional learning to support the local implementation of LGBT Inclusive Education are available on the national platform: https://www.lgbteducation.scot

Appendix 3

Further information about the LGBT Inclusive Education Implementation Group is available at: https://www.gov.scot/groups/lgbt-inclusive-education-implementation-group/

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LGBT Inclusive Education Implementation Group

Overview

LGBT Inclusive Education Implementation Group has been formed to facilitate implementation of the recommendations of the LGBTI Inclusive Education Working Group, which were accepted by Scottish Ministers in November 2018.

The Group meets at least six times a year and also carries out work between meetings focused on planning delivery of the recommendations. The aim is for these recommendations to be delivered by the end of March 2021.

Members

Membership is comprised of representatives of the following organisations:

- Scottish Government
- Convention of Scottish Local Authorities
- Education Scotland
- Educational Institute of Scotland
- Equality and Human Rights Commission
- LGBT Youth Scotland
- National Parent Forum of Scotland
- respect*me*
- School Leaders Scotland
- Scottish Catholic Education Service
- Scottish Qualifications Authority
- Equality Network
- Scottish Youth Parliament
- Stonewall Scotland
- Time for Inclusive Education

The group is chaired by a partnership of COSLA and the Scottish Government.

Documents

- LGBT Inclusive Education Implementation Group: action plan - July 2022
- LGBT Inclusive Education Implementation Group: terms of reference
- LGBT Inclusive Education Implementation Group: communications brief
- LGBT Inclusive Education Implementation Group: action plan
- LGBT Inclusive Education Implementation Group minutes: September 2021
- LGBT Inclusive Education Implementation Group minutes: May 2021
- LGBT Inclusive Education Implementation Group minutes: March 2021
- LGBT Inclusive Education Implementation Group minutes: February 2021
- LGBT Inclusive Education Implementation Group minutes: September 2020
- LGBT Inclusive Education Implementation Group minutes: January 2020
- LGBT Inclusive Education Implementation Group minutes: 2019
- LGBTI Inclusive Education Working Group: report to the Scottish Ministers
- LGBT inclusive education: guidance to education authorities May 2019

Policies

LGBTI and gender recognition

Schools

Contact

Email: LGBTInclusiveEducation@gov.scot

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○ Yes

○ No

○ Yes, but

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LGBT Inclusive Education is now the responsibility of **all teachers**.

How are **you** delivering it in your classroom?

Free resources and professional learning are available to help you meet the national expectations set out in 2021

Resources
Detailed lesson plans with Es & Os and Benchmarks for multiple curriculum areas

Toolkit
Everything you need to implement this work in your school

CPD
A national 2 stage professional learning course to develop your knowledge and practice

You can start your journey on the National Platform

98% of CPD participants had a stronger understanding of how to include LGBT Inclusive Education in their practice.

"This has made LGBT Inclusive Education manageable and less daunting. Easy to implement and include in our planning."

- Primary school teacher

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