

Health and Wellbeing Experiences and Outcomes:

<i>Mental, emotional, social and physical wellbeing</i>				
EARLY	FIRST	SECOND	THIRD	FOURTH
<p><i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</i> HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</p> <p><i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</i> HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</p> <p><i>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</i> HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a</p>				

Literacy and English Experiences and Outcomes:

<i>Listening and Talking – Understanding, analysing and evaluating</i>				
EARLY	FIRST	SECOND	THIRD	FOURTH
<p><i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i> LIT 0-07a / LIT 0-16a / ENG 0-17a</p>	<p><i>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</i> LIT 1-07a</p>	<p><i>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions and by asking different kinds of questions of my own.</i> LIT 2-07a</p>	<p><i>I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.</i> LIT 3-07a</p>	<p><i>I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.</i> LIT 4-07a</p>

Progression

Early	First	Second	Third/Fourth
<p><i>I know that we are all different.</i></p> <p><i>I am able to share the things that make me the same and different as other people.</i></p>	<p><i>I understand that what makes me happy is different from other people.</i></p> <p><i>I am able to celebrate the differences of other people.</i></p>	<p><i>I understand the way that the environment can influence opinions.</i></p> <p><i>I am able to express an opinion using evidence.</i></p>	<p><i>I understand the role we all play in creating a fairer, happier society.</i></p> <p><i>I am able to make the links between policy and practice.</i></p>

By the end of Early Level

- ❖ *I know that we are all different.*
- ❖ *I am able to share the things that make me the same and different as other people.*

Resources:

'10,000 Dresses' – Marcus Ewert

Small mirrors

Paper and markers

Step 1:

- Look at the front cover together and discuss:
 - *What can you see on the front cover?*
 - *What is the character's dress made of?*
 - *What do you think this story might be about?*

Step 2:

- Read the book together and make the following statements:
 - *Bailey dreams about lots of types of dresses.*
 - *Bailey's family doesn't think that Bailey should wear dresses.*
 - *Bailey and Laurel both enjoy wearing dresses.*
- Discuss the following:
 - *What types of dresses does Bailey dream about?*
 - *What type of dress does Laurel make with Bailey?*

Step 3:

- **Share:** *Bailey likes wearing dresses. Everyone else thinks Bailey shouldn't wear dresses because they say that boys don't wear dresses. Bailey doesn't feel like a boy and thinks happy thoughts about dresses. Laurel helps Bailey make a dress to wear. This story shows that it is okay to be whoever you want to be.*
- Discuss: *How is Laurel a good friend to Bailey?*

Step 4:

- ❖ Look at the last picture with Laurel and Bailey in their dresses with mirrors.
- ❖ Using small mirrors, ask the children to share what they can see when they look into the mirror.
- ❖ The children should draw themselves as they see themselves.
- ❖ **Share:** *We are all different. We all look different. We all act differently. That's okay. We are all unique.*

By the end of First Level

- ❖ *I understand that what makes me happy is different from other people.*
- ❖ *I am able to celebrate the differences of other people.*

Resources:

'10,000 Dresses' – Marcus Ewert

Paper and markers

Step 1:

- Look at the front cover together and discuss:
 - *What can you see on the front cover?*
 - *What is the character's dress made of?*
 - *What do you think this story might be about?*

Step 2:

- Read the story together and discuss:
 - *What does Bailey's family think of Bailey wanting to wear a dress:*
 - *Mum*
 - *Dad*
 - *Brother?*
 - *How does this make Bailey feel?*
 - *How does Laurel make Bailey feel happy and included?*

Step 3:

- **Share:** *Bailey's family want Bailey to act in a certain way. Bailey's family doesn't want Bailey to wear a dress. They tell Bailey that boys don't wear dresses. Bailey feels happy when wearing a dress. Laurel notices this and creates dresses which they wear together.*
- Discuss:
 - *Is what makes one person happy different from what makes another person happy?*

Step 4:

- Children to complete the following statements:
 - *I am happiest when I'm playing...*
 - *I am happiest when I'm reading...*
 - *I am happiest when I'm watching...*
 - *I am happiest when I'm wearing...*
- Create a poem with their happy things, drawing a picture of when they're happy.
- **Share:** *We are all different. What makes you, you, is different from what makes me, me. That's okay – we're all unique!*

By the end of Second Level

- ❖ *I understand the way that the environment can influence opinions.*
- ❖ *I am able to express an opinion using evidence.*

Resources:

'10,000 Dresses' – Marcus Ewert

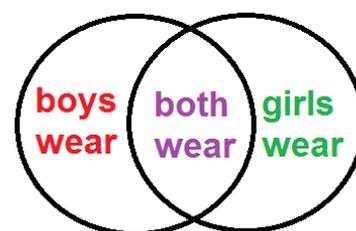
[Children on Gender Roles](https://www.youtube.com/watch?v=A8TN6FyfsiM) video clip: <https://www.youtube.com/watch?v=A8TN6FyfsiM>

Paper and markers

Step 1:

- Thinking about the clothes that stereotypically boys and girls wear, create a Venn diagram in small groups which identify the clothes that 'boys wear', 'girls wear' and 'both wear'.
- Share the Venn diagrams with the class to create a class Venn diagram.
- Discuss: *Are boys able to wear clothes from the girls' section? Are girls able to wear clothes from the boys' section?*

Clothing Stereotypes



Step 2:

- Read the story together.
- Discuss:
 - *Bailey's family keep saying Bailey is wrong to want to wear a dress; how do you think this makes Bailey feel?*
 - *Bailey's family think that boys need to act in a certain way. What do you think?*
 - *What do you think is meant when Bailey says, 'But... I don't feel like a boy.'*

Step 3:

- Watch the [Children on Gender Roles](https://www.youtube.com/watch?v=A8TN6FyfsiM) video clip.
- Discuss:
 - *How do you think gender stereotypes exist?*
 - *How can we challenge them as a school?*

Step 4:

- Using different materials create a visual entitled 'Clothes Have No Gender'. Use images from magazines, the internet and books to show people expressing who they are, no matter their gender identity.

By the end of Third/ Fourth Levels

- ❖ *I understand the role we all play in creating a fairer, happier society.*
- ❖ *I am able to make the links between policy and practice.*

Resources:

'10,000 Dresses' – Marcus Ewert

CBBC: "I Am Leo": https://www.youtube.com/watch?v=0x_u2cs8Dpl

LGBT Youth Scotland, Supporting Transgender Young People

https://www.lgbtyouth.org.uk/files/documents/Supporting_Transgender_Young_People_-_Digital_version.pdf

Paper and markers

Step 1:

- ❖ Read the story together.
- ❖ Discuss:
 - *How does the book explore gender identity?*
 - *What role do Bailey's family play?*
 - *What barriers does Bailey face?*

Step 2:

- Watch "I Am Leo".
- Discuss:
 - *How does the clip explore gender identity?*
 - *What role do Leo's family play?*
 - *What barriers does Leo face?*

Step 3:

- Reflecting on the way that Bailey's family reacted, in pairs take one of the characters – Mum, Dad or Brother.
- Following the interaction with the family member, re-create the next scene where Mum, Dad or Brother react positively.
- Re-write the page, creating a new dress for Bailey where Bailey is accepted.

Step 4:

- Look at the LGBT Youth Scotland, Supporting Transgender Young People (November 2017) publication together.
- Discuss: *How can '10,000 Dresses' being used in schools contribute to the recommendations within the LGBT Youth Scotland Supporting Transgender Young People guidance?*
- Reflect on how the school is currently developing the recommendations within the guidance, and what next steps need to be taken.