



## Keeping An Open Mind

# The Alphabet

- L is for [Lesbian](#)
- G is for [Gay](#)
- B is for [Bi](#) / [Bisexual](#)
- T is for [Trans](#) / [Transgender](#)
- Q is for [Questioning](#) / [Queer](#)
- I is for [Intersex](#)
- + is for [other sexualities/gender identities](#), [allies](#)

Lesbian + Pansexual  
Gay + Agender  
Bisexual + Gender Queer  
Transgender + Bigender  
Transsexual + Gender Variant  
2/Two-Spirit + Pangender  
Queer  
Questioning  
Intersex  
Asexual  
Ally

[Stonewall glossary of terms](#)

[Discussion on LGBT+ stereotypes](#)

# GSRD

## Gender, Sexuality and Relationship Diversity

- Professionals sometimes refer to LGBTQI+ as GSRD
- Commonly used in counselling professions
- [BACP Guidelines](#)
- Many of our patients and clients identify as LGBTQI+ so this is the terminology we use in our service

# Sexuality

Heterosexual

Gay/lesbian

Bisexual

Asexual

Pansexual

MSM

# Relationships, Sex Education (RSE) and LGBTQI+

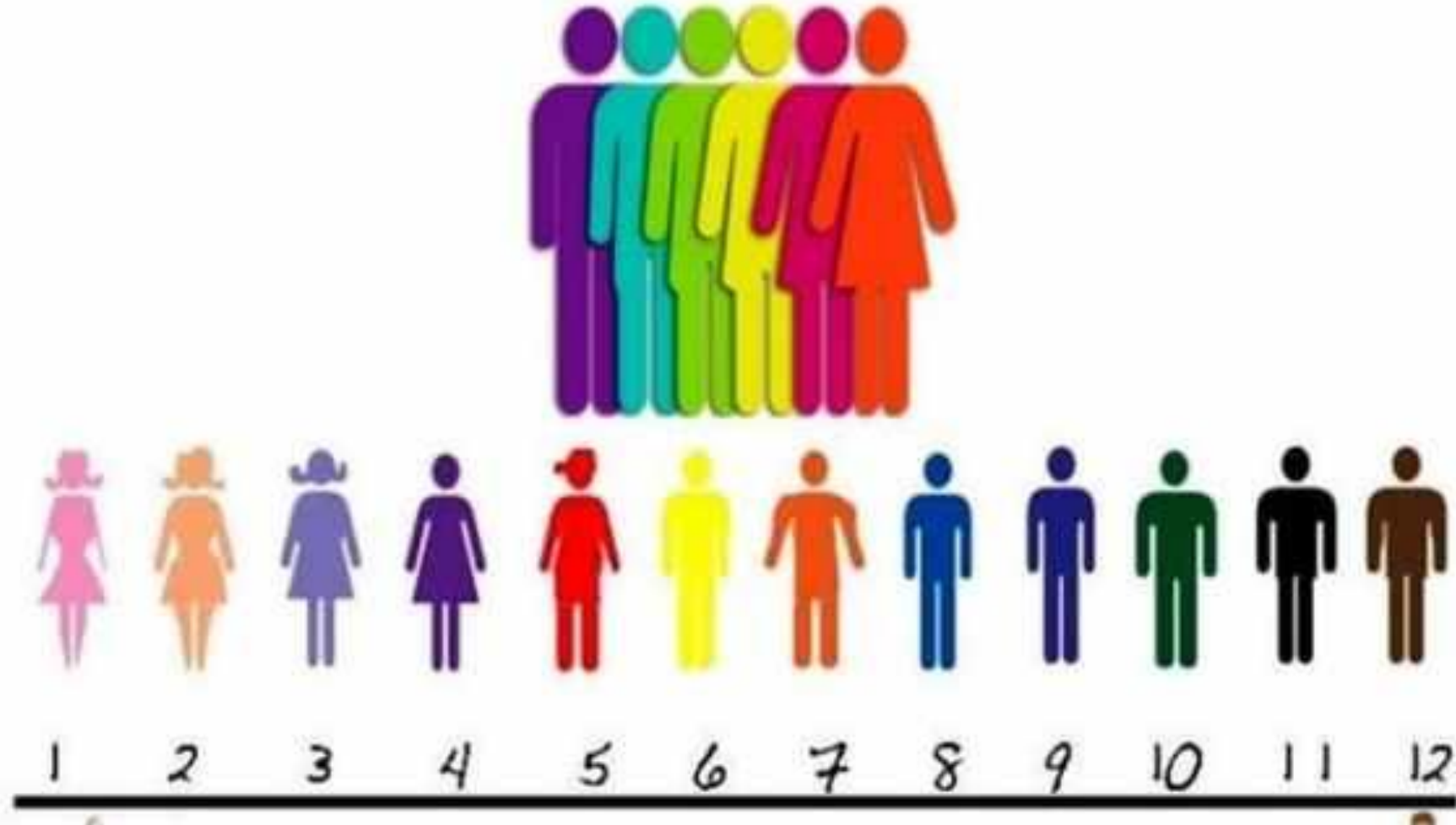
- From Sept 2020- new legislation
- **Embedded** throughout rather than stand alone session
- At secondary level, **All** schools must teach about sexual orientation and gender identity.
- At primary level, **All** schools must teach about different family types, which can include LGBTQI+ families.

*“LGBT-inclusive teaching ensures that LGBT children and young people, and children and young people with LGBT families, see themselves reflected in what they learn. It also encourages all young people to grow up with inclusive and accepting attitudes.” - Stonewall*

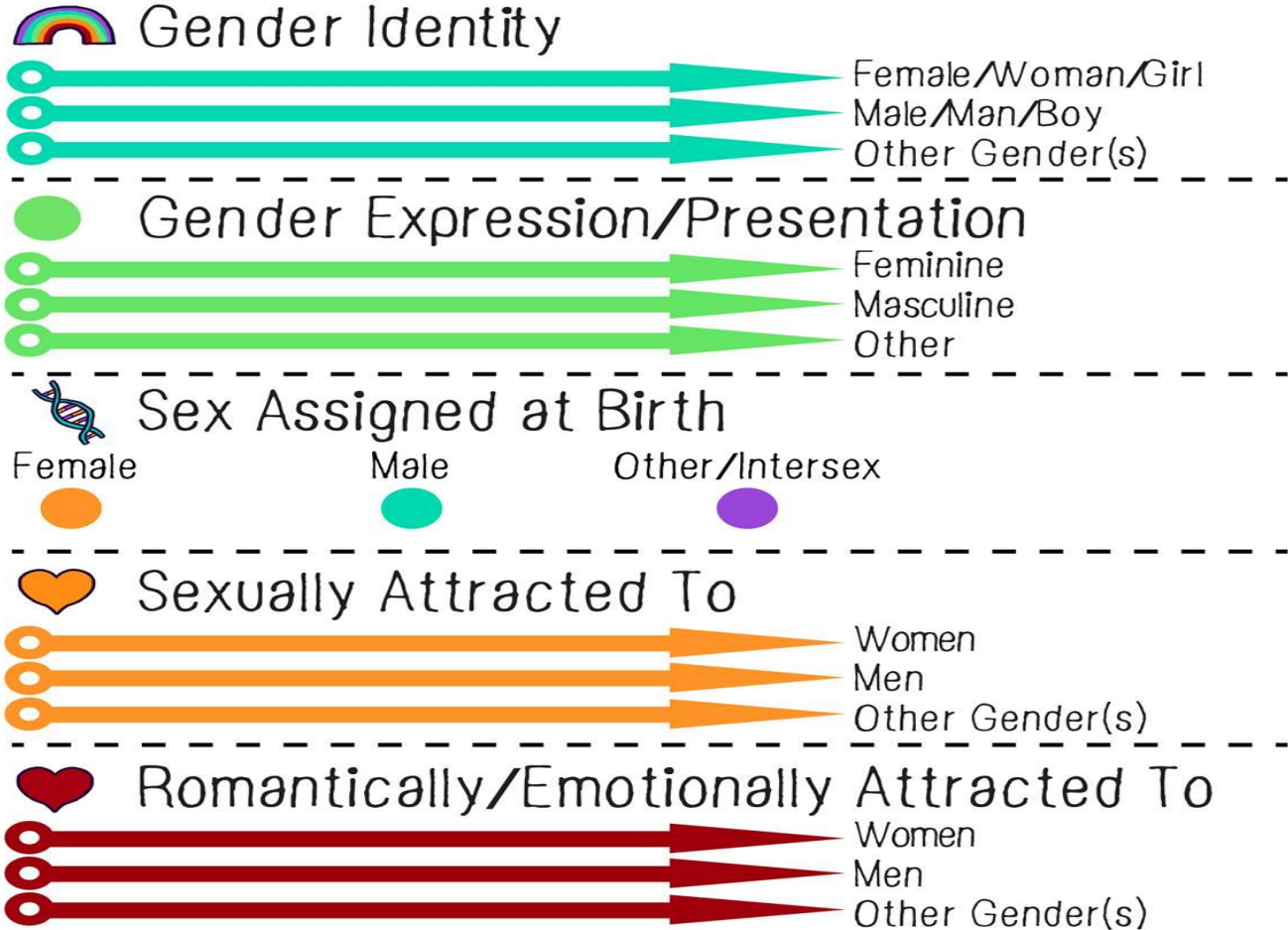
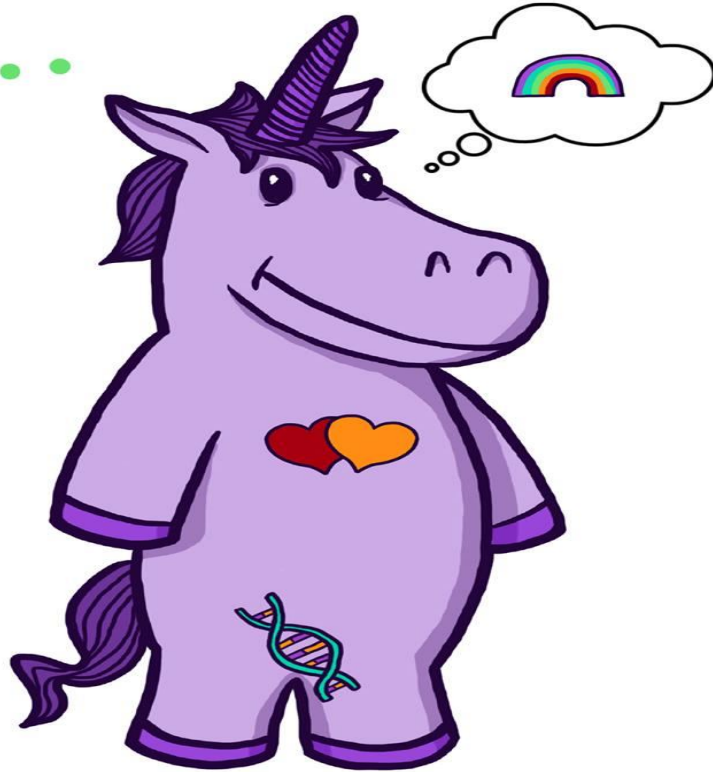
# Ways to Embed LGBTQI+ Matters

- **Take a whole school/organisation approach-you can't do it alone**
- **Use inclusive language and terminology**
- **Break stereotypes down in sessions-explore with Young People (YP)**
- **Establish LGBTQI+ and Allies group-involve and engage (co-creation)**
- **Have diverse role models engage with you organisation and YP**
- **Involve external agencies and organisations**
- **Highlight & celebrate relevant LGBTQI+ people in history & society**
- **Explore historical LGBTQI+ matters and different cultures**
- **Be mindful where you get resources/information from**

# The Gender Spectrum



# The Gender Unicorn



To learn more go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)

Design by Landyn Pan

[Gender Unicorn - \(transstudent.org\)](http://www.transstudent.org)



- **Gender Identity:** One's internal sense of being male, female, neither of these, both, or another gender(s). Everyone has a gender identity, including you. For transgender people, their sex assigned at birth and their own internal sense of gender identity are not the same. Female, woman, and girl and male, man, and boy are also not necessarily linked to each other but are just six common gender identities.
- **Gender Expression/Presentation:** The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc. Many transgender people seek to make their gender expression (how they look) match their gender identity (who they are), rather than their sex assigned at birth.
- **Sex Assigned at Birth:** The assignment and classification of people as male, female, intersex, or another sex based on a combination of anatomy, hormones, chromosomes. It is important we don't simply use "sex" because of the vagueness of the definition of sex and its place in transphobia. Chromosomes are frequently used to determine sex from prenatal karyotyping (although not as often as genitalia). Chromosomes do not always determine genitalia, sex, or gender.
- **Physically Attracted To:** Sexual orientation. It is important to note that sexual and romantic/emotional attraction can be from a variety of factors including but not limited to gender identity, gender expression/presentation, and sex assigned at birth.
- **Emotionally Attracted To:** Romantic/emotional orientation. It is important to note that sexual and romantic/emotional attraction can be from a variety of factors including but not limited to gender identity, gender expression/presentation, and sex assigned at birth. There are other types of attraction related to gender such as aesthetical or platonic. These are simply two common forms of attraction.



[RSE KS4: Teaching Inclusivity at School - BBC Teach](#)

*Alys said, “At the end of the day it’s teachers’ responsibility to protect their students. The only way we can stop people from being ignorant and making ignorant comments is through educating them.”*

*Do your pupils agree with this?*

*Maneshe finished up saying he “...now feels a lot more open minded as a heterosexual male...”*

- The video highlights the importance of inclusion, Maneshe was uncomfortable but was supported in communicating those fears and concerns.
- Without the opportunity to experience the Pride event, his attitude may not have changed.
- The experience allowed people to engage in something different and it changed hearts and minds.

**How do You think people could be better educated on LGBTQ+ matters in Your organisation ?**

## Trans Matters

AMAB=  
Assigned  
Male At  
Birth

AFAB=  
Assigned  
Female At  
Birth

Not everyone will want/need surgery – surgery does not validate who you are or what gender you are, but for some it is vital for their wellbeing.

Everyone reacts differently to hormone treatments- there is no way of predicting how someone's body will change with the use of hormones.

Body dysphoria can occur even when someone is on hormone treatment. Even short-term stoppages/missed doses can have significant impact.

40+ month waiting lists for initial appointment for treatment can mean long periods with people on small holding doses of hormones or using illegally obtained hormones.

Dysphoria can create such discomfort in someone, they may start self harming/become suicidal.

Physical touch may be something that is very uncomfortable/personally challenging especially if being searched/using communal changing facilities/ playing contact sports.

For AMAB (mtf) erections (even on waking) can cause great distress physically & emotionally. Access to medication may be lifesaving.

# What is Inclusive Language?

- Inclusive language is a way of acknowledging and respecting the diversity of bodies, genders and relationships.
- Inclusive language ensures we don't leave people out of our conversations or our work. This includes both when we are communicating directly with someone, and when describing someone who isn't present. Inclusive language acknowledges the diversity of people we work with and engage with.
- Use person-centred language. Be respectful, empathetic and inclusive. Person-centred language reflects good manners and sensitivity, not political correctness.



**Never assume to know someone's gender or sexual identity**



**If someone does not state their gender identity or sexual identity, use gender neutral language and pronouns where possible**



**If there is any doubt about which gender or sexual identity someone has consider asking in a sensitive manner**



**Introduce yourself first- Hi, I'm ..... my pronouns are.....**



**What pronouns do you use?**



**If that still leaves things unclear, then you can ask them if they would mind telling you what their gender/sexual identity is, what that means for them and how they would like to be addressed or information to be recorded**

# PRONOUNS

Mx



**Always ask which pronouns someone uses**



**If you make a mistake, apologise once and move on**



**Deadnaming & misgendering increases suicide risk**

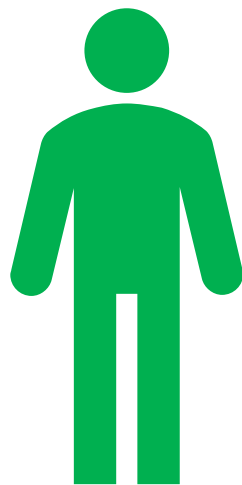
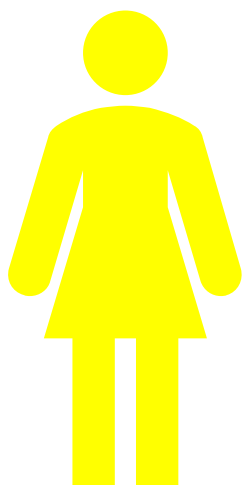


**Challenging misuse of pronouns and misgendering is key to reducing hate crime & discriminatory behaviour**

# PRONOUN EXAMPLES

## She

- She is a nice person
- I love talking to her
- Her hair is cool
- That black coat is hers
- She likes herself



## He

- He is a nice person
- I love talking to him
- His hair is cool
- That black coat is his
- He likes himself



## They

- They are a nice person
- I love talking to them
- Their hair is cool
- That black coat is theirs
- They like themselves



# We Already Adapt!

If someone gets married or divorced, we accept a change of name.

If someone is escaping domestic abuse, we accept total change of circumstances and respect name changes and privacy issues.

When someone gains a qualification or honorary title, we adjust to use their new title such as Dr, Rev, Sir, Lord, Lady etc.

We create nicknames for people and objects (and even give objects a gender)!

# Building Confidence & Competency

- Check forms, documents, websites & leaflets – where can they be adjusted for inclusive language, promoting diversity & explicitly including LGBTQI+
- Add rainbow flag (trans/ally) to website, leaflets, lanyards & at events
- State your pronouns on email signature, when meeting for the first time
- Practice gender neutral pronoun use (they/them/their)
- Be involved in LGBTQI+ events, such as Pride, or hold specific sessions
- Do something to benefit the local community- LGBTQI+ leaflet/event
- Know your history- the more you understand LGBTQI+ history, the better you will understand the challenges
- Real life experiences- engage with LGBTQI+ people- it builds confidence

- Being an ally means challenging homophobia, transphobia and discriminatory behaviour, including dead-naming and misgendering.
- Understand how difficult it is for LGBTQI+ people to even come out or engage. If they are trusting you to be their authentic self, then respect the gift of that disclosure
- Respect them/their identity
- Can you support them in accessing other services/events/living authentically? (especially if they are experiencing a double minority situation- being LGBTQI+ & HoH or deaf).
- Watch some videos online to learn more- [MyGenderation](#) (youtube)
- Think outside the box- not everyone is heterosexual & cisgendered – are they being thought of/included in anything new that is being delivered?

# Be Aware

- Services face difficulties with current IT systems which do not accommodate for transgender and gender diverse people. Change isn't always possible quickly, but it is important.
- Check your language and terminology & challenge appropriately
- Be aware of the risk of self harm and suicide, discuss mental health and other inclusive support services.
- Formally recognise the needs of LGBTQI+ people – gather data if needed
- Co-design a pathway – keeps you current & also starts to meet the needs
- Commit to developing a culture of inclusion
- Promote LGBTQI+ events & groups – funding changes all the time. Create your own!
  
- [Portsmouth Services \(4U, 4Me, 4US\)](#)
- <https://www.breakoutyouth.org.uk/>
- <https://yservices.co.uk/>
- <http://www.galop.org.uk/>

# My Generation – YouTube



[https://youtu.be/pd\\_c5kErDqE](https://youtu.be/pd_c5kErDqE)

## Contact Details

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