‘Together we can eradicate discrimination and make all our schools LGBT+ Friendly’

PRIDE in Primary Education Book Collection

The resource gave us the confidence and knowledge to incorporate LGBT+ elements in our equalities work and through the whole curriculum

- Durham Pastoral Manager
Introduction from CEO Elly Barnes

It gives me great pleasure to introduce our PRIDE in Primary Education book collection.

The team have read numerous LGBT+ books and have chosen a collection of books that we think best represent lesbian, gay, bisexual and trans characters for children in primary schools to enjoy.

The books fit perfectly into your language and literacy strategy and in your school library. They can also be used for reading recovery and peer reading as well as being a stimulus for display and LGBT+Inclusive lessons throughout the curriculum. Our resource ensures that LGBT+ characters are represented, are real and visible.

At Educate & Celebrate we wholeheartedly advocate an inclusive curriculum as a vehicle to eradicating homophobia, biphobia and transphobia and all other forms of discrimination.

In 2015, we can read books about people of different cultures, religions, disabilities without questions or parental, teacher and governor concerns, yet we have still not reached the same point with books containing LGBT+ characters.

Therefore on our journey to inclusion we must begin to break down the negativity and fear surrounding LGBT+ inclusivity by increasing visibility in all aspects of school life including our libraries. By making LGBT+ reading books commonplace in our schools, the closer we will get to them being ‘just another story’ rather than being used as a topic for debate.

Please enjoy our new collection and please send us the results of any work generated from them, we would love to hear from you!

For training, resources, guidance and achieving best practice status please contact

ellybarnes@educateandcelebrate.org
**RED ROCKETS AND RAINBOW JELLY — SUE HEAP AND NICK SHARRATT**

A unique look at colours and friendship — Sue and Nick like different colours but are still good friends.

**Themes:** Friendship, diversity

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**Learning Outcomes during and after reading the book:**

- **DT** - Students understand combining ingredients making jelly, and understanding structures by designing and making rockets.
- **Early Years** - Forming positive relationships with peers and engaging with the school’s ethos and code.
- **PSHE** - To identify and respect the differences and similarities between people.
- **Music** - Song 'Different Things' downloadable at www.educateandcelebrate.org

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**MOMMY MAMA AND ME — LESLEA NEWMAN AND CAROL THOMPSON**

From hide-and-seek to dress up, then bath time and a kiss goodnight, there’s no limit to what a loving family can do together.

**Themes:** Lesbian, family, love

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**Learning Outcomes during and after reading the book:**

- **Art** - Class mural of 'Different Families'
- **English** - Listening and comprehension, discussing new word meanings and checking that the text makes sense to them.
- **PSHE** - Students will be able to define what makes a family and describe a variety of families and why it is important to have different families represented in their classroom.
- **Music** - Song 'Mommy Mama and ME' downloadable at www.educateandcelebrate.org

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**Recommended for Infants (Reception - Year 2)**
DADDY, PAPA AND ME - LESLEA NEWMAN AND CAROL THOMPSON

This book is about a toddler spending the day with his daddies, and shows the loving bond between same-sex parents and their children.
Themes: Gay, family, love.

Learning Outcomes during and after reading the book:
**English** - Listening and comprehension, discussing new word meanings and checking that the text makes sense to them.
**PSHE** - Understanding different families and why it is important that different families are represented in their classroom.
**Art** - Mural of ‘Different Families in school hall or in the reception area
**PHSE** - Students will be able to define what makes a family and describe a variety of families.

PICNIC IN THE PARK - JOE GRIFFITHS AND TONY PILGRIM

It’s Jason’s birthday picnic, and he wants everyone to be there. This book introduces children to a range of family structures, from one and two parent families, gay and lesbian, step-families and more.
Themes: Diversity, families, gay, lesbian, community

Learning Outcomes during and after reading the book:
**English** - Vocabulary/discussion - What is Community? Diversity?
**PSHE** - Students understand diversity within their family and the wider community.
**Music** - Song ‘Picnic In The Park’ downloadable at www.educateandcelebrate.org
**KS1** use their voices expressively and creatively by singing songs and speaking chants and rhymes
**KS2** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
**THE GREAT BIG BOOK OF FAMILIES -**
**MARY HOFFMAN AND ROS ASQUITH**

What is a family? There are almost as many families as colours of the rainbow....
Themes: Diversity, family, gay, lesbian, race, disability, community.

**Learning Outcomes during and after reading the book:**
- **English** - Students will be able to discuss that families have similarities and differences.
- **PSHE** - Students will be able to identify common characteristics within all families.
- **Music** - Song ‘Families’ downloadable at www.educateandcelebrate.org

**DONOVAN’S BIG DAY - LESLEA NEWMAN AND MIKE DUTTON**

Donovan’s mums are getting married, and he can’t wait for the celebration to begin. After all, as ring bearer he has a very important job to do!
Themes: Lesbian, family, love

**Learning Outcomes during and after reading the book:**
- **English** - Students with prompting compare and contrast characters in different stories. How is the wedding in ‘Donovan’s Big Day’ different to the wedding in ‘King & King’?
- **English** - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- **PSHE** - To take part in a simple debate about topical issues. Both ‘Donovan’s Big Day’ and King&King talk about Equal Marriage. Have pupils heard about this in the news recently?
JOSH AND JAZ HAVE THREE MUMS - HEDI ARGENT

Mummy Sue and Mummy Fran help Josh and Jaz to understand that every family tree will tell a different story and that life would be boring if they were all the same.
Themes: Lesbian, adoption, diversity, family

Learning Outcomes during and after reading the book:
English - Making inferences on the basis of what is being said and done. Why do Josh and Jaz need to hear about their family tree? Does it make them feel more included in the family?
PSHE - That family and friends should care for each other, and discuss why it might be important to know about your family tree.
PSHE - Feel positive about themselves (for example, by having their family recognised and by being given positive feedback about themselves)

AND TANGO MAKES THREE - JUSTIN RICHARDSON AND PETER PARNELL

Roy and Silo are just like the other penguin couples at the zoo - they bow to each other, walk together and swim together. But Roy and Silo are a little bit different - they're both boys.
Then, one day when Mr Gramzay the zookeeper finds them trying to hatch a stone, he realises that it may be time for Roy and Silo to become parents for real.
Themes: Gay, family, adoption

Learning Outcomes during and after reading the book:
English - Asking questions to improve their understanding of a text, and learning new word meanings.
PSHE - To talk to and write about their opinions, and explain their views, on issues that affect themselves and society.
PSHE - Consider social and moral dilemmas that they come across in life (this book has been banned in many countries)
King and King - Linda De Haan and Stern Nijland

When a grouchy Queen tells her son it is time to marry, he sighs ‘very well, Mother... I must say though, I’ve never cared much for princesses’. Their search for a bride extends far and wide, but none of the eligible princesses strike his fancy...

Themes: Gay, wedding, family

Learning Outcomes during and after reading the book:

**English** - Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. Why does the Queen want her son to get married?

**PSHE** - To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.

**Music** - Song ‘King & King’ downloadable at www.educateandcelebrate.org

KS1 use their voices expressively and creatively by singing songs and speaking chants and rhymes

KS2 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

The Paper Bag Princess - Robert Munsch and Michael Martchenko

It has been arranged for Princess Elizabeth to marry Prince Ronald, when a dragon attacks the castle and kidnaps Ronald. In resourceful and humorous fashion, Elizabeth finds the dragon, outsmarts him, and rescues Ronald - who is less than pleased at her un-princess-like appearance.

Themes: Gender, trans.

Learning Outcomes during and after reading the book:

**English** - Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. Why do you think Ronald was not pleased about Princess Elizabeth’s appearance? How do you think this made Princess Elizabeth feel?

**PSHE** - To talk effectively as members of a group, pupils should be taught to: make contributions relevant to the topic and take turns in discussion.
**Prince Henry - Oliver Pike**

It is time for Prince Henry to find someone to marry, or so his parents think. Join Henry in his fairytale kingdom where certain laws apply when it comes to choosing who you can spend your life with. A fairytale romance intended for young readers, ‘Prince Henry’ delivers a positive message of both love and equality.

**Themes:** Marriage, class, family

**Learning Outcomes during and after reading the book:**
- English: Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real or fictional)
- PHSE: to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.

**Are You A Boy Or Are You A Girl? - Sarah Savage & Fox Fisher**

The main character Tiny, prefers not to tell other children whether they are a boy or a girl; they like to play dress-up, as both a fairy and a knight in shining armour. Tiny’s friends don’t seem to mind but when they start a new school some other children struggle to understand. Tiny settles into a new friendship group and overcomes the problems they faced by being themselves!

**Themes:** Trans, gender stereotypes and friendship

**Learning Outcomes during and after reading the book:**
- English: Develop positive attitudes towards and stamina for writing by: Writing down ideas and/or key words, including new vocabulary e.g Trans, gender stereotypes
- PHSE: to identify and respect the differences and similarities between people
- P.E: take part in outdoor and adventurous activity challenges both individually and within a team.
**10,000 Dresses - Marcus Ewert and Rex Ray**

Every night, Bailey dreams about magical dresses: dresses made of crystals and rainbows, dresses made of flowers, dresses made of windows... unfortunately, when Bailey’s awake, no one wants to hear about these beautiful dreams.

*Themes: Gender, trans, friendship*

**Learning Outcomes during and after reading the book:**

**English** - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

**PSHE** – to recognise how images in the media do not always reflect reality and can affect how people feel about themselves.

**Music** – Song ‘10,000 Dresses’ downloadable at www.educateandcelebrate.org

- KS1 use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- KS2 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

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**William’s Doll - Charlotte Zolotow**

More than anything, William wants a doll. “Don’t be a creep”, says his brother. “Sissy, sissy”, chants the boy next door. Then one day someone really understands William’s wish, and makes it easy for others to understand too.

*Themes: Gender roles, gender expectations.*

**Learning Outcomes during and after reading the book:**

**English** – explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

**PSHE** – that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010).

**Music** – Song ‘Kids are strange’ downloadable at www.educateandcelebrate.org

- KS1 use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- KS2 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
**DAD DAVID, BABA CHRIS AND ME - ED MERCHANT**

Ben was adopted by his gay parents - Dad David and Baba Chris - when he was four years old, and they live happily together in an ordinary house, on an ordinary street, and do ordinary things.

*Themes: Diversity, gay, adoption, families*

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**GIRAFFES CAN’T DANCE - GILES ANDRE AND GUY PARKER-REES**

Every year Gerald dreads the great Jungle Dance, and feels ashamed that he cannot tango and two-step with the rest of the jungle animals. But then one day he realises that it doesn’t matter that he is different from everyone else - it’s just that he needs a different tune to dance to.

*Themes: Inclusion, diversity, community*

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**Learning Outcomes during and after reading the book:**

**English** - predicting what might happen from details stated and implied

**PSHE** - to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)

**PSHE** - to identify their special people (family, friends, carers), what makes them special and how special people should care for one another.

**Music** – Song ‘My Dad and Baba’ downloadable at www.educateandcelebrate.org

**KS1** use their voices expressively and creatively by singing songs and speaking chants and rhymes.

**KS2** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

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**Learning Outcomes during and after reading the book:**

**PE** - perform dances using a range of movement patterns predicting what might happen from details stated and implied

**PSHE** – that there are different types of teasing and bullying, that these are wrong and unacceptable

**PSHE** - what being part of a community means, and about the varied institutions that support communities locally and nationally
THIS IS OUR HOUSE - MICHAEL ROSEN AND BOB GRAHAM
George says the cardboard house is his and his alone. It isn’t for girls, small people, twins, people with glasses, or people who like tunnels. But when he leaves the cardboard house for a little while, he comes back to find that there are some people inside who don’t think it is for people who have red hair - like George. Themes: Inclusion, diversity, community

Learning Outcomes during and after reading the book:
D&T – students understand more complex structures
English - in writing narratives, considering how authors have developed characters and settings in what pupils have read.
PSHE - to identify and respect the differences and similarities between people
Music – Song ‘Our House’ downloadable at www.educateandcelebrate.org
KS1 use their voices expressively and creatively by singing songs and speaking chants and rhymes
KS2 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

THIS DAY IN JUNE - GAYLE E. PITMAN AND KRISTYNA LITTE
June,. Parade starts soon. Rainbow arches,. Joyful marches! In a wildly whimsical, validating, and exuberant reflection of the LGBT+ community, This Day In June welcomes readers to experience a Pride celebration and share in a day when we are all united. Themes: Pride, LGBT+ community, Gay, Lesbian, Bisexual, Trans

Learning Outcomes during and after reading the book:
D&T – students understand more complex structures by looking at the structure of bridges and arches
English - in writing narratives, considering how authors have developed characters and settings in what pupils have read.
PSHE - to identify and respect the differences and similarities between people
Music – Song ‘Rainbow Parade’ downloadable at www.educateandcelebrate.org
KS1 use their voices expressively and creatively by singing songs and speaking chants and rhymes
KS2 play and perform in solo and ensemble contexts, using their voices and playing musical
**THE BOY IN THE DRESS - DAVID WALLIAMS**

Dennis lives in a boring house in a boring street in a boring town. But he’s about to find out that when you open your mind, life becomes anything but boring! 
Themes: Gender, Trans, friendship

**Learning Outcomes during and after reading the book:**

**English** - in writing narratives, considering how authors have developed characters and settings in what pupils have read.

**English** - Compare ‘The Boy In The Dress’ with ‘Gracefully Grayson’. How are the main characters different? How are they similar? Can you identify any common themes?

**PSHE** - to identify and respect the differences and similarities between people

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**GRACEFULLY GRAYSON - AMI POLONSKY**

Alone at home, twelve-year-old Grayson Sender glows, immersed in beautiful thoughts and dreams. But at school, Grayson grasps at shadows, determined to fly under the radar. Because Grayson has been holding onto a secret for what seems like forever: “he” is a girl on the inside, stuck in the wrong gender’s body. 
Themes: Trans, gender, family.

**Learning Outcomes during and after reading the book:**

**English** - in writing narratives, considering how authors have developed characters and settings in what pupils have read.

**English** - Compare ‘Gracefully Grayson’ with ‘The Boy In The Dress’. How are the main characters different? How are they similar? Can you identify any common themes?

**PSHE** - to identify and respect the differences and similarities between people

**Drama** - Discuss the play Grayson’s school performs - ‘The Greek Myth of Persephone’ to deepen understanding of myths, legends, fables and traditional tales. Explore gender role reversal in theatre by looking at ancient Greek theatre, Shakespeare plays, and pantomime.
**Pea’s Book of Best Friends - Susie Day**

When Pea and her sisters move house from Tenby to London and their mum becomes the new bestselling author of the Mermaid Books, everything changes. Will Pea be able to find a new best friend in London?

*Themes: Lesbian, different families, Trans, gender.*

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**Learning Outcomes during and after reading the book:**

- **English** - in writing narratives, considering how authors have developed characters and settings in what pupils have read.
- **English** - Imagine you are Pea, writing a letter to your old best friend in Tenby and describe your new house in London and the children you make friends with next door.
- **PSHE** - to identify and respect the differences and similarities between people.

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**Two Weeks With The Queen - Morris Gleitzman**

When 10-year-old Colin’s brother is diagnosed with terminal leukemia, he is sent to London to live with his aunt and uncle. His quest to find a top cancer doctor to cure his brother turns into an adventure filled with humour, heartache and friendship. This book gently illuminates serious issues about illness and loss with bright moments of humour.

*Themes: Friendship, different families, gay, AIDS.*

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**Learning Outcomes during and after reading the book:**

- **English** - in writing narratives, considering how authors have developed characters and settings in what pupils have read.
- **PSHE** - to identify and respect the differences and similarities between people.
- **PSHE** - Discuss some of the serious issues gently with the class, and let them share their thoughts.
- **Geography** - Locate and find out how far away Australia is from the United Kingdom.
For some students the library is the only safe space to visit at breaktime, lunchtime and after school. Therefore not only are we providing a safe and welcoming space but also information our students need to read and learn about their feelings, relationships and families along with discovering what support is available to them. For our students from LGBT+ families and our LGBT+ youth the library can be a lifeline that provides answers and security.

EDUCATE & CELEBRATE CHECKLIST FOR A SAFE AND INCLUSIVE LIBRARY:

- Display your ‘School Code’ in a visible place to demonstrate that we treat all who enter the library ‘Equally and Fairly’
  www.ellybarnes.com/inclusive-display/

- Ensure you have a range of LGBT+ fact and fiction books for young people to access.
  www.educateandcelebrate.org/resources
  www.educateandcelebrate.org/primary

- Display posters of different families, LGBT+ authors, LGBT+ people and LGBT+ related topical articles.

- Use dates on the school calendar to highlight LGBT+ themes, eg. Anti-bullying week (November), LGBT History Month (February), IDAHOBIT (May).

- Be confident to challenge or report any discriminatory language you may hear in the library.

- Ensure that students can access LGBT+ related websites by liaising with the ICT team to take off the filters on supportive, advisory, helpful and charitable LGBT websites.

- Allow your school’s PRIDE Youth Network to use the library space for meetings.

For further information, training, consultancy and resources see:

www.educateandcelebrate.org
enquiries@educateandcelebrate.org
The approaches used in ‘Educate & Celebrate’ have been recognised by Ofsted as ‘best practice’ for taking a whole-school approach to tackling homophobic bullying and ingrained attitudes in our schools. ‘This approach has been highly successful’ Ofsted February 2012

The ‘Educate & Celebrate’ programme is available to all local authorities, educational establishments and organisations to eradicate homophobia, biphobia and transphobia in line with Ofsted criteria and The Equality Act 2010.

For information on training, resources, guidance and achieving best practice status please contact:  
ellybarnes@educateandcelebrate.org

Further information can be found at  
www.educateandcelebrate.org