







# Stages Of Growth Audit Tool: LGBTQIA+ Inclusion

Stages of Growth	 Seed	 Sapling	 Branching Out	 Firmly Rooted	 Evidence	 Next Steps for schools to identify training & support
LGBTQIA+ Inclusion						
Literary Representation	<p>Some LGBTQIA+ inclusive texts are available in classrooms or libraries.</p>	<p>LGBTQIA+ texts are deliberately included in some year groups and reading spaces.</p>	<p>LGBTQIA+ representation is planned across year groups and children encounter authentic queer characters and families throughout the year.</p>	<p>LGBTQIA+ representation is embedded across the literary curriculum. Children regularly encounter authentic, joyful and diverse queer narratives as part of their everyday reading experience.</p>	<ul style="list-style-type: none"> <li>• Library audit</li> <li>• Reading spine</li> <li>• Curriculum maps</li> <li>• Book corners</li> </ul>	
Curriculum Design	<p>LGBTQIA+ inclusion is addressed occasionally through awareness events or themed weeks.</p>	<p>Some curriculum units include LGBTQIA+ representation and discussion.</p>	<p>Representation is planned intentionally across the year and not confined to specific celebrations.</p>	<p>LGBTQIA+ inclusion is woven throughout the curriculum and is viewed as a core component of curriculum design rather than an additional feature.</p>	<ul style="list-style-type: none"> <li>• Long-term plans</li> <li>• English curriculum maps</li> <li>• Foundation subject planning</li> </ul>	

## LGBTQIA+ Inclusion

<b>Pupil Experience</b>	<p>Children are introduced to themes of difference and belonging.</p>	<p>Children discuss identity and belonging respectfully.</p>	<p>Children demonstrate empathy, curiosity and respect when discussing diverse experiences.</p>	<p>Children confidently articulate the importance of representation and understand the value of diverse stories and perspectives.</p>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Discussion observations</li> <li>• Writing outcomes</li> </ul>	
<b>Thematic Inclusion</b>	<p>Themes of belonging and identity are occasionally explored through wider literature.</p>	<p>Teachers deliberately use texts that explore diversity, visibility and community.</p>	<p>Children regularly engage with themes central to queer literature through a range of high-quality texts.</p>	<p>Regardless of context, the curriculum ensures every child encounters stories that affirm identity, belonging and pride in diversity.</p>	<ul style="list-style-type: none"> <li>• Displays</li> <li>• Library provision</li> <li>• Reading areas</li> </ul>	
<b>Leadership and Vision</b>	<p>Leaders recognise LGBTQIA+ inclusion as part of equality work.</p>	<p>Leaders support staff in developing confidence and curriculum provision.</p>	<p>LGBTQIA+ inclusion is reflected in curriculum intent and improvement planning.</p>	<p>Staff demonstrate strong subject knowledge and actively champion inclusive practice across the school.</p>	<ul style="list-style-type: none"> <li>• planned cpd</li> <li>• audits</li> <li>• learning walks</li> <li>• people appointed to mentor type roles</li> <li>leaders</li> <li>forefront</li> <li>good practice</li> </ul>	

## LGBTQIA+ Inclusion

<b>Mirrors and Windows</b>	<p>Children occasionally encounter diverse identities and experiences.</p>	<p>Children see some examples of diverse families and identities represented.</p>	<p>Children regularly encounter texts that act as both mirrors and windows.</p>	<p>Children confidently discuss how literature helps them understand both themselves and others.</p>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Book talk</li> <li>• Reading journals</li> </ul>	
<b>Classroom Environment</b>	<p>Some books and displays reflect diversity.</p>	<p>Displays, libraries and reading areas include visible LGBTQIA+ representation.</p>	<p>Inclusive representation is evident throughout the learning environment and school spaces.</p>	<p>Children experience a culture where diversity, identity and belonging are visible, celebrated and normalised across the school.</p>	<ul style="list-style-type: none"> <li>• Displays</li> <li>• Library provision</li> <li>• Hallways</li> <li>• Reading areas</li> </ul>	
<b>Staff Confidence</b>	<p>Staff recognise the importance of inclusion but may feel uncertain discussing LGBTQIA+ themes.</p>	<p>Staff are beginning to engage with training and professional reading.</p>	<p>Staff confidently facilitate discussion around identity, belonging and representation.</p>	<p>Staff demonstrate strong subject knowledge and actively champion inclusive practice across the school.</p>	<ul style="list-style-type: none"> <li>• CPD records</li> <li>• Staff surveys</li> <li>• Planning scrutiny</li> </ul>	