



Pride Month

Assembly summary

Aim

- To learn about the history and purpose of the Pride Month March in London and around the country
- To consider the need for awareness and understanding of why these events are still run around the world.

Context

Around the world, Pride Month is most commonly held in June each year, honouring and celebrating the LGBTQ+ community and its allies.

The video explores the following:

- What LGBTQ+ stands for
- The history of the UK Pride March
- Quotes from real people taking part in the March
- Changes to UK law over the years
- The positive themes and ideas linked to supporting diversity in society.

This video can be used as part of an assembly or classroom discussion. It includes elements of the following curriculum standards:

English National Curriculum

- KS3 Citizenship: The precious liberties enjoyed by the citizens of the United Kingdom; the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals; the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.
- KS4 Citizenship: Human rights and international law; diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding; the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.
- PHSE/RSE notes: Relationships and sex education; secondary relationships and sex education curriculum
- content; health and well-being.
- British values: the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Inclusion: Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

Scottish Curriculum for Excellence (CfE)

- Health and Well-being: Mental, emotional, social and physical well-being; relationships, sexual health and parenthood
- Social Studies: People, past events and societies.

Northern Ireland National Curriculum

- KS3: Local and Global Citizenship: Controversial issues guidance; teaching controversial issues
- Personal Development: Relationships and sexuality education; teaching controversial issues
- Learning for Life and Work: Diversity and inclusion; human rights and social responsibility; equality and social justice; democracy and active participation
- KS4: Learning for Life and Word: Preparation for adult life.

Curriculum for Wales (CfW)

- Learning Purposes: Ethical, informed citizens of Wales and the world; healthy, confident individuals, ready to lead fulfilling lives as valued members of society
- Areas of Learning and Experience: Health and well-being.

Possible discussion points before watching the video

Ask students if they are aware of what Pride Month is in support of. Ask students what LGBTQ+ stands for.

Discuss with students the introduction of the 2010 Equality Act and the legalisation of same-sex marriage in 2013. They might not be aware that it was still illegal to have a same sex relationship until 1967, meaning people could be arrested and lose their jobs.

Ask students if they are aware of any Pride Month Marches or festivals in their local area, outside of London. Students may not be aware that this is not a London-only celebration.

Introduce key terminology, including:

- **LGBTQ+:** stands for lesbian, gay, bisexual, transgender, queer or questioning; the 'plus' includes other diverse identities
- **equality:** making sure all people are treated fairly and have the same opportunity
- **discrimination:** treating someone unfairly because of who they are or a characteristic they have
- **decriminalisation:** changing a law so something is not a crime anymore and people will not be prosecuted; it does not mean legalisation
- **stereotypes:** making a generalised or over simplified belief about people or individuals based on a particular characteristic

Key Dates in the UK

1967 - Same sex relationships decriminalised

1972 - First Pride March

2004 - Civil Partnerships

2010 - Equality Act - Protected people from all types of discrimination

2013 - Same sex marriage legalised

Possible discussion questions after watching the video

Will there always be the need for a Pride Month celebration? How far do those in the LGBTQ+ Community have equality today?

Why do people attach discrimination to the sexual orientation or gender identity of a person?

How can we improve equality and respect for all everywhere?

In what ways are the methods used by the LGBTQ+ community similar and different to those used by the civil right movement or the women's suffrage movement?

Activity ideas

Students could design a poster or banner that could be displayed at a Pride Month March.

Take the Human rights Temperature of the school: Provide the 9 protected characteristics and ask students to see who is represented or excluded.

Design a values badge for the school to include events being held.

Create an LGBTQ+ gallery of people and allies, research how people in the community have made an impact or a gallery of student voice finishing sentences. Pride matters because...

Divide the class into groups to discuss the need for a Pride Month March and at what point it might not be needed anymore.

Design a Pride Month celebration or activity that could be held in the students' own school.

Students could create a comparative global rights report, looking at human rights reports and laws in the UK that protect people and another country that does not extend rights to LGBTQ+ community.

The following links could be used as research or provided to students after the assembly.

[BBC CBBC Pride Month 2025 'Happy Pride from CBBC!'](#)

[BBC CBBC Newsround 'Pride: What is it and why do people celebrate it?'](#)

[BBC Bitesize 'Pride Month: Five ways LGBTQ+ communities have been celebrated'](#)

[Childline 'Celebrating Pride Month' \(personal consideration\)](#)

The BBC cannot be held responsible for the content or reliability of external links.

Possible assembly framework (Hall or classroom)

1. Entry

Music from a popular artist that supports the LGBTQ+ community could be played. Could also have the flag displayed to prompt further questions

2. Introduction

Potential starting questions:

- When is Pride Month? You will have seen this flag in different places, do you know why it exists? [Ask for responses.]
- Where are Pride Marches being held this year? [Ask for responses.]
- What is the purpose of the London, and other, Pride Marches? [Ask for responses.]

3. Play the video

The final words are: '*...and supporting difference and diversity, we can all help build a fairer future for everyone.*'

The duration is: 4min 24sec.

4. After the video – time to talk

An opportunity to discuss pupils' responses to the film. See above.

Some initial reaction questions to the video may include:

- How many people do you think attended the 2025 London Pride March? [Over 30,000 estimated.]
- How do laws shape people's ability to live safely and openly?
- What does 'decriminalisation' mean?

- Why do many people in the entertainment, political and sporting world still prefer not to have the world to know their sexual orientation?
- Do students think the attitude to the LGBTQ+ community has changed in their lifetimes?
- Why did Pride start as a protest rather than a celebration? Why do we not hear many stories about heroes or people from the LGBTQ+ community in books or on television? Did anything challenge your assumptions or teach you something new? How does activism shape laws? Why is social change gradual rather than immediate?

5. Closing the assembly

Some reflections on Pride Month and the need to support any community that still feel hate and intolerance in the 21st Century. [These questions should be considered by teachers before the assembly.]

- Would you support a local Pride Month event? [Ask for responses.]
- One of the people in the video says they would prefer there not to be a need for a Pride March, why might this be? [Ask for responses.]
- Are there any professions that people still believe they need to keep their sexual orientation or gender identity private? [Ask for responses.]
- A moment of quiet reflection could be added if appropriate.

6. Music

You could play suitable music as pupils leave in silence.