



LGBT+ History Month 2024  
Primary Pack

Medicine #UnderTheScope

Shining the spotlight on:

Sophia Jex-Blake, Cecil Belfield Clarke,  
Margaret Stacey, Ewan Forbes,  
& George Ward

# Contents

About LGBT+ History Month

About Queer Education Consultancy

Resource Pack: Sophia Jex-Blake

- Teachers' Guide
- Key Facts
- Reading Comprehension

Resource Pack: Cecil Belfield Clarke

- Teachers' Guide
- Key Facts
- Reading Comprehension

Resource Pack: Margaret Stacey

- Teachers' Guide
- Key Facts
- Reading Comprehension

Resource Pack: Ewan Forbes

- Teachers' Guide
- Key Facts
- Reading Comprehension

Resource Pack: George Ward / Cherry Valentine

- Teachers' Guide
- Key Facts
- Reading Comprehension

# LGBT+ History Month

LGBT+ History Month is celebrated across the UK every February and was founded by Schools OUT following the repeal of Section 28 to highlight LGBT+ History. This year's theme is:

## Medicine - #UnderTheScope

The 2024 theme celebrates LGBT+ peoples' contribution to the field of Medicine and Healthcare both historically and today.

We want to showcase the amazing work of LGBT+ staff across the NHS and in other healthcare settings, in providing healthcare, especially during the pandemic. Whilst still shining a light on the history of the LGBT+ community's experience of receiving healthcare which has been extremely complicated leaving LGBT+ people still facing health inequalities even today.

You can find resources to help you celebrate on our website: [Schoolsoutuk.org](https://Schoolsoutuk.org)  
Or follow us on our Twitter accounts: [@SchoolsOUTUK](https://twitter.com/SchoolsOUTUK) [@LGBTMH](https://twitter.com/LGBTMH)

We do hope you will join Schools OUT in celebrating UK LGBT+ History Month 2024.

Professor Emeritus Sue Sanders (CEO) & Lynne Nicholls (Chair)

Schools OUT are the UK's LGBT+ education charity #educatingOUTprejudice and #Usualising LGBT+ lives since 1974. We want to see a world where every LGBT+ person feels, safe, seen, and thrives in education and beyond.

# Queer Education Consultancy

Queer Education Consultancy was established by former teacher and deputy head teacher, David Church who has over 10 years' experience working in schools and supporting with equality, diversity and inclusion.

Queer Education's vision is to create a world where queer acceptance is part of the culture of education systems, from culture to curriculum.

By providing research-informed training and guidance, Queer Education aims to empower schools to embed LGBTQ+ diversity and inclusion so that everyone feels valued, supported and accepted.

It has been a privilege to produce this Primary resource pack for UK LGBT+ History Month 2024, especially as a former primary science leader for many years! I hope you find it useful to support your journey towards usualising LGBTQ+ lives in the curriculum and culture of your setting.

You can find out more about our work, including CPD, consultancy and other resources by visiting our website [www.queered.co.uk](http://www.queered.co.uk), or following us on social media:

Twitter/X - [@\\_queer\\_ed](https://twitter.com/_queer_ed)

Instagram - [@\\_queer\\_ed](https://www.instagram.com/_queer_ed)

David Church (founder and director)



*Sophia Jex Blake*  
*Physician*

21 January 1840 - 7 January 1912

## *A Brave Trailblazer*

### *Contents:*

- *Teachers' Guide*
- *Key Facts*
- *Comprehension text and questions*

# Teachers' Guide

Sophia Jex-Blake's story is a fascinating journey of determination and breaking barriers. This guide is designed to help primary school teachers explore Sophia Jex-Blake's life and achievements with their students, fostering comprehension, critical thinking, and empathy.

Sophia Jex-Blake's story serves as an inspiration for students to challenge stereotypes and pursue their dreams. This guide aims to create an engaging and thought-provoking exploration of her life, encouraging students to think critically about gender roles and the importance of determination.

## Objective:

- To introduce students to the life and accomplishments of Sophia Jex-Blake.
- To develop reading comprehension skills.
- To encourage critical thinking and discussion about gender roles and breaking stereotypes.

## 1. Pre-Reading Activity: Setting the Scene

- Begin by discussing the concept of careers and professions. Ask students about their aspirations and the kinds of jobs they think people can have.
- Introduce the idea that there was a time when some professions were considered suitable only for specific genders. Discuss with students why this might not be fair.

## 2. Reading the Passage: Sophia Jex-Blake's Story

- Read the provided biography of Sophia Jex-Blake to the class.
- While reading, encourage students to ask questions and discuss any new or challenging vocabulary.

## 3. Comprehension Questions:

- Use the comprehension questions provided to guide discussion and assess understanding.

#### 4. Activity ideas

- Group Activity: Time Capsule Project - Divide the class into small groups and ask each group to create a "time capsule" representing the challenges and accomplishments of Sophia Jex-Blake. They can include drawings, key events, and quotes. Have each group present their time capsule to the class and explain their choices.
- Writing Assignment: Empathy Letter - Ask students to write a letter from the perspective of a friend or family member of Sophia Jex-Blake, expressing support and encouragement. This helps students practice empathy and understanding.
- Class Discussion: Breaking Stereotypes - Facilitate a discussion about stereotypes and how they can limit people's opportunities. Encourage students to share their thoughts on breaking gender stereotypes in careers.

#### National Curriculum Links:

##### English:

- KS1 - "participate in discussion about what is read to them, taking turns and listening to what others say"
- KS2 - "retrieve and record information from non-fiction"

##### Science:

- KS2 (Non-statutory) - "Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health"



## Sophia Jex Blake Physician

21 January 1840 – 7 January 1912

### Key Facts

Name: Sophia Jex-Black

Born: 21st January 1840

Died: 7th January 1912

Occupation: physician, feminist, teacher

**Key Facts:** In 1869, she became the first woman to enroll at the University of Edinburgh to study medicine and subsequently founded two medical schools (London and Edinburgh). She showed the world that everyone, regardless of gender, should have the chance to follow their passions and make a difference. She paved the way for many girls who dream of becoming doctors today.





## Sophia Jex Blake Physician

21 January 1840 – 7 January 1912

### *A Brave Trailblazer*

Sophia was born in 1840 in England, and she was a curious and smart young girl. She loved learning and dreamed of becoming a doctor, but back then, people thought that only boys could be doctors.

However, Sophia was not one to give up easily. She decided to challenge this. She worked hard and studied on her own, proving that girls could be just as smart and capable as boys. Sophia's determination caught the attention of other brave girls who shared her dream.

Eventually, Sophia fought for her right to attend medical school, and in 1869, she became the first woman to enroll at the University of Edinburgh to study medicine. This was a huge achievement, and Sophia didn't stop there. She went on to inspire more girls to pursue their dreams, breaking down barriers in the process, by establishing two medical schools – one in London and the other in Edinburgh.

Sophia Jex-Blake showed the world that everyone, regardless of gender, should have the chance to follow their passions and make a difference. She paved the way for many girls who dream of becoming doctors today.



# Comprehension Questions

1. What does the word "trailblazer" mean in the context of Sophia Jex-Blake's story?

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2. Find and explain the meaning of the word "enroll" as it is used in the passage.

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3. Why do you think people in Sophia's time believed that only boys could be doctors?

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4. From the passage, what can you infer about Sophia's personality and characteristics?

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5. What do you think might have happened if Sophia had given up on her dream of becoming a doctor?

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6. Based on what you know about Sophia's determination, predict how she might have felt when she faced challenges.

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7. Explain why Sophia Jex-Blake is described as a "brave" person in the passage.

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8. Use the information provided to explain how Sophia's actions paved the way for other girls.

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9. Where did Sophia Jex-Blake become the first woman to enroll to study medicine?

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10. Can you find in the passage the year in which Sophia Jex-Blake was born?

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11. Summarise Sophia Jex-Blake's journey in your own words. Include the main challenges she faced and the impact she had on others.

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*Cecil Belfield Clarke*  
*GP*

12 April 1894 – 28 November 1970

## *A Pioneer*

### *Contents:*

- *Teachers' Guide*
- *Key Facts*
- *Comprehension text and questions*

# Teachers' Guide

This biography of Cecil Belfield Clarke is designed to engage primary-school aged children in reading comprehension. The questions cover various cognitive skills such as vocabulary understanding, inference, prediction, explanation, retrieval, and summarising.

Please use these questions to assess the students' comprehension and encourage discussions about historical figures, diversity, and social justice. Additionally, the teacher may explore the importance of individuals like Clarke in shaping inclusive and diverse communities, aligning with the values of LGBTQ+ inclusion and diversity.

## Objective:

Students will learn about the life and contributions of Cecil Belfield Clarke, emphasising his impact on medicine and civil rights, fostering historical awareness and promoting discussions on diversity and inclusion.

## Introduction:

- Begin with a brief discussion about the importance of learning about historical figures who have made significant contributions.
- Introduce Cecil Belfield Clarke, providing a context of the time he lived in and his dual roles as a physician and civil rights advocate.
- Display a map to show students where Barbados, Cambridge, and London are located.

## Reading Comprehension:

- Distribute printed copies of Cecil Belfield Clarke's biography.
- Read the biography together as a class, stopping at key points to discuss new vocabulary and ensure understanding.
- Engage students in the reading comprehension questions, encouraging them to think critically and discuss their responses with peers.

### Activity ideas:

- Discussion: Facilitate a class discussion based on the comprehension questions, allowing students to share their insights. Discuss the significance of Cecil Belfield Clarke's contributions to both medicine and civil rights. Relate his story to the importance of diversity and inclusion in society.
- Creativity: Have students engage in a drawing activity where they illustrate key moments or aspects of Cecil Belfield Clarke's life. Encourage creativity and expression, allowing students to showcase their understanding visually.
- Homework: Assign a short writing task where students reflect on the lesson, expressing what they found most interesting about Cecil Belfield Clarke's life and why diversity and inclusion are essential in society.

### National Curriculum Links:

#### English:

- KSI - "participate in discussion about what is read to them, taking turns and listening to what others say"
- KS2 - "retrieve and record information from non-fiction"

#### Science:

- LKS2 - "asking relevant questions and using different types of scientific enquiries to answer them"
- UKS2 - "recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function"



## Cecil Belfield Clarke GP

12 April 1894 – 28 November 1970

### Key Facts

Name: Cecil Belfield Clarke

Born: 12th April 1894, Barbados

Died: 28th November 1970, England

Occupation: physician

Famous for: He is significant for contributions to the medical field, particularly for developing Clark's rule.

This mathematical formula is still used to calculate medicine dosage for children aged 2-17, making it an essential tool for healthcare professionals when determining appropriate medication for children.



## Cecil Belfield Clarke Physician

12 April 1894 – 28 November 1970

### *A Pioneer*

Cecil Belfield Clarke was a remarkable Barbadian-born physician who left his mark on the medical world. Born on April 12, 1894, and departing from this world on November 28, 1970, his life's journey was a testament to resilience, scholarship, and a commitment to social justice.

His educational journey began at Combermere School in Barbados. His pursuit of knowledge led him to win a scholarship to study medicine at the prestigious Cambridge University. Cecil arrived in London in 1914, just after the outbreak of World War I. At St Catharine's College, Cambridge, Cecil earned his degree in 1917, marking the beginning of a lifelong connection to the college. He worked as a GP in Elephant & Castle for over 40 years - even during World War II. Over the years, he acquired various qualifications, becoming a highly respected physician. Notably, he developed Clark's rule, a mathematical formula for calculating medicine dosage for children aged 2-17.

Cecil Belfield Clarke lived authentically as a gay man, a fact known discreetly due to the times he lived in. His lifelong partner, Pat Walker, played an essential role in his personal and professional life. After Cecil's passing in 1970, a blue plaque was placed near the site of his practice, honouring his legacy. St Catharine's College continues to award the prize he endowed, ensuring his impact endures.



# Comprehension Questions

1. What does the word "resilience" mean in the context of Cecil's story?

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2. Define the term "scholarship" based on how it is used to describe Cecil's education.

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3. Why do you think Cecil's education is described as a "testament to resilience"?

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4. From the passage, why do you think Cecil's partner, Pat Walker, is mentioned as playing an essential role in his life?

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5. Based on the information provided, what might be some of the challenges Cecil faced when he arrived in London in 1914?

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6. Explain how Cecil's life reflects a commitment to social justice

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7. What is Clark's rule and why is it considered significant in the medical field?

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8. When was Cecil born and when did he pass away?

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9. Where did Cecil pursue his education before winning a scholarship to study medicine?

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10. Summarise Cecil's contributions to medicine.

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11. What is the significance of Cecil's blue plaque?

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**THE**  
**SOCIOLOGY**  
**OF HEALTH**  
**AND HEALING**

**A TEXTBOOK**

*Margaret Stacey*

*Margaret Stacey*  
*Medical Sociologist*

27 March 1922 – 10 February 2004

## *Breaking Barriers*

*Contents:*

- *Teachers' Guide*
- *Key Facts*
- *Comprehension text and questions*

# Teachers' Guide

Welcome to this resource designed to explore the life and contributions of Professor Meg Stacey, a pioneering figure in sociology. This guide aims to provide teachers with activities and discussion points to engage primary-aged children in learning about equality, diversity, and the remarkable achievements of Meg Stacey.

Through exploring the life of Professor Meg Stacey, students have the opportunity to learn about the significance of equality, diversity, and the impact of individuals on societal change. Encourage open dialogue and critical thinking to promote a deeper understanding of these important topics.

## Objective:

- Foster an understanding of the importance of equality and diversity.
- Introduce students to the achievements of Professor Meg Stacey in sociology.
- Encourage critical thinking and discussion about gender equality and societal contributions.

## Activities:

1. Biographical Timeline: Create a timeline of Professor Meg Stacey's life, marking significant events mentioned in the text. Encourage students to illustrate key moments and discuss their importance.
2. Equality Discussion: Facilitate a class discussion on equality and diversity. Use Meg Stacey's commitment to gender balance in academia as a starting point. Encourage students to share their thoughts on the importance of equality.
3. Role Models Collage: Ask students to create a collage of role models who have made a positive impact on society. Include Meg Stacey and discuss why she is considered a role model.
4. Creative Writing – Imagining Meg's Legacy: Prompt students to write a short creative piece imagining the continued legacy of Meg Stacey in the present day. What impact might her work have had on society today?

## Discussion Points:

- What does equality mean to you?
- Why is it important to have diverse role models in different fields?
- How can individuals contribute to gender balance and equality in their communities?
- What qualities make someone a role model?

## National Curriculum Links:

### English:

- KSI - “participate in discussion about what is read to them, taking turns and listening to what others say”
- KS2 - “retrieve and record information from non-fiction”

### Science:

- LKS2 - “asking relevant questions and using different types of scientific enquiries to answer them”
- UKS2 - “recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function”
- KS2 (Non-statutory) - “Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health”



THE  
SOCIOLOGY  
OF HEALTH  
AND HEALING

A TEXTBOOK

Margaret Stacey



Margaret Stacey  
Medical Sociologist

27 March 1922 – 10 February 2004

## Key Facts

Name: Margaret Stacy

Born: 27th March 1922, London

Died: 10th February 2004

Occupation: Medical Sociologist

Famous for: her leadership in the research project "Children in Hospital." This project focused on the well-being of children receiving medical care. Meg Stacey's dedication to improving the conditions and experiences of children in hospitals marked a significant milestone in the field of sociology as a pioneer of medical sociology. She also contributed to positive changes in the treatment and care of young patients.



THE  
SOCIOLOGY  
OF HEALTH  
AND HEALING

A TEXTBOOK

Margaret Stacey

Margaret Stacey  
Medical Sociologist

27 March 1922 – 10 February 2004

## Breaking Barriers

Professor Margaret "Meg" Stacey, born on 27 March 1922 in London, was a British sociologist. She attended the City of London School for Girls and graduated with a first-class honours degree in Sociology from the London School of Economics in 1943.

In 1961, Meg embarked on a new chapter in her career, joining Swansea University. During this time, she spearheaded the revolutionary research project "Children in Hospital," focusing on the well-being of children receiving medical care. She was also a pioneer in establishing medical sociology as a field of study, which means she looked at how our gender, race or education can affect our health). Meg later made history in 1974 by becoming the first woman appointed to a professorship at the University of Warwick, where she remained until her retirement in 1989. She also worked towards enhancing gender balance in academia. Her commitment to equality was evident in her mentorship and support for younger women colleagues. She married political scientist Frank Stacey in 1945, raising four children and a foster child.

Meg Stacey's life extended beyond her professional achievements. She shared her life with partner Jennifer Lorch, found joy in gardening, and developed a keen interest in Buddhism. Tragically, Meg Stacey passed away on 10 February 2004, leaving behind a legacy of groundbreaking contributions to sociology and a steadfast commitment to equality.



# Comprehension Questions

1. Where was Professor Meg Stacey born, and in what year?

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2. What school did Meg attend, and what type of degree did she graduate with?

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3. In what year did Meg Stacey start working at Swansea University, and what was the focus of her research?

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4. Why is Meg considered a historical figure at the University of Warwick?

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5. How did Meg contribute to the field of sociology?

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6. Besides her professional achievements, what other aspects of life did Meg find joy in?

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7. When did Meg pass away, and what is mentioned as her legacy in the text?

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8. What was the groundbreaking research project that Meg led during her time at Swansea University?

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9. What is one example of Meg's commitment to equality?

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*Ewan Forbes*  
*Rural GP*

6 September 1912 - 12 September 1991

## *Identity Champion*

### *Contents:*

- *Teachers' Guide*
- *Key Facts*
- *Comprehension text and questions*

# Teachers' Guide

This biography explores the remarkable life of Sir Ewan Forbes and his impact on transgender rights. The reading comprehension questions cover various aspects of Ewan's life, encouraging students to engage critically with the material. The biography emphasises the importance of inclusive education and understanding the struggles and triumphs of individuals from diverse backgrounds.

## Lesson Plan:

- Introduction:
  - Discuss the concept of gender identity and its significance.
  - Introduce Sir Ewan Forbes and provide context about his early life.
- Reading Activity:
  - Distribute the biography for individual or group reading.
  - Encourage students to highlight key events and note unfamiliar terms.
- Group Discussion:
  - Facilitate a discussion on Ewan Forbes' journey, emphasising his resilience and the legal challenges he faced.
  - Encourage students to share their thoughts on the importance of legal recognition of gender identity.
- Reflection and Writing Activity:
  - Ask students to reflect on the impact of Ewan Forbes' story on their understanding of gender identity.
  - Have students write a short reflection or response to a prompt related to inclusive education.
- Conclusion:
  - Summarise key points from the discussion and reflection.
  - Emphasise the broader lesson of embracing diversity and understanding the historical context of LGBTQ+ rights.

This lesson plan aims to foster critical thinking, empathy, and an appreciation for the importance of inclusivity in education.



### National Curriculum Links:

#### English:

- KSI - “participate in discussion about what is read to them, taking turns and listening to what others say”
- KS2 - “retrieve and record information from non-fiction”

#### Science:

- LKS2 - “asking relevant questions and using different types of scientific enquiries to answer them”
- UKS2 (non-statutory) - “They should discuss reasons why living things are placed in one group and not another”



## *Ewan Forbes* *Rural GP*

6 September 1912 - 12 September 1991

### *Key Facts*

Name: Ewan Forbes

Born: 6th September 1912, Scotland

Died: 12th September 1991

Occupation: Rural GP

Key Fact: His pivotal role in advancing transgender rights in the UK, particularly through his legal battle and landmark ruling in 1968 affirming his gender identity.



## *Ewan Forbes Rural GP*

*6 September 1912 – 12 September 1991*

### *Identity Champion*

Ewan Forbes was a Scottish nobleman, rural GP, and farmer who left an indelible mark on the course of trans rights in the UK. Ewan navigated a challenging childhood filled with gender insecurity, ultimately embracing his true identity as a man in the 1930s.

Ewan's upbringing in an aristocratic Aberdeenshire family presented challenges, but his mother's support and advocacy were pivotal. Despite being assigned female at birth, Ewan identified as a boy from a young age, earning the nickname "Benjie" and resisting societal expectations of dressing as a girl; he even attended medical school as male, even though this wasn't legally recognised.

In 1939, Ewan embarked on a medical career, graduating in 1944 and serving as a well loved GP by the community. In 1952, he took a historic step by legally re-registering his birth as male, adopting the name Ewan Forbes-Sempill. A month later, he married Isabella Mitchell, his housekeeper and former dance troupe co-founder.

The turning point came in 1965 when Ewan stood to inherit the baronetcy, facing a legal challenge to the validity of his gender re-registration. The subsequent lawsuit culminated in a 1968 ruling affirming Ewan's identity. His legacy extends beyond the courtroom, marking a pivotal moment in transgender rights.



# Comprehension Questions

1. What three roles did Ewan have during his lifetime?

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2. How did his mother play a crucial role in his life?

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3. What was Ewan's childhood nickname, and why did he resist societal expectations?

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4. In what year did Ewan begin his medial career, and what role did he have?

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5. What was the significant step Ewan took in 1952 regarding his identity?

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6. Who did Ewan marry, and what was her role in his life before they got married?

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7. What legal challenge did Ewan face in 1965, and why did it arise?

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8. How did the lawsuit in 1968 impact Ewan?

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9. What does Ewan's story represent for trans rights?

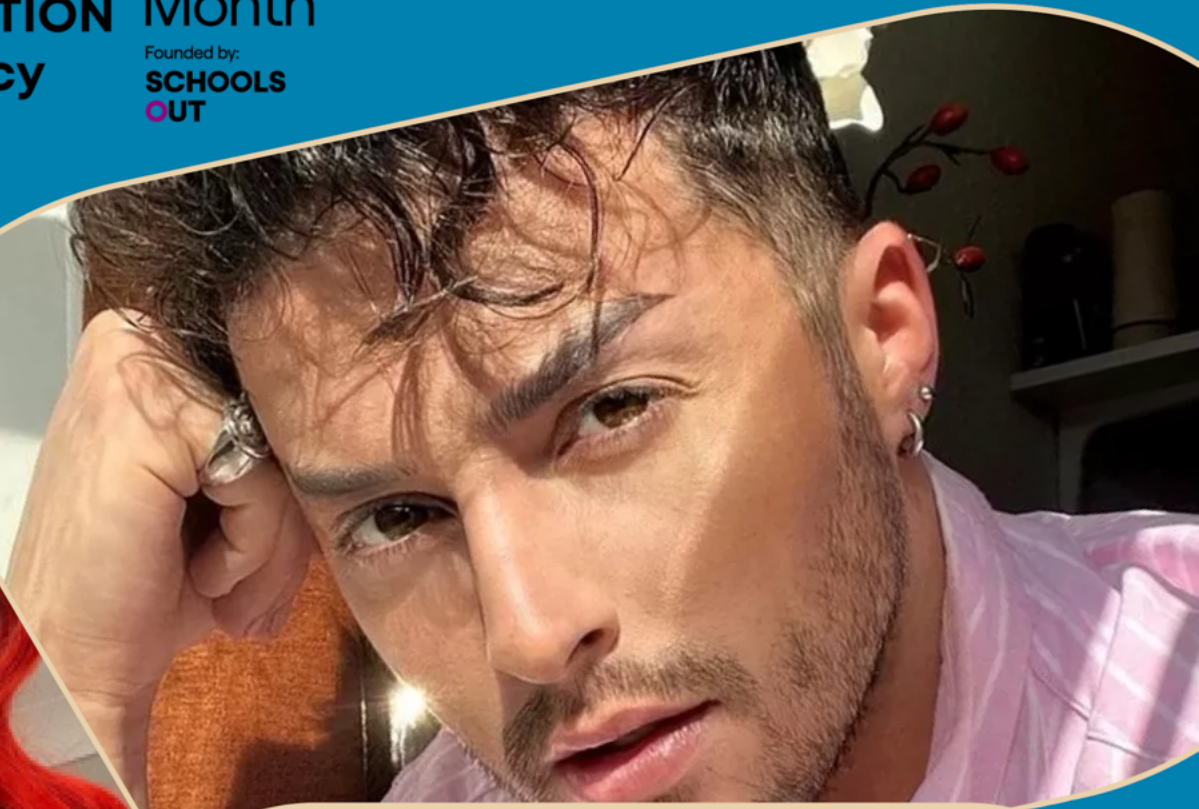
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10. How did Ewan leave a mark on the course of trans rights in the UK?

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*George Ward  
Mental Health Nurse*

30 November 1993 - 18 September 2022

## *A Proud Queen*

### *Contents:*

- *Teachers' Guide*
- *Key Facts*
- *Comprehension text and questions*

# Teachers' Guide

This teacher's guide is designed to accompany the story of George Ward, also known as Cherry Valentine. The narrative focuses on Cherry Valentine's journey of self-discovery, overcoming challenges, and contributing to LGBTQ+ representation, particularly within the Traveller community. The guide includes discussion points and activities to help primary-aged children engage with the story.

Through exploring the life of Cherry Valentine, students can gain insights into the importance of embracing diversity, overcoming challenges, and celebrating individual identity. The activities and discussions aim to foster a positive and inclusive learning environment, promoting empathy and understanding among students.

## Objective:

- Explore the life of Cherry Valentine and understand the importance of embracing diversity and individual identity.

## Discussion Points:

### 1. Identity and Acceptance:

- Discuss George Ward's struggle with identity in the context of his upbringing and cultural expectations.
- Explore how Cherry Valentine's journey reflects the importance of self-acceptance and embracing one's identity.

### 2. Challenges and Achievements:

- Talk about the challenges George faced, both within his family and community, and how he overcame them to pursue his aspirations.
- Highlight Cherry Valentine's achievement as the first in his family to attend university and become a mental health nurse.

### 3. Drag Culture and Representation:

- Introduce the concept of drag and its role in LGBTQ+ culture.
- Discuss the significance of Cherry Valentine joining RuPaul's Drag Race UK in terms of representation and visibility.

#### Activities:

1. Identity Collage - Have students create collages that represent different aspects of their identity, emphasising the uniqueness of each individual.
2. Interview a Local Hero: Encourage students to interview someone in their community who has overcome challenges or defied expectations, emphasising the importance of diverse role models.
3. Drag Art Workshop: Organise a simple art workshop where students can create their own drag personas or outfits, promoting creativity and self-expression.

#### National Curriculum Links:

##### English:

- KSI - “participate in discussion about what is read to them, taking turns and listening to what others say”
- KS2 - “retrieve and record information from non-fiction”

##### Science:

- LKS2 - “asking relevant questions and using different types of scientific enquiries to answer them”
- UKS2 - “recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function”



## *George Ward Mental Health Nurse*

30 November 1993 - 18 September 2022

### *Key Facts*

Name: George Ward / Cherry Valentine

Born: 30th November 1993

Died: 18th September 2022

Occupation: Mental Health Nurse / Drag Queen

Key Fact: George is the first Drag Race contestant to acknowledge his Traveller heritage.





## George Ward Mental Health Nurse

30 November 1993 – 18 September 2022

### *A Proud Queen*

George Ward, born on 30 November 1993 in Darlington, County Durham, was a remarkable individual known by the stage name Cherry Valentine. Growing up in an English Traveller community, George faced the expectations of following a traditional career path as a mechanic, set by his father. However, George had different aspirations.

In a community where drag was not considered usual, George struggled with his identity. Coming out as gay to his parents through a heartfelt letter, George embarked on a journey of self-discovery and acceptance. Despite the challenges, George became the first in the family to attend university, studying mental health nursing at the University of Cumbria. George qualified as a mental health nurse in 2015 and, in 2016, began captivating audiences as Cherry Valentine. However, during the COVID-19 pandemic, he returned to nursing to support the NHS.

In December 2020, Cherry Valentine joined the cast of RuPaul's Drag Race UK. Despite an early exit from the competition, Cherry Valentine's impact endured. Post-Drag Race, his experiences were explored in the BBC documentary *Cherry Valentine: Gypsy Queen and Proud*, making him the first Drag Race contestant to acknowledge his Romani heritage. His openness about his Traveller heritage in the documentary shed light on the difficulties faced by the LGBTQ+ community within the Traveller community.



# Comprehension Questions

1. Where was George Ward born, and what was his stage name?

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2. What career path was expected of George by his father, and why was it challenging for him?

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3. How did George come out as gay to his parents?

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4. What did George study at the University of Cumbria, and why was this significant for his family?

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5. When did George qualify as a mental health nurse?

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6. In what year did Cherry Valentine join the cast of RuPaul's Drag Race UK?

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7. Despite an early exit from the competition, what impact did Cherry Valentine have?

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8. What is the title of the BBC documentary that explored Cherry Valentine's experiences?

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9. What made Cherry Valentine unique among Drag Race contestants?

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10. What difficulties did Cherry Valentine's openness in the documentary highlight within the LGBTQ+ and traveller community?

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