

# Richmond Hill Primary Academy



## Policy on Relationships and Sexual Health Education (RSHE) & Trans Inclusion

Date	01/09/2021
Written by	Lyndsey Bickerstaffe
Review date	September 2022
Version	3



## Richmond Hill Primary Academy

### Relationships and Sexual Health Education (RSHE) Policy for Schools

#### **Introduction**

Richmond Hill is a Primary Academy serving the population of Sprotbrough and surrounding areas. The children are aged three to eleven years.

Relationships and Sexual Health Education (RSHE) is lifelong learning about physical, moral and mental development. It is about the understanding of the importance of family life, as well as other stable and loving relationships, based on respect, love and care. It is also about the age appropriate teaching of aspects of sex, sexuality, and sexual health. It involves acquiring information, developing skills, and forming positive beliefs, values and attitudes.

#### **What's in a name?**

In some faith the Academys RSHE is called EPR (Education for Personal Relationships), which also puts the emphasis on what it is all about: helping children and young people develop the skills, attitudes and knowledge that will enable them to develop strong, healthy personal relationships now and in the future. Of course this includes, in context, information about growing up, puberty and sex.

So often when talking about relationships and sex education, audiences (from parents to Governors to the media) concentrate on the word 'sex' and miss the rest of the sentence. So, now Richmond Hill Primary Academy will be putting forward the current convention of calling it RSHE as a reminder that we are putting relationships at the heart of what we do.

It is important that our RSHE caters for all pupils and is respectful of how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. This means that relationship and sex education must be sensitive to the different needs of individual pupils and my need to evolve over time.

High quality RSHE helps create a safe Academy community in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- ☑ Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.

Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Ofsted reinforced this in their 2013 Not Yet Good Enough report.

RSHE plays a vital part in meeting the Academy's safeguarding obligations. Ofsted is clear that Academies must have a preventative programme that enables pupils to learn about safety and risks in relationships.

The Academies maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

Comprehensive relationships and sexual health education, taught as part of the overall framework for Personal, Social and Health Education (PSHE), in a safe environment, fosters self-esteem, self-awareness, a sense of moral responsibility and the confidence and ability to resist abuse, exploitation (including on line exploitation) and unwanted sexual experience.

A comprehensive programme of RSHE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

#### The principles of high quality Sex and Relationships Education - including those with a religious character.

The academy recognises that relationships and sexual health education is for all pupils in the the Academy, taking into account all of their needs e.g. gender, religion, sexual orientation, special educational needs, maturity, ability etc.

This policy was written in consultation with representatives of the whole of the Academy community and different drafts were considered before this final version.

This policy covers Richmond Hill Primary Academy's approach to relationships and sex education (RSE). These subjects meet statutory obligations as outlined in revised Department for Education statutory guidance (2019). The guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).

Additional requirements on schools in law that have informed this policy and our approach include the Equality Act ([Equality Act 2010: advice for schools](#)) and Keeping Children Safe In Education – Statutory Safeguarding Guidance (2019).

Our aim is to contribute to promoting the spiritual, moral, cultural, emotional and physical development of pupils at the Academy and to prepare pupils for opportunities, responsibilities and experiences of adult life.

Our RSHE curriculum focuses on the following areas:

- To develop confidence in talking, listening and thinking about feelings and relationships
- To develop the ability to name parts of the body correctly and understand how bodies work
- To prepare pupils for puberty
- To develop positive attitudes and explore and clarify values
- To understand how babies are conceived and born
- To build self esteem and self confidence
- To teach about relationships, love and care and the responsibilities of parenthood
- To help children develop skills to enable them to understand difference, respect themselves and others
- To help children move with confidence from childhood to adolescence
- To help students develop the skills and understanding they need to live confident, healthy and independent lives
- To raise awareness of how to keep E-safe (See separate policy)
- To raise awareness about peer on peer abuse
- To raise awareness on sexual violence and sexual harrassment
- To develop positive attitudes around British values and living within a multicultural British society
- To raise awareness and understanding of the LGBTQ community
- To raise awareness of health and well being
- To teach children to develop financial responsibility

We define relationships and sex education as-

- the building blocks needed for positive and safe relationships, including with family, friends and online, and at the appropriate time to sexual health and developing intimate relationships. This includes the importance of treating ourselves and others with kindness, consideration and respect.
- emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.
- lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of friendships and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. RSE is not about the promotion of sexual orientation or activity.

This applies to all areas of pupils' development and learning. We believe relationships and sex education plays a key part in providing children and young people with the knowledge that enables them to make informed decisions about their wellbeing, health and

relationships and to build their self-efficacy. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. Ultimately, helping our young people to be happy, healthy and safe now and in the future.

### **Teaching and Learning**

Our Relationships and Sexual Health Education at Richmond Hill is firmly embedded in the SMSC framework and taught alongside and in conjunction with our PSHE curriculum which will help children learn to respect themselves and others, and move with confidence from childhood, through puberty and into adolescence.

The academy believes that the responsibility for planning and delivering this curriculum lies firmly with the teaching staff based on the needs of all pupils. RSHE is taught by classroom teachers, sometimes supported by classroom assistants / support staff and occasionally the Academy nurse.

It is recognised that there may be occasions when it is felt more appropriate to deliver aspects of the work in single gender groups and this is in line with Government guidance Sex and Relationships Education Guidance DfEE (0116/2000) and the supplementary advice Sex and Relationships Education (SRE) for the 21st Century 2014. The same curricular content will be delivered to both boys and girls when this occurs.

Parents and Governors are welcome to view the Scheme of Work and any resources used and to discuss their use with the teaching staff. (See Appendix 1)

A variety of teaching strategies are used in this area of the curriculum. This includes, group work, discussion, pair work, role-play, individual work, reflection, circle time, film clips, use of children's fiction books, etc.

It is important for staff teaching this area of the curriculum to make good use of the teaching strategies suggested in the DfEE guidance document 01116/2000.

RSHE is monitored through inspection of teachers' short term planning and classroom observations and it is evaluated through discussion with teachers, parents and pupils, and end of unit evaluation sheets. This area of the curriculum is constantly under review as a result of feedback from pupils and staff involved in the teaching.

There is recognition within the academy that there are different values, arising not only from religion, but also from social circumstances and upbringing. Teachers need to be sensitive to these issues, and take into account a variety of different value bases when planning and delivering this programme of work.

## Values Framework Inclusivity

Relationships and Sex education is supported by the the Academy's wider curriculum for personal, social and health education. In this way Richmond Hill Primary Academy can ensure that pupils

- receive their Relationships and Sexual Health Education in the wider context of relationships
- are prepared for the opportunities, responsibilities and experiences of young adult life

The Academy believes that RSHE:

- is an integral part of a lifelong learning process, beginning in early childhood and continuing into adult life
- is an entitlement for all children irrespective of gender, sexuality, ethnicity, special needs, culture, faith or religious tradition
- should foster self esteem, self awareness, a sense of moral responsibility, and the confidence and ability to resist unwanted sexual experience, exploitation and abuse
- should be mindful of children's earlier experiences
- should provide consistent messages
- should be continuous and progressive
- should support children as they move from childhood through puberty to adolescence
- should provide opportunity for discussion and clarification around values and attitudes.
- should provide accurate, unbiased information

The underlying values which underpin the whole of this work are based on respect for others, the development of positive relationships, and personal choice. The right of children and young people to have balanced, factual information and the need to have an opportunity to discuss issues in a safe and supportive environment are the cornerstones to the programme.

It is hoped that our comprehensive programme of RSHE will promote self esteem and emotional well-being and will help pupils to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, the Academy, work and in the community.

It will meet the needs of everyone; boys as well as girls, those with physical, learning or emotional disabilities, those with a religious or faith tradition, whatever their culture and whatever their sexual and gender identity.

RSHE is delivered in a safe, supportive environment where pupils feel able to discuss sensitive issues in an honest, open forum. When dealing with questions teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting.

- Questions which pupils ask will be answered honestly and openly in line with the Academy's aim of giving knowledge and information appropriate to the developmental age of the pupil, and in line with DfEE Guidance 0116/2000

-

- For older pupils learning about sexual health, the messages should be clear that there is a responsibility, to protect yourself and partner(s) by taking all appropriate measures from prevention, to screening, testing and retesting, irrespective of gender and sexual orientation.
- All pupils should be supported to understand the features of healthy relationships, acceptable behaviour and the right of everyone to equal treatment to ensure that pupils treat each other well and go on to be respectful and kind adults.
- Time should be planned in for pupils to come together to reflect on their learning.
- Schools should consider what they could do to foster healthy and respectful peer-to-peer communication and behaviour between all pupils irrespective of gender.

Note: LGBT+

The statutory guidance states that all teaching is sensitive, age appropriate and inclusive in approach and content. The guidance is clear that all pupils are to be taught LGBT content, but it does not state when this content is taught – rather schools are free to determine when they consider it is appropriate.

A key point is that this content is to be fully integrated into the programmes of study rather than delivered as a standalone unit or lesson. This can be with a range of resources that are reflective of diversity and through opportunities for cross-curricular learning.

Note: Faith perspectives

All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. The religious background of all pupils must be taken into account when planning teaching, so that the topics in the subjects of RSE are appropriately handled.

The academy must make sure that the needs of all pupils are met. Children and young people, whatever their sexual and gender identity, need to feel that RSHE is relevant to them and sensitive to their needs. Teachers can and should deal honestly and sensitively with sexual and gender identity, answer appropriate questions and offer support.

The issue of sexual and gender identity is one that will feature in discussions about sexuality. When it does arise, teachers should deal with the subject honestly and sensitively, giving age appropriate objective information, allowing balanced discussion, and challenging homophobic comments.

Teachers need to be aware that effective RSHE, which brings an understanding of what is and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Disclosures from children may take place at an inappropriate place or time. If this happens, the teacher should talk again, individually, to the child before the end of the Academy day.

Staff should follow the academy's child protection procedures, should this arise, and liaise with the designated teacher for child protection.

### **Teaching Strategies**

A variety of teaching strategies should be used to enhance this area of work. These should include the early setting of ground rules, the use of distancing techniques, pre-arranged ways of dealing with questions and time for reflection.

Use of such strategies will create a safe learning environment for staff and pupils alike. There are 3 elements of good relationships and sexual health education and these are interdependent. They are:

- Values, attitudes and beliefs
- Personal and social skills
- Acquiring and understanding accurate, unbiased knowledge.

Knowledge alone will not promote sexual and emotional health and well-being. A proper consideration of values, attitudes and beliefs is closely related to the development of personal and social skills and to acquiring and understanding accurate information. Within the context of talking about relationships, pupils will be taught about the nature and importance of marriage for family life and the bringing up of children, but will

understand that there are strong and mutually supportive relationships outside of marriage. They will have the opportunity to talk about feelings, values and attitudes, and will learn how to have respect for themselves and others, and how to understand and appreciate difference.

It is acknowledged that RSHE deals with some very sensitive issues but the following points are very important:

- Correct terminology should be used when naming body parts, whilst recognising that there are 'pet' or 'family' words that may be used at home.
- Pupils or everyone will need to be prepared for puberty before the onset of puberty. (This may include issues such as wet dreams and menstruation.)
- The issue of masturbation may arise. Appropriate questions will be answered honestly and openly, but whether this is in front of a class or on an individual basis will be decided dependent on the situation.

### **Delivery, monitoring and evaluation**

Our RSE programme is an integral part of our whole school PSHE education provision. Biological aspects of RSE are also taught within the science curriculum. RSE will be taught across the curriculum in regular sessions. Although specific topics will be addressed, other areas may arise incidentally and will be treated with sensitivity. Staff will use a variety of teaching strategies and approaches in keeping with the maturity of the pupils. The class teacher will deliver most of the RSE programme. Through RSE we will cover the Healthy Learning, Healthy Lives suggested curriculum



Language and terminology has a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships. A vocabulary list for each lesson or unit will be developed and this will be shared with parents in advance of teaching.

The delivery of RSE is monitored by ... Teacher evaluation of lessons, units and the overall programme/ learning walks/ evidence from lesson observations/ scrutiny of assessment records / sampling pupils' work and portfolios/ evaluation of contributions of external partners

Feedback and evaluation by pupils - pupil voice and feedback will be influential in adapting and amending planned learning activities.

### **i) Inclusivity**

All pupils, whatever their experience, background and identity, are entitled to quality RSE that helps them build confidence, a positive sense of self, and the knowledge understanding to stay safe and healthy.

Our school's RSE programme is underpinned by a good understanding of pupils' backgrounds and positive relationships between the school, parents and the local community form the foundations for the teaching of these subjects.

All classes include pupils with different abilities and aptitudes, experiences, home structures, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom. We will ensure RSE is matched to the needs of our pupils by

Links to differentiation methods – including meeting the needs of learners with special educational needs, learning difficulties, children's age and physical and emotional maturity...

We must ensure that we comply with the relevant provisions of the Equality Act 2010, when delivering these subjects to ensure equal opportunities for all. This includes but is not limited to, awareness and consideration for;

- faith perspectives in the context of balanced debate,
- cultural diversity,
- disability,
- varied family structures and home backgrounds,

- gender identity, sexual identity and sexual orientation.

Teaching will reflect the law (including the Equality Act 2010), as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

At Richmond Hill we commit to respecting the views and wishes of our diverse communities in a way which does no harm to the other. All learning centres on compassion; teaching our children respect and acceptance of difference, without infringing on the human rights of communities to their religious beliefs or to living their lives freely and openly as LGBT+ people.

### **Sensitivity, confidentiality and handling disclosures**

We acknowledge that sensitive and potentially difficult issues will arise in RSE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSE.

To support a safe learning environment

- Teachers will set the tone by speaking in a matter-of-fact way and be clear what is appropriate and inappropriate in a whole class setting.
- Teachers and pupils will agree ground rules by discussion. These will be explained and be visible in the classroom. Teachers will refer back to these rules during discussions as appropriate.
- Distancing techniques will be used to help depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves. Distancing also helps pupils learn and then reflect on how it applies to their own lives.
- Pupils will be told when they can raise questions verbally. Pupils will also be able to raise questioning in writing, this can be anonymously if they wish, by using the question box that is always available in classrooms. This will enable pupils to feel more comfortable to ask questions without being identified. Pupils will be reminded of the question box during RSE sessions.
- Teachers will answer pupil questions relating to the taught, planned curriculum for that age group to the whole class.
- Staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up.

- Teachers will answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a verbal question is too personal, staff will remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis.
- Staff will not provide more information than is appropriate to the age of the pupil.
- If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader or the Designated Safeguarding Lead. Questions may be referred to parents / carers if it is not appropriate to answer them in school.
- Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions, these can include; 'That is something that may be covered later on, maybe at a higher year in school.', 'I can't answer that question, but you could ask your parents/carers.' There may still be times when staff are faced with a difficult question in class that they feel uncomfortable about. In such situations, they may wish to put the question to one side and seek advice from the Designated Safeguarding Lead or another senior member of staff.
- Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers must follow school policy and procedures for safeguarding and child protection.
- All staff teaching RSE will be supported by the designated person for safeguarding and child protection if they have any concerns and the PSHE/RSE lead.

### **Assessment and review of learning**

Assessment plays a key role in effective RSE teaching and learning. Assessment is a process through which judgements are made about an individual's learning and development. It is not about making judgements on the character, worth or values of individual pupils, nor is it about continual testing. Teachers will keep a note of pupils who have missed significant parts of RSE teaching and learning due to absence. Pupils' development in RSE focuses on knowledge as well as skill development and attitudes. It is monitored by class teachers through the use of questioning.

Pupils' learning in these subjects will not be formally assessed through the provision of grades or through exams or tests.

Pupils will be encouraged to reflect and self-assess their own learning and progress by

The following are examples of questions that may be used with pupils to support the reflection stage and to develop pupil understanding of what they have learned and the progress they have made.

- What do I know already?
- What new information have I learnt?
- What do I now think and believe?
- How did I feel about what I found out?
- Did I learn anything I did not expect to?
- How will it change my behaviour in the future?
- What do I now need to learn?

We report to parents/carers at the end of the school year on pupils' learning and progress as part of PSHE.

### **1. Roles and Responsibilities**

Named member of staff/coordinator for RSE / PSHE – Lyndsey Bickerstaffe

Staff responsible for managing safeguarding and child protection at RHPA – Karen O'Keeffe (DSL)

Staff responsible for managing safeguarding and child protection throughout the Rose Learning Trust – Kelly Cousins

Named governor(s) responsible for RSE – Mavis Latham

### **Governing Body**

Overseeing the provision around RSE is the responsibility of the governing body, who will provide appropriate challenge and agree on the content of this policy. The governing body should liaise with senior leaders to access appropriate training to fulfil the role.

### **Senior Leaders/Lead members of staff**

The lead members of staff will:

- develop this school policy and ensure it is reviewed as per the agreed timetable.
- Ensure appropriate training is offered to members of the governing body.
- Ensure that all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with the curriculum and its delivery, this policy and any other guidance relating to RSE.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils.

- Ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way.
- Support parent/carer involvement in the development of the RSE curriculum.
- Ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate.
- Ensure that provision of RSE at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested.
- The headteacher is responsible for managing requests to withdraw pupils from non-statutory components of RSE (see section 5).
- Ensure that any external sources/visitors are credible, evidence based and enhance learning.

### **All Staff**

Teaching and support staff will:

- Ensure that they are up to date with this RSE policy and curriculum requirements regarding relationships and sex education.
- Report back to senior leaders/lead members of staff on any areas that they feel are not covered or inadequately provided for in the school's RSE provision.
- Attend and engage in professional development training around relationships and sex education provision, when appropriate.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously.
- Follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone.
- Will be aware of safeguarding procedures, clear about managing confidentiality and handling disclosures.
- Deliver RSE in a sensitive way ensuring that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Model positive attitudes to RSE.

- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this should they need it.
- Monitor pupil progress in RSE.
- Respond appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

### **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils will be given the opportunity to share their views on RSE, the findings from consulting pupils will be used as a tool for communicating the needs of the children to parents, school staff and governors.

### **Parents/carers**

Richmond Hill Primary Academy recognises the primary role parents and carers have in the RSE of their children. We wish to build a positive and supportive relationships with the parents/carers of children at our school through mutual understanding, trust and co-operation.

To support this parents/carers;

- should be aware that schools are legally required to provide a broad, balanced curriculum.
- Can access the schools policies online or request to view hard copies at the school.
- Can ask staff questions they may have about the RSE education of their child.
- Will receive information about RSE so they can support their child's learning at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Further information about working with parents/carers is in section 5.

### **Health professionals/external agencies**

External visitors can have a valuable role in enhancing the teaching and learning of RSE.

At Richmond Hill when selecting any external visitors we will;

- Be clear about our reason for working with the visitor.

- Ensure visitor selection and presence in school meets requirements of our safeguarding policy.
- Ensure any visitor is made aware of our policies.
- Ensure any visitor is adequately trained and competent and that external input is factually correct, and where relevant there is differentiation between fact and opinion.
- Be clear that responsibility for teaching and learning remains with the school.

We access external support via the school nursing service and the Doncaster Council Public Health team.

Doncaster School Nurses are a group of experienced qualified nurses and support workers who support young people aged 5-19 years and their families to stay healthy. As a school we agree an annual health plan of support from the school nurses.

Richmond Hill Primary Academy is part of Doncaster Council's Healthy Learning, Healthy Lives programme. This provides us with support, resources and local data from the Doncaster Council Public Health team.

### **Training**

It is important that all school staff feel comfortable and confident in planning and delivering RSE. We will make available regular professional development training in how to deliver relationships and sex education.

For RSE specifically;

- Staff will be offered generic RSE guidance; this includes guidance on handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RSE is so important, current law and guidance, learning outcomes and school policy.
- Staff involved in the delivery of RSE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions.
- Staff can access useful links and resources through the Healthy Learning, Healthy Lives programme.

## **2. Working together with parents/carers**

At Richmond Hill Primary Academy our aim is that, every parent/carer will have full confidence in the school's RSE programme to meet their child's needs. As outlined in section 2. (Teaching and Learning), selected resources, such as books and film clips, will be used which support and promote understanding. Parents will be given the opportunity to view

these materials and resources by invitation/ at parents evening/on the website/parents information sessions...

Richmond Hill Primary Academy will support parents/carers by providing resources and signposting to help parents/carers build their knowledge and confidence of discussing these matters with their children at home to help support their learning. Parents/carers will be informed by letter/text when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

### **Right to withdrawal**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (other than sex education in the National Curriculum as part of science), as currently, but **not** from relationships or health education.

**\*A child can request sex education without their parent's consent from three terms before their 16th birthday.** If at this point, the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

If a parent wishes to have their child withdrawn from sex education, they are required to put the request in writing, addressed to the Principal. The Principal will meet face to face to discuss the request with parents, and as appropriate with the child to ensure that their wishes are heard and understood. The purpose of the meeting is to clarify the nature and purpose of the curriculum and understand the reasons for the request for withdrawal.

A record of the meeting will be taken including the final agreed decision, which will be shared with the child's class teacher. Class teachers will ensure appropriate alternative work will be given to pupils who are withdrawn from RSE.

Please note: the DfE are clear that SEND should not generally be a consideration for withdrawal. As outlined in section 2.2, learning will be tailored to be inclusive of needs of all pupils.

### **Policy development, monitoring and review**

This policy has been developed by all members of the school community including governors, staff, parents and pupils.

The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team pulled together all relevant information including relevant national and local guidance and existing school policies.



2. Consultation – The process includes time for parents and pupils, governors and staff to consult.

Staff training allocation.

3. Ratification – the policy was approved by the full Governing Body on **date**.

Richmond Hill Primary Academy are committed to monitoring and evaluating the effectiveness of this policy. Specifically, important to the RSE Programme are:

- pupil feedback,
- staff review and feedback
- parental feedback
- Further guidance and legislative changes.

### **Policy availability**

- This policy will form part of the induction of all staff members and annual staff training.
- The policy is shared on our website.
- Parents/guardians and all staff members will be notified of any updates.
- Parents and staff are invited to comment on the policy.

### **Links to other policies**

This policy should be read in conjunction with other school policies, including Safeguarding Policy, Anti-Bullying Policy, Health and Safety policy and Special Educational Needs Policy, where there are significant areas of overlap.

The policy will be reviewed every 2/3 years.

### **Trans Inclusion**

#### **Policy Introduction**

This policy is designed to provide an overview of our whole the Academy approach in ensuring that staff and pupils identifying as trans are supported and fully included within the Academy community. It also includes links to further sources of information and support for use in signposting and supporting students. Key Terminology These are only some of the key terms, there are also many more not listed here. Some of the toolkits and resources listed within this policy also have lists of other key terms.

**Binary Gender System:** A system that forces all people into only two categories – either man or woman, boy or girl. In this system men and women are expected to look and behave in a particular way that are different to one another.

**Cisgender:** A match between your biological sex and your gender.

**Gender identity:** How someone interprets their gender. This is not necessarily the gender the person was assigned at birth. Everyone has a gender identity; it is how we feel about our gender and is unique to each individual.

**Gender expression:** how someone expresses and portrays their gender. This is often based on social norms and stereotypes, and is therefore relative to different cultures, eras or societies.

**Gender dysphoria:** A medical term for the condition whereby a person feels discomfort or distress because there is a mismatch between their assigned gender and their gender identity.

**Gender Fluid:** Gender fluid individuals have different gender identities at different times. A gender fluid individual's gender identity could be multiple genders at once, and then switch to none at all, or move between single gender identities.

**Genderless:** No gender identity.

**Non-Binary:** Gender identities that are not exclusively male or female.

**LGBTQ:** Acronym for Lesbian, Gay, Bisexual, Trans, Questioning.

**Pronouns:** The way someone wants to be addressed. Binary pronouns include 'he' or 'she'. Some trans people identify with binary pronouns other people prefer non-binary pronouns such as 'they' (which is used in the singular form). If you aren't sure it is best to ask someone how they prefer to be addressed.

**Trans person:** An umbrella term which covers the entire trans community, encompassing anyone whose gender identity does not match the gender they were born with, and/or people who identify as gender variant with regards to gender identity and/or gender expression.

**Transsexual person:** A person who feels a consistent and overwhelming desire to medically transition and live their life as a member of the opposite gender. The term transsexual is becoming less commonly used: it has potential negative connotations due to historic

medical terminology (being classified as a mental illness) and terms such as ‘trans’ can be seen as more inclusive as they include identities such as non-binary or gender fluid.

**Transgender Person:** Someone whose gender identity does not match the gender they were assigned at birth. For example, someone who was assigned male at birth but identifies as female, or vice versa. Transgender people may choose to transition, either medically (through cross sex hormones, surgery etc.) and/or socially (presentation, clothes, hairstyle etc.)

## **What the law says**

### **The Equality Act 2010**

This act made gender reassignment a protected characteristic for pupils and staff. It includes not only those going through medical procedures to change their sex but also those taking steps to live in the opposite gender or proposing to do so.

The act makes it unlawful to discriminate against, harass or victimise pupils or potential pupils:

- In regards to admissions
- In the way education is provided to pupils
- In the provision of access to any benefit, facility or service, or
- By excluding a pupil or subjecting them to any other detriment

[Information from The Equality Act 2010 and the Schools – Departmental advice for School leaders, School staff, governing bodies and local authorities]

### **Transphobic Hate Crime**

Parliament passed legislation in the Legal Aid, Sentencing and Punishment of Offenders Act 2012 to provide harsher sentences for transphobic hate crime. Sentencing can be enhanced where prosecutors can provide evidence of the offender’s hostility towards transgender people.

This mirrors provisions in Section 145 and 146 of the Criminal Justice Act 2003 and provides similar provisions to protect Transgender victims of hate crime.

## **Transition**

Transition refers to the social, psychological, emotional and economic processes by which a person moves from their gender assigned at birth to the gender they identify with. This does not have to involve surgery.

Any guidance needs to be tailored to the individual as there is no single path or experience of transition. A good place to start is with a conversation with the person and planning with them how the Academy can best support their transition.

Key areas to consider could include:

### **Name and Pronouns**

A young person may wish to change the pronouns (he/she/they) by which they are referred. This is supported by the Academy and if the young person wishes to be referred to by different pronouns throughout the Academy, then this should be communicated to all staff and registers/records changed accordingly (this includes bus passes, letters home etc.). Names can be changed on SIMS without the need for a Deed Poll document. The young person should also be consulted about if and how they wish their name/pronoun change to be communicated to other pupils. Deliberate refusal to use someone's new name or preferred pronouns would be classed as transphobic bullying.

### **Residential Trips**

Trans young people should be able to sleep in dorms appropriate to their gender identity. However, some trans young people may not feel comfortable staying in dorms of their gender identity, in which case alternative arrangements should be made. As always, speaking to the young person and having that discussion with them is essential. To exclude trans pupils from residential trips would be contravening the Equality Act.

### **PE, including changing facilities**

Trans young people have the legal right to use the changing facilities of their acquired gender. It is good practice to speak to the young person and see how they feel about using the changing rooms of their gender, and consider potential problematic reactions from others. The Academy changing rooms have cubicles, this can effectively be a 'gender neutral' private changing room.

### **Other facilities including toilets**

As above, young people have the legal right to use toilets of their acquired gender. Whilst promoting that right and supporting young people to live as their gender, young trans people could also be concerned about their vulnerability when using toilet facilities, and fear they risk unwanted attention, leading to bullying and abuse. Young trans people are often encouraged to use the accessibility toilets, however there is also a stigma attached to

using toilets (commonly referred to as “disabled toilets”). Renaming and resigning these toilets could help reduce the stigma, for example “unisex toilet” or simply “toilet”. As always, we will speak to the young person and listen to their concerns and how comfortable they feel using certain facilities.

### **Uniform**

The Academy uniform should not be a barrier for trans young people living as their acquired gender. Our Academy uniform has a range of options; for example a choice between skirts or trousers. A gender neutral PE kit is employed.

### **Exams**

Technically, a pupil can be entered under any name with the Examination Board. Once results are accredited it will need to be linked with a Unique Pupil Number (UPN) or Unique Learner Number (ULN) which links to the Academy census information, submitted in the January of the examination year. UPN’s and ULN’s are linked with legal names, not preferred names, so in order to use a preferred name a pupil will need to have changed their name by deed poll. Pupils who are over 16 can do this without parental consent however for pupils under 16 consent from those with parental responsibility is required.

Whilst names can be changed through a deed poll, gender is linked to the gender on a birth certificate, which can only be changed using a Gender Recognition certificate. This means that whilst exam boards may be able to enter a pupil under a specific name, their gender will remain linked to the gender on their birth certificate.

### **Further Considerations**

This list is in no way exhaustive and in all of these areas consideration should be given to what ‘transition’ means to the individual, timing of transition and what the young person feels right for them.

The Brighton and Hove Trans Inclusion The Schools Toolkit provides more detailed guidance on all of these areas and it is suggested that it be read in conjunction with this guidance when developing policy.

### **Supporting Staff Members**

Supporting staff should always be done with consistent and open discussion with the staff member: their needs should always be the priority, and they should be consulted on how they wish the Academy to respond to issues that may arise.

A staff member who has previously been known to the Academy community as a different name and/or gender may wish to inform the Academy community in different ways, depending on which they feel most comfortable with.

If a staff member wishes for this to be communicated to the whole Academy community, methods such as emails, letters to families and whole Academy assemblies could be considered. We would recommend the staff be informed before the wider the Academy community so that colleagues can support the staff member and are better placed to appropriately respond to any questions or issues that arise. This could be done through a whole staff meeting. A discussion should be had with the staff member to explore whether they would like to be present at this meeting.

A whole the Academy approach should ensure that pupils understand gender identity and how this is distinctly different from biological sex, and the two things can sometimes correlate but sometimes do not. From this start point pupils will then have a greater understanding of name changes, potential changes in presentation and pronoun changes.

Staff should be given time off for reasons related to their transition; whether this is for Gender Identity Clinic appointments, medical procedures or a period of space in order to commence a social transition. ACAS state the following regarding time off work:

**“Medical appointments and absences.** Make sure the employer knows about what time off work will be needed. Remember that it is discrimination for an employer to treat a person worse if they are absent from work for a reason related to gender reassignment than you would be treated if you were absent because you are ill or injured, or if you were absent for some other reason.”

### **Transphobia and bullying**

Transphobic bullying is motivated by a prejudice against trans or questioning people. As with all bullying, it can be carried out; physically, verbally, emotionally and through cyberspace.

It can be targeted towards:

- people known to identify as trans
- people who are perceived to be trans, or,
- people who have friends or family that identify as trans.

The Academy's anti-bullying policy should be followed as it would be with any other form of bullying. Transphobic language should be challenged consistently as should pupils who

intentionally misgender each other (using pronouns that express the wrong gender, accidentally or deliberately).

The police may also need to be consulted where the incident may constitute a hate crime. True Vision define a Transphobic Hate Crime as:

**“Any criminal offence which is perceived, by the victim or any other person, to be motivated by a hostility or prejudice against a person who is transgender or perceived to be transgender.”**

**Inclusion within the curriculum will contribute to a wider understanding of trans issues within the Academy and therefore should reduce incidents of transphobic bullying.**

### **Prejudice from parents**

If parents express concern over the Academy's' actions in including trans young people, then this should not affect the Academy's' actions regarding that young person – in a similar way in which a parent's sexist or racist views would not influence the Academy to change their equality policy. Due to a lack of understanding about gender variance and trans people, there may be negative reactions from parents around use of changing or toilet facilities. This could be handled in an informative and educative manner (for example, explaining what gender identity is and what trans means), and without ever disclosing personal information and identities of young trans pupils. The Equality Act can be referred to, as can the Academy's' equality and diversity policy.

The Brighton and Hove Trans Inclusion The Schools Toolkit includes examples of scenarios involving parents who object to the Academy's' actions in including young trans people, and examples of an appropriate response.

### **Visibility**

Visibility of trans issues within the Academy is important, both to ensure young people who may be questioning their gender have a clearer understanding of this and of where they can access support, but also to reduce stigma, transphobia and bullying around the Academy.

There are two different types of visibility:

### **Usualising**

“Usualising” (a word used in place of ‘normalising’, which can be seen as problematic due to ideas of what is ‘normal’) means including something related to trans people within an

unrelated topic: the issue does not become the focus, merely a piece of information which relates to trans people sitting inside a wider subject.

For example: in a history lesson, including the horrific abuse, murder and torture transgender people suffered at the hands of the Nazi's, alongside many other groups.

Or, in a geography lesson, include the fact that Sweden was the first country to allow people to legally change their gender, amongst other facts about the country.

E.g.

- Sweden is a country with around 9million people.
- It uses the Swedish Krona.
- It is nearly 70% covered by forest.
- It was one of the first countries to allow people to legally change their gender.
- It is a largely secular state.

### **Actualising**

“Actualising” is including trans issues as the centre point of a lesson: the specific objective is the greater understanding of gender identity/trans issues. This could be a PSHE lesson based around gender stereotyping and gender identities, or an assembly on trans rights and legal protection from discrimination.

The more trans young people are represented in the curriculum, and gender identity is covered in the Academy, the more young people will feel that questioning their gender identity is not something negative or “different”, and through visibility and education stigma can be greatly reduced.

For more information on Usualising and Actualising, please see the guidance on the subject published by The Classroom:

<http://the-classroom.org.uk/how-to-do-it/usualising-and-actualising/>

### **Named person(s)**

Richmond Hill Primary Academy names specific staff members who have a good knowledge of trans issues, who all pupils and staff can then approach for advice and support around gender identity. These staff members attend specific training sessions. As well as being a point of reference for pupils and staff, named staff members also work with the Academy departments around visibility of trans people and of gender variance within the Academy curriculum (see section 6). Named staff members are on visible notice boards so pupils and staff can easily find out who they can approach for support.



## **Information and Resources**

### **National Support Organisations**

Mermaids – <http://mermaidsuk.org.uk/>

Gires – <http://www.gires.org.uk/>

National Trans Youth Network – <http://www.lgbtconsortium.org.uk/directory/national-trans-youthnetwork>

Gendered Intelligence – <http://genderedintelligence.co.uk/>

True Vision (Hate Crime) – <http://www.report-it.org.uk/home>

### **Information and Toolkits**

Cornwall The Academics Transgender Guidance

[http://www.lgbtqyouthcornwall.co.uk/images/TransGuidance/Transgender\\_Guidance\\_booklet.pdf](http://www.lgbtqyouthcornwall.co.uk/images/TransGuidance/Transgender_Guidance_booklet.pdf)

Brighton and Hove Trans Inclusion The Academics Toolkit <https://www.theacademyportal.co.uk/GroupDownloadFile.asp?GroupId=891984&ResourceId=4950802>

Department of Education Equality Act 2010 Advice for The Academics

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

GALOP <http://www.galop.org.uk/wp-content/uploads/2011/11/Transphobia-A4.pdf>

Gendered Intelligence: A Guide for Parents and Family Members

<http://cdn0.genderedintelligence.co.uk/2013/01/21/17-05-54-booklet2013FINAL3.pdf>

### **Books for young people**

Chris Beam, I am J

Sara Farizan, If you could be mine

David Walliams, The Boy in the Dress

Alyssa Brugman, Alex as Well

### **Books for younger children**

Marcus Ewert, 10,000 dresses

Charlotte Zolotow, William's Doll

Cheryl Kilodavis, My Princess Boy

Todd Parr, It's ok to be different

Sarah and Ian Hoffman, Jacob's new dress

Jennifer Carr, Be who you are!

### **Video clips**

National Trans Youth Conference: My Generation

<https://www.youtube.com/watch?v=OVucTNLDjNo>

National Trans Youth Conference: What Trans Young People Need Today

<https://www.youtube.com/watch?v=nsXxkaQ4LCY>

BBC 3, Things not to say to a trans person

<https://www.youtube.com/watch?v=pvBwWeG4Rpc>

### **Guidance documents**

Sex and Relationships Education Guidance DfEE (0116/2000)

Equality Act 2010. (To ensure SRE is taught in the context of current relevant legislation)

Sex and Relationships Education (SRE) for the 21st Century 2014, supplementary advice  
(Brook, PSHE Association & SEF)

Education Act 2002/Academies Act 2010

2006 Education and Inspections Act

Sex and Relationships Education (SRE) for the 21st Century 2014, supplementary advice  
'Working in Partnership – Visitors Policy', South Yorkshire Healthy The Academies.

**Policy development date:**

**Next Review Date:**

**Last Review Date: July 2021**

**July 2024**