

Richmond Hill Primary Academy



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

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Richmond Hill Primary Academy

A Policy on Relationships and Sexual Health Education (RSHE)

Section 1

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 safe the Academy communities 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 Academy's safeguarding obligations. Ofsted is clear that the 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. (See appendix 2;

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 the Academy community and different drafts were considered before this final version.

Section 2

Aims and Objectives of RSHE

Aim

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.

Objectives

- 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 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

Section 3

Planning and delivery

The Relationships and Sexual Health Education at this the Academy is firmly embedded in the SMSC framework and 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 the Academy nurse.

When external agencies are invited in to the Academy to enhance the RSHE curriculum, the South Yorkshire Healthy The Academys guidance 'Working in Partnership - Visitors Policy' is used to ensure the input meets the needs of the the Academy and the children, in line with this RSHE policy.

(For more details on what is taught please see Appendix 1 - RHSE Scheme of Work Overview)

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 is 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.

'Effective relationship and sexual health education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum launched in September 1999 which lie at the heart of our policy to raise standards and expectations for all pupils.' DfEE 0116/2000

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.

Section 4

Values Framework

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 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 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 (See Section 5 - Guidance for teachers.)

Section 5

Guidance for teachers (in light of DfEE guidance 0116/2000)

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.

Section 6

Parental rights

The Academy believes that relationships and sexual health education is the right of every pupil and encourages active participation and involvement in the curriculum.

However, parents do have the right to withdraw their child from all or part of the programme, excluding the DfE Science orders. Any parent wishing to

exercise that right should initially contact the Head teacher to discuss the matter.

How provision will be made for their children will be negotiated on an individual basis, dependent on the needs of each child.

It is possible that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour outside of the 'taught' course. Provided that such discussion is relatively limited and set within the context of the subject concerned, it will not necessarily constitute part of 'sex and relationships education'.

In such a case, particularly where it involves pupils whose parents have asked for them to be withdrawn, teachers will need to balance the need to give proper attention to relative issues.

Appendix 1: Overview of the RSHE Curriculum

Keeping Safe

Out & about
People who can help me
Assertiveness—saying no
Good and bad touch
Anti-Bullying
Road Safety
In the house
Personal space
Identifying Risks
Emergency aid
Drugs, Alcohol & smoking

Relationships

Different families
Friends
What makes a good friend?
Getting on with your family
Trust
Peer pressures

Gender Stereotypes/Celebrating difference

Similar & different
Toys
Discrimination & equal opportunities
Jobs we do
Mothers and fathers
Sexual orientation
Anti-racism

Feelings

Different emotions
What to do if we feel sad
Expressing our feelings
Managing our feelings
How easy is it to talk about?
Talking to people about how we feel
Loss & bereavement



Bits & Pieces

with

An RSHE Scheme of Work developed by
the Sprotbrough Collaborative RSHE
Team

Supported by EMTAS, Doncaster Pride, Project
3, The Academy Nursing Team, Big Talk, CSE
& CEOP.

Life Cycles

Different ages
Looking after babies
Growing up & getting older
Me, myself & I
How babies are made
How babies are born
Assisted fertility
Multiple births

Mental Health

What is mental health?
Challenge stigma & discrimination
How to help a person who is mentally
unwell
How to cope under stress
5 ways of wellbeing

My Body

Keeping Clean
External body parts
Internal body parts
Sexual body parts
Puberty
Periods
Wet dreams

British Values

Tolerance
Rule of Law
Respect
Democracy
Liberty



Economic wellbeing

Recognise money
Sourcing resources

Appendix 2

The principles of High Quality Sex and Relationships Education

(Including those with a religious character):

Sex and relationships education:

- is a partnership between home and the Academy
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to the Academy-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in the Academy

- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

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 theirgender.
- 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-youth-network>

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

Brighton and Hove Trans Inclusion The Academics Toolkit <https://www.the-academy-portal.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

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 Genderation

<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>

Policy Update

This policy will be reviewed regularly and will be next updated in 2018, or if changes to the curriculum or organisation within the Academy, or new guidance from the Government determine that it should be sooner.

The person responsible for updating this policy is Melanie Robinson

Date of policy - 12.6.2017

Written by Melanie Robinson

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 Academics.



Richmond Hill Primary Academy Policy

A Policy on Relationships and Sexual Health Education (RSHE)

Policy Ratified on:	October, 2015		
Date for Review:	September, 2017		
Signed/Responsible for: Chair of Governors Vice Chair of Governors			
Signed: Head Teacher			
Signed/Responsible For: Parents			
Signed/Responsible for: Chair of The Academy Council Vice Chair of The Academy Council			

Debbie Secker

Principal

General Updates for Governors