



**Cornerstone Academy Trust**  
**Relationships and Sex Education Policy**  
**(Relationships and Health Education Policy)**

This policy covers a whole school approach to relationships and sex education, in line with statutory guidance on Health and Relationships Education from Nursery to Year 6.

We have a wide social mix of pupils who come from varied family backgrounds.

Whilst promoting values we will ensure that pupils are offered a balanced programme by enabling young people to acquire learning that will enable them to be empowered and educated to make their own informed choices by teaching them self-respect and responsibility and educating against discrimination and prejudice.

This policy been agreed by a team of staff consisting of the Head teacher, PSHE subject leader, SENCo, and School Nurses, through consultation with parents and trustees.

**The following issues were considered:**

- Aims of the relationships and sex education programme
- Morals and values framework
- Process for policy development
- Teaching programme - Legal requirements
- Content of the relationships and sex education programme
- Resources
- Inclusion and differentiation
- Dealing with difficult questions
- Involvement of parents and carers / rights to withdraw.
- Provision for pubertal children
- The needs of boys and girls
- Safeguarding children
- Use of visitors to enhance the programme
- Learning styles and special needs
- Evaluation of the programme

The Trust's overarching aim for its pupils is to have a good understanding of relationships and sex that is age appropriate, delivered in a caring environment where each child feels prepared for their future. Working in partnership with parents, this should enable them to live safe, fulfilled and happy lives, in line with Every Child Matters (2004) key outcome.

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic wellbeing

This is all in-line with the new September 2020 statutory government guidance, for all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. See attached parent leaflet. Gov.uk

## Content

### **Key Stage 1**

Laying the foundations of understanding about growth and change, differences and respect for one another within friendships and relationships. Keeping safe. Promoting self-esteem and wellbeing.

### **Key Stage 2**

Preparation for the changes of puberty, teaching conception and pregnancy, and expanding on how to treat each other/respect within friendships and relationships. Keeping safe. Promoting self-esteem and wellbeing.

The government guidance states that from Sept 2020, all primary age children will be taught Relationships and Health Education and by the end of primary school all pupils will have been taught content on:

- Families and people who care for me.
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Individual primary schools can choose to teach Sex Education. However, TCAT has decided not to do this as the teaching of the science curriculum includes content on human development, including reproduction, so this will be taught in the context of puberty and growing up.

## Introduction

Current guidance from the PSHE association states.

“All schools in England should have an up-to-date sex and relationships (SRE) policy and this is a statutory obligation for all maintained schools.” (PSHE Association, 2016)

The PSHE Association states.

“Whilst academies are not statutorily required to have an SRE policy, our strong advice would be to keep a document that sets out clearly to the entire school community the school’s approach to SRE and that this approach is fully endorsed by the Academy’s Governing Body. In both maintained schools and academies, this policy should be available to the school community.”  
(PSHE Association, 2013)

However, the DfE states.

“All schools must have an up-to-date SRE policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education.
- Describe how sex and relationship education is provided and who is responsible for providing it.
- Say how sex and relationship education is monitored and evaluated.
- Include information about parents’ right to withdrawal; and
- Be reviewed regularly.

## **Aims of the Relationships and Sex Education programme**

The Trust is of the view that is important to address this area of the curriculum because RSE (Relationships & Sex Education) teaches lifelong learning about the physical, moral and emotional development. It is about the importance of loving and caring relationships. It is about the teaching of growing up, puberty, sex, sexuality, and sexual health.

“All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem”. (DfEE, 2010)

Meeting these objectives will require a graduated, age-appropriate programme of RSE across the school. Research demonstrates that good, comprehensive relationships and sex education does not make young people more likely to become sexually active at a younger age.

The aim of RSE is to provide pupils with age-appropriate information, explore attitudes and values and develop skills to empower the children to make positive decisions about their health and relationship behaviour. This should take place with consideration of the qualities of relationships within families and friendships.

### **The objectives of sex and relationship education are.**

- To provide the knowledge and information about relationships and sex at an age-appropriate level
- To clarify / reinforce existing knowledge.
- To raise pupils’ self-esteem and confidence, especially in their relationships with others
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support.
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies promoting health and wellbeing.
- To be prepared for puberty and adulthood

### **Morals and values framework**

It is important to reflect on the moral context of the school, and the values it promotes and models through its culture and ethos. The Trust aims to provide pupils with learning experiences that help young people to set their own moral values, which include pupils reflecting on a variety of different issues, viewpoints, dilemmas, situations, and case studies. The Trust aims to equip young people with the language, strategies, skills, and confidence required to behave according to their moral values in new situations.

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Relationships and sex education will reflect the values of the PSHE and citizenship programme. RSE will be taught in the context of relationships. In addition, RSE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community, allowing them as they grow, to make positive choices.

### **Process for policy development**

A working party was set up to establish the RSE policy comprising of.

Head teacher; Jonathan Bishop

PSHE coordinator; Emily Daniels

SENCo; Teresa Cavallo

School Nurse; Tracey Wills

Governor for RSE; Ken Dyson

Parent Consultation evening inviting parents to express their thoughts on what should be included.

The learning gateway could be used to invite feedback from parents.

The process included evaluating existing provision to improve, develop, monitor, implement and an updated SRE aspect of the curriculum. Trustees and parents were consulted as part of the process.

### **The teaching programme - legal requirements**

#### **Nursery/foundation**

Personal, social, and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for each other; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have the confidence in their own abilities. (DFE, 2017)

The RSE programme will complement the content of new curriculum for science 2013 for years 1 – 6.

#### **Year 1 and year 2**

Noticing that animals, including humans have offspring which grow into adults. Find out and describe the basic needs of animals including humans for basic survival. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### **Lower key stage 2 (Yr. 3 and 4)**

Identify that animals, including humans need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat.

Identify that humans and some animals have skeletons and muscles for support, protection, and movement.

#### **Upper key stage 2 (Yr5 and 6)**

Describe the differences in the lifecycles of a mammal and amphibian and insect and a bird.

Describe the life process of reproduction in plants and animals.

Describe the changes as humans develop to old age.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans by finding out and recording the length and mass of a baby as it grows.

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(Sept. 2013 national curriculum)

## **The content of the relationships and sex education programme**

Using the agreed materials/ resources – sessions will be delivered by the school nurse and class teacher.

Sense NSPCC DVD, growing up and keeping safe including lesson plans.

School Nursing resources - CPHVA (Community Practitioners' & Health Visitors' Association).

Family Planning Association (FPA) resources, including lesson plans – Growing up with Yasmine and Tom.

Growing Up DVD – BBC resource, including lesson plans

The Expect Respect education toolkit – Women's Aid, including lesson plans.

A mixture of practical, interactive, and formal teaching sessions will take place over the course of the year, for each year group allowing a continuous embedded and consistent approach to RSE.

### **Foundation**

Introducing the body and looking after it. The concept of male and female and differences – using humans and animals. The importance of basic hygiene. Teaching skills to develop friendships and think about friendships with others.

### **Key stage 1,**

Life cycle of a human being, our bodies and how to look after them. Differences and respect. Growing up. Friendships. Hygiene.

### **Key stage 2,**

Yr 3 relationships/friendships differences and stereotypes, the body, looking after it, keeping healthy, keeping safe, making good choices. Respect.

Yr 4 Growing up and changing as an introduction to puberty, including timelines, reactive if the subject of death arises rather than actively teach. The body looking after it and keeping healthy. Friendships and relationships.

Yr5 Introduction to puberty and the changes that occur including how to manage them, looking after emotions and hygiene. Relationships in the context of friendships.

Yr6 human lifecycles including how a baby grows in the womb. Relationships in the context of Friendships, to promote kindness. In the context of healthy and safe relationships, including on-line. Puberty in more detail, reinforcing information received in year 5. Using different materials and delivery. Include hygiene, emotions, boy and girl changes and why they happen, including wet dreams. Conception and pregnancy. Questions on contraception, same sex relationships, masturbation, gender identity are answered in an age-appropriate way if the subject arises however they are not actively taught.

### **Resources**

Resources that could be used.

PSHE Association resources, body image

FPA resources Yasmine and Tom

Corum life skills

EH4MH 10 a day poster

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Sense primary resources NSPCC and lesson plans.  
BBC Growing Up DVD and lesson plans.  
CPHVA school nursing resources  
Expect Respect education toolkit – Women’s Aid.  
Betty for schools – encouraging open and honest talk about periods.  
Power-point presentations.  
Yr 5 and 6; Ice Breaker exercise on appropriate use of words medical terminology/exploring sanitary wear/fetuses /body board/ Noughts and Crosses quiz to evaluate learning. Evaluation forms at beginning/end of session to children and teachers. Reproductive resources, game on menstruation /worksheets to facilitate group-work and discussion.

### **Inclusion and differentiation**

Included in the delivery of the sessions will be consideration of sexual orientation, gender identity faith and culture, as part of the school’s inclusion policy. See Transgender appendix  
Due to the diversity of families and relationships small group work or one to one session will be offered to meet individual needs.  
Vulnerable children will be offered additional small group targeted sessions with the school nurse if needed.

### **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Staff will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex education.

To minimise embarrassment a child might feel, a safe environment will be established to promote confidence in asking questions, although the sessions will be mixed sex, a separate session will be offered to boys and girls to create an environment where they feel comfortable to ask questions. Children will be encouraged to use the correct medical terminology for the body parts to dispel myths and minimise confusion.

A questions box will be provided for the children to put in questions that they do not feel comfortable asking out aloud.

Staff agreed to answer questions as honestly as possible in a safe and sensitive, age-appropriate way. This may involve answering the questions on an individual basis to meet the individual child’s needs.

### **Involvement of parents and carers/ rights to withdraw.**

A parents’ evening will be held prior to the delivery of the sessions to provide an opportunity to share the policy, lesson plans and resources with parents and feedback will be encouraged.

The policy will be available to parents on the school website and in the prospectus. It will be discussed in more detail at a parents’ evening offered prior to the delivery of the sessions. Including resources for parents to look at and information for them to take away on how to answer their children’s questions.

Legislation states that ‘Parents have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum.

As reproduction is being taught as part of the science curriculum and there is no right to withdraw from the science curriculum, all children will be taught this, and consent is not needed.

If any parents have concerns around the content of the lessons being taught, a member of TCAT leadership team and the school nurse can offer a meeting with individual parents, where the content delivery can be explained and answer any questions that may arise.

### **Provision for pubertal children**

Sanitary disposal units are located in some of the cubicles within the girls' toilets. Girls who have started their periods can approach any member of staff for support or sanitary protection.

### **The needs of boys as well as girls**

Historically, within RSE there has been a tendency to focus more heavily on girls rather than boys. However, Cornerstone Academy Trust will also focus on the changes that are happening to boys as well as girls, each learning about the changes that happen to each other.

### **Safeguarding children**

Children occasionally make personal disclosures either in class or to individual teachers, if this situation arises it will be dealt with in line with the current Safeguarding Policy and procedures.

### **Use of visitors**

Outside visitors, for example school nurses, are used to enhance the provision of RSE. They deliver the sessions in line with the RSE policy and are all DBS checked.

### **Learning styles and special needs**

Some children may benefit from extra support or smaller group provision. Where this is felt necessary it will be offered.

### **Evaluation**

Evaluation of the sessions will be sought from the children and teaching in the form of Noughts and Crosses quiz

The provision for RSE will be reviewed and evaluated annually.

### **Relevant policies**

This policy should be read in conjunction with all other school policies in particular:

- \* Equality and diversity
- \* PSHE
- \* Safeguarding
- \* Acceptable Behaviour and Anti- Bullying

### **References**

Guidance on producing your school's SRE policy – PSHE Association 2013

[WWW.SEXEDUCATIONFORUM.ORG.UK](http://WWW.SEXEDUCATIONFORUM.ORG.UK)

Leicestershire Healthy Schools Programme, outline Sex and Relationships Education Policy for a Primary School



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Sex and Relationship Education Guidance DfE 2000, updated 2019  
National Curriculum SEPT 2013  
Arc federation SRE policy - 2014  
Every child matter - 2004  
Statutory Framework for the Early Years Foundation Stage, setting the standards for learning, development and care for children from birth to five. (DfE, 2012)  
PSHE association  
Department for Education. (2017) Schools to teach 21<sup>st</sup> Century Relationships and Sex Education.  
Department for Education policy statement: Relationships Education, Relationships and Sex Education, And Personal, Social, Health and Economic Education. (2017)

## **Appendices**

### **Transgender guidance, Appendix One**

#### **Further information.**

**Gov.uk leaflet.**

**[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907638/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf)**

**NSPCC Pants rule.**

**<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>**

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## **Specific year groups planning sheet.**

### **Key stage one**

Growing and changing

Making babies

Respect / friendship / kindness

### **How it could be taught**

#### **Growing and Changing.**

Using animals to explain how they grow (visit to a farm)

Relating this to children, changes that have happened since they were a baby.

What they can do now.

Talking, toilet trained, feeding themselves, dressing themselves and starting to take care of their personal hygiene (cleaning teeth, washing face and hands etc) briefly mentioning older siblings wanting to do different things (12yr old brother getting bigger and moody – introducing the concept of puberty but no more than mentioning that we continue to grow until we are an adult)

Using the life cycle of a human being

Differences to boys and girls

#### **Making Babies.**

Introducing concept of where babies come from, Mummy's tummy. Seed inside the Daddy, egg inside the Mummy. The penis connects to the vagina and the baby is created, it develops and grows until its ready to come out.

Pregnancy - womb being a special place where the baby grows and comes out when its ready

#### **Respect / friendship and kindness**

Expect respect lesson plans.

Bullying / kindness / how to treat each other.

### **Key stage two**

#### **Puberty**

Hormones

Emotional changes / relationships / kindness / friendships/ bullying

Taking care of your emotional health

Relationships with parents, friends

Specific gender changes including.

Wet dreams

Masturbation – not actively taught.

Periods

Breast development

#### **Hygiene**

How to keep clean and take care of yourself as you are growing.

#### **Sex**

What is love, including trust, respect and communication.

Discussion on sex including.

Knowing someone well and trusting them

People have sex for different reasons, they enjoy it, they want to have a baby, or they don't want to have a baby, so they use contraception.

Conception / pregnancy

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Two women or two men could love each other. – not actively taught  
Family models – different families, what is a family?

**FPA interactive resources – ‘Growing up with Yasmine and Tom.’**

Released in the summer term 2014.

Annual subscription resources regularly updated. Printable workbooks

Higher key stage one.

Body

Lifestyle

Gender stereotypes

Keeping safe

Feelings

Relationships

Pre-puberty changes

People that can help

How to stay safe

Safe online

Periods

Wet dreams

Online safety

How babies are made and born

Feelings

Resilience

Knowing boundaries

Body changes

Puberty /hygiene

Links to information regarding the ‘PANTS’ programme in schools

<https://www.nspcc.org.uk/globalassets/documents/schools/underwear-rule-resources-lesson-plan.pdf>

<https://www.nspcc.org.uk/globalassets/documents/schools/underwear-rule-teaching-resource-guidance.pdf>

See attached information regarding Transgender in school's guidance.

## **APPENDIX 1.**

The Gender Recognition Act 2004 is mainly concerned with the process by which a person can get a Gender Recognition Certificate and correct their original birth certificate to match their true gender. This can only occur after a person reaches 18 years of age but is something that many younger people may aspire to.

### **Equality Act 2010**

The Equality Act 2010 ensures legal protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine protected characteristics defined in the Act, one of which is Gender Reassignment (also known as Transgender).

Part 6 of the Equality Act 2010 makes it clear that the Equality Act specifically refers to schools and young people.

The Equality Act 2010 (Part 2: Chapter 1: Section 7) states that:

*“A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person’s sex by changing physiological or other attributes of sex.”*

The Equality Act applies to employment, education and a range of other areas where discrimination may take place. In order to be protected under the Equality Act, a student will not necessarily have to be undergoing a medical procedure to change their sex, but they must be taking steps to live in the opposite gender or be proposing to do so.

### **Sex Discrimination (Gender Reassignment) Regulations 1999**

Individuals who intend to undergo, are undergoing or have undergone gender reassignment are protected from discrimination in work, school and vocational training (including higher education study).

Less favourable treatment relating to absences arising from gender reassignment is unlawful if:

- the treatment is less favourable than if it had been due to sickness or injury
- the treatment is less favourable than if it had been due to some other cause and, having regard to the circumstances of the case, it is reasonable not to be treated less favourably.

Less favourable treatment includes the arrangements relating to terms and conditions or arrangements under which employment, education or vocational training is offered.

### **Discrimination**

As stated, the Equality Act 2010 ensures legal protection against discrimination in employment, education, the provision of services and the delivery of public functions, in relation to the nine protected characteristics defined in the said Act, one of which is Gender Reassignment.

The legislation states that a school must not discriminate against a student because of their transgender status. Discrimination can be direct or indirect. Indirect discrimination occurs when a provision, criterion or practice applies to everyone but puts a person with a particular protected characteristic at a particular disadvantage, and it cannot be justified as a proportionate means of meeting a legitimate aim. An example might be an inflexible school uniform rule which offers no “unisex” options such as trousers for girls, and which would therefore create a particular difficulty for a F2M student.

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### **Early Help Process**

It is important that any support offered to a transgender child or young person starts with identifying their individual needs. It must be understood that some trans people may not want any treatment. Some may choose to be known by a different name or to wear different clothes. However, most or all young trans people (and their families) will need some expert/ specialist support as they grow up and develop.

A transgender child would benefit from an Early Help Assessment in line with Devon Children's Safeguarding Board procedures to identify any additional needs arising from transgender issues.

The Trust would (with agreement and in consultation with the pupil and parent/carer) complete an Early Help Assessment to identify specific information that the young person would like to be shared with those working with them to avoid them having to repeat themselves. When completing the assessment particular attention should be paid to the sections on emotional health and wellbeing, family and social relationships, behaviour and an action plan put in place to address these issues and ensure the young person has a robust support plan. The allocated Lead Professional should always be someone who knows and gets on well with the child.

### **Terminology and language**

It is good practice to focus on correct terminology and the use of language in the school. In addition there may be a need to focus some education in class around sexual orientation and gender, so that everyone has a clear understanding that sexual orientation (being homosexual, bisexual, gay or lesbian) and gender identity (being male or female), are completely different things.

Terminology and language can be confusing around transgender issues. Different individuals and organisations sometimes prefer different terms to identify themselves and the nature of being transgender.

Often transgender people choose a different first name for their new identities and want documentation and records to reflect this, for example the school roll and register.

It is extremely important as a matter of fairness, respect and inclusion, to ensure that the correct gender, name and pronouns are used uniformly to address transgender people. Hearing people use "him" or "her" incorrectly can be uncomfortable or seriously detrimental for a transgender person to hear, especially when they are trying to confirm people's awareness of their true identity.

It can be difficult for the teachers and other students in the school to get used to the change of name or gender if the pupil has not been known by that name since the start of their school career. There may well be times when a mistake is made and this can be embarrassing for all parties. If there is difficulty in "getting it right", the use of the chosen first name will help overcome this.

### **School Attendance**

The Trust will make reasonable adjustments to accommodate absence requests for any treatment or appointments with external sources in line with their absence policy.

It is possible that the young person may be accessing support from outside of school so provision must be made in order for the student to be absent from school but confidentiality must be maintained at all times when complying with absence procedures.

Sensitive care will be taken when recording the reason for absence. The young person may need time off for a medical appointment and it should be recorded as an M code rather than being off sick.

### **School Photos**

Transgender children may feel fine with having their photograph taken at school but steps must be taken to ensure that these images do not reveal any confidential information. The Trust will always seek parental/carers permission to publish photos in line with the school policy.

### **Transphobia and Bullying**

The Trust has an acceptable behavior policy which contains information about anti bullying. In line with this policy, incidents of transphobia will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice, e.g. racist or homophobic incidents.

### **Physical Education**

Sports and Physical Education is a key aspect of the national curriculum and the physical and mental well-being of young people. Physical Education develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

A young transgender person has the same right to Physical Education as other young people. With regard to young transgender people at school, there should be reasonably few, if any, issues regarding participation within the sports of their true gender. There may be sports where, as puberty develops, male to female (M2F) transgender participants may have a physical advantage over other girls but this should not present a problem within a carefully and sensitively managed lesson context.

The issue of physical risk within certain sports should also be managed properly within the lesson context rather than preventing young transgender people from participating (which would be discriminatory).

### **Changing Room Facilities**

The use of changing room facilities will also be carefully considered. Facilities for transgender pupils will be sensitive to their needs and also recognise the needs and sensitivities of other students. When competing at another school or outside venue, school staff must ensure there is appropriate sensitive provision available. The Trust will take a view prior to the delivery of those lessons, in discussion with parents or guardians.

### **Swimming lessons**

The pupil should be given the choice as to whether they wish to partake in swimming lessons or not. If the transgender pupil wishes to partake in swimming lessons then a risk assessment of the changing facilities should be completed. There must be careful consideration, in consultation with the pupil and in line with the health and safety policy of the leisure centre or swimming pools health and safety procedures. For example, it may be against health and safety regulations to wear a t-shirt in the swimming pool and therefore would be more appropriate for a F2M pupil to wear an all in one wetsuit or similar.

### **Toilet Facilities**

Should a pupil wish to use a unisex toilet, The Trust will provide these facilities which will be labelled sensitively and appropriately.

### **School Uniform**

Transgender students will be expected to follow the School Uniform Policy, which covers uniform, make-up and jewellery and hairstyles. There is a generally broad range of uniform available for both genders (i.e. girls and boys can wear trousers).

### **Residential Trips**

Careful consideration and preparation is needed where a transgender pupil is taking part in a residential trip – to exclude a transgender pupil would be contravening the Equality Act. The sleeping arrangements will need to be thought about carefully before the trip takes place.

Risk assessments should be carried out prior to residential trips so that reasonable adjustments can be made to allow the pupil to participate.

### **Confidentiality**

All people have a right to privacy. This includes the right to keep private one's transgender status or gender non-conforming presentation at school. Information about a child, young person's transgender status, legal name, or gender assigned at birth also constitutes confidential medical information. School staff should not disclose information that may reveal a child or young person's transgender status or gender non-conforming presentation to others, including parents/carers and other members of the school community unless legally required to do so or because the child or parent/carer has given permission for them to do so. Staff need to be careful about discussing the transgender child beyond the confines of the school.

Transgender children have the right to discuss and express their gender identity openly and to decide when, with whom, and how much to share information. When contacting the parent or carer of a transgender child or young person, school personnel should use the child or young person's legal name and the pronoun corresponding to their gender assigned at birth unless the child, young person, parent, or carer has specified otherwise.

## **GLOSSARY OF TERMS**

**F2M** – Female to Male, a person who was identified as Female at birth but came to feel that their true gender is actually Male.

**Gender** – the way that a person feels about themselves in relation to their physical and mental self; the basis of their identifying as male, or female, or neither, or either, or both.

**Gender Dysphoria** – the medical condition that describes the symptoms of being Transgender.

**Gender Identity Disorder** – GID is a medical term describing being Transgender, this tends not to be used owing to the subtext around the word “disorder”.

**Gender Recognition Certificate** – an official document presented by a Gender Recognition Panel that enables all official documents and records (including birth certificate) to be amended to the true gender of the individual thereby providing full legal recognition.

**Gender Role** – the social role/interaction with others, which gives expression to the inner gender identity and reinforces it.

**M2F** – Male to Female, a person who was identified as Male at birth but came to feel that their true gender is actually Female.

**Packing** – a F2M person may wear a prosthetic item in their pants that will give a “bulge” in their trousers so as to appear more male.

**Sex** – the way a person’s body appears, sometimes wrongly, to indicate their gender.

**Transgender** – a person who feels the gender and sex assigned at birth conflict with their true gender.

**Transsexual** – a Transgender person who lives fulltime in their true gender.

**True Gender** – the gender that a person truly feels themselves to be.