



Simul autem et crescere luceat
Together we grow and shine

Fountain Head House School

PSHE Policy

(including Relationships Education - Primary and
Relationships, Sex and Health Education - Secondary)

Review due	May 2026
Last review	May 2025
Reviewed by	Kate Buck Deputy Headteacher
Approved by	Julie Smith Chair of the School Board

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Aims

At Fountain Head House School, we believe that Personal, Social, Health and Economic Education (PSHE) provides children and young people with opportunities for lifelong learning about physical and mental wellbeing; moral and emotional development and the wider world of which they are a part. It is about understanding themselves and the people and world around them. It is the curriculum subject through which children and young people develop the knowledge, skills, and attributes they need to keep themselves healthy, safe, and prepared for life and work. It involves acquiring information, developing skills, and forming positive beliefs, values, and attitudes.

The aim of PSHE is to provide children and young people with age-appropriate information, explore attitudes and values and develop skills to empower them to manage their lives now and in the future.

Our curriculum provides a consistent, high quality PSHE education for all young people in school setting. We have created and curated developmentally appropriate resources that are customizable for all children. The curriculum is trauma informed throughout.

The main aims of our curriculum are to enable the children:

- to stay as healthy as possible,
- to learn to keep themselves and others safe, including recognising signs of bullying and knowing where to turn to for help,
- to learn how to use the internet, including social media, safely and responsibly,
- to develop effective, satisfying and safe relationships,
- to learn to recognise similarities and differences between themselves and others and to respect these differences,
- to be independent and responsible members of the school community,
- to be positive and active members of a democratic society,
- to develop self-confidence and self-esteem, and to make informed choices regarding personal and social issues,
- to develop good relationships with other members of the school and wider community.

Through the curriculum we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development of our students and promote the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs' according to the requirements of the Education Act 2002 (section 78).

Our PSHE curriculum is an essential element of our curriculum offer, as it supports our students for maximum independence and in preparation for a safe and healthy adult life.

At Fountain Head House School we believe that relationships and sex education are best considered as part of the ongoing PSHE work within the school and are to be dealt with sensitively in a context that takes careful account of the pupil's age and level of maturity. All pupils with additional needs have both a need and a right to learn about their sexuality and about relationships as part of their education in preparation for adult life in the community.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Overview

Fountain Head House School is a co-educational school for up to 80 pupils in the age range 4 to 16 years, for pupils with identified Special Educational Need and Disability (SEND) through their EHCP.

Fountain Head House School offers provision for neuro-divergent children, including autistic pupils; pupils with communication and interaction needs; sensory processing needs; global developmental delay; attention deficit hyperactivity Disorder (ADHD). Social, emotional and mental health needs may compound difficulties in some instances but will not be the primary area of need.

Typically, pupils at Fountain Head House School have a rate of acquisition and/or degree of retention of knowledge and educational skills across all National Curriculum Core Subjects significantly below age related expectations (ARE). The majority of pupils might have been out of education for periods of time and/or experienced trauma in their lives.

We understand the importance of adapting the curriculum content (INTENT); delivery (IMPLEMENTATION) and outcomes (IMPACT) to make learning accessible to a range of levels of ability and learning styles. We are, therefore, committed to providing the best possible PSHE curriculum which encompasses opportunities for our pupils to learn about Relationships Education (Primary: KS 1 & KS 2); and about RSE (Secondary: KS 3 & KS 4) and Health Education (across all Key Stages) at the appropriate level in preparation for adulthood.

Parents receive a letter informing about the RSE and Health Education curriculum and are consulted regarding requests of withdrawal from some or all of sex education delivered as part of statutory RSE. The science curriculum includes content on human development, including reproduction. There is no right to withdraw from the Science Curriculum. Where applicable and relevant, pupils will be involved in giving their views about the RSE and Health Education curriculum at their level of ability.

Teachers, teaching staff, therapists and other relevant professionals will contribute with their views during training opportunities and other relevant means. The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The school considers the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.

The PSHE Curriculum, including RSE and health education is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

The newly introduced areas of Relationships Education (Primary phase) and Relationships and Sex Education – RSE (Secondary phase) guidance (publishing.service.gov.uk) require that all children are taught about equality and respect in the context of the Equality Act 2010, where **protected characteristics** are attributes that are legally protected against discrimination. These include:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex (gender)
- Sexual orientation

The Supreme Court has clarified that "sex" in the Equality Act 2010 means biological sex, male or female, learning about LGBT+ identities should be age appropriate and delivered as part of the

PSHE curriculum with sequential learning-built step by step. Children should be taught skills to identify discriminatory language of all types; to challenge discriminatory language where appropriate; and to ask for help from a trusted adult where necessary (see Appendix 7 – What is gender identity)

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents / carers, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them.

Statutory requirements

Relationships Education is compulsory for primary aged children.

Relationships and Sex Education (RSE) is compulsory for secondary aged children.

At Fountain Head House School we teach RSE as set out in this policy.

DfE Guidance

"Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and unstable; and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health."

Extract from the Secretary of State's forward to the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' – statutory guidance

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

This policy has been written in line with the following guidance:

- Equality Act 2010
- DfE guidance - Keeping Children Safe in Education

Department for Education [published draft revised guidance](#) on RSE and health education on 16 May 2024.

- DfE (published – 2019; updated - 2021) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: Science Programmes of Study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

This policy is intended to be used in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Special Educational Needs, Disability and Inclusion Policy
- ICT and Acceptable Internet Use Policy
- Data Protection Policy

Curriculum Content - INTENT

Our PSHE Curriculum Framework is based on the *PSHE Education Framework for Pupils with SEND – PSHE Association*, and includes all statutory Relationships Education (Primary), Relationships and Sex Education (Secondary) and Health Education (Primary and Secondary) content adheres to three core strands in line with the Department for Education: Health & Wellbeing; Living in the Wider World; Relationships.

Using resources from the PSHE Association, Learn Brook and Jigsaw (provision for nursery and EYFS) the planning of the PSHE curriculum takes a thematic approach to primary PSHE education. The curriculum that we offer at FHHS is split into three core elements, these are:

1. **Health and Wellbeing:** puberty, mental health, keeping active, dental care and healthy eating.
2. **Relationships:** respectful and healthy relationships (both on and offline), kindness and sex education.
3. **Living in the Wider World:** career planning, financial literacy and exploring our rights and responsibilities.

The curriculum that we follow offers a programme including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, whilst giving the children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. With a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, the PSHE curriculum equips FHHS to deliver engaging and relevant PSHE within a whole-school approach. The curriculum provision allows different year groups to work on the same themes at the same time, building a spiral program year on year, whilst offering flexibility to respond to intelligent informed PSHE events, please see appendices for further information.

Our PSHE Curriculum Framework is available on the FHHS website.

Curriculum Delivery – IMPLEMENTATION

The PSHE curriculum is delivered by class teachers who will lead their teaching assistants in supporting the delivery of the programme. Teachers are aware of statutory content and are able, in addition to timetabled PSHE lessons, to take opportunities to teach and monitor PSHE content and skills through inter-curricula links with PE, ICT and core subjects.

There is a minimum of 1 hourly teaching session a week, with a chance for children to consolidate and reflect on their learning at the end of the week. Within FHHS, we do not restrict the amount of PSHE learning, as we believe that getting this right provides a solid foundation to get children in a place to start learning.

Key messages are introduced, reinforced and built upon year on year at developmentally appropriate stages, through a spiral curriculum. The curriculum has been designed to allow facilitators flexibility in how they choose to deliver the lessons to meet the needs of their children and young people and the practicalities of their settings.

Emphasis is placed on active learning within the PSHE taught sessions through planned discussions, role play activities, puppets, group work and problem solving. Staff provide a safe learning environment through the establishment of clear ground rules which are made explicit to the children and reinforced consistently. This allows children to discuss feelings and sensitive issues within a non-threatening and supportive environment. Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship.

Where appropriate, the curriculum offer for PSHE is supported by visiting speakers and other reputable organisations for example, the NSPCC, contribute to the taught curriculum.

Beyond timetabled PSHE lessons, students are supported in applying skills they are learning in real life situations as they arise e.g. resolving conflict, dealing with emotions or working together as part of a group.

Skills and knowledge build upon students' prior learning and experiences and lessons are bespoke according to physical, emotional and cognitive development of individuals.

PSHE tasks are evidenced in a floor book. This takes the form of a scrap book the children have ownership of how and what is represented in the book. As we progress through the year groups, so the level of independence increases in the children having a say in what and how their work looks within the floor book.

Across the school we endeavor to use The Zones of Regulation daily in order to embed the habits of noticing, labelling and accepting emotions in order to encourage emotional understanding and awareness, good mental health and resilience.

PRIMARY EDUCATION

Much of the learning for primary aged pupils takes place daily during their interactions with staff and other pupils, however there is a designated time slot on the timetable for at least one PSHE session per week with a consolidating session held towards the end of the week. Specific relationship and health education is taught in discrete PSHE sessions, science lessons, intervention groups and alongside other subject areas of the curriculum (for example through a topical English book, for example). The structure of the group's specific timetable will be dependent on the needs of the pupils within it, so the ways in which PSHE content is delivered will vary accordingly from group to group.

In primary classes relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

SECONDARY EDUCATION

For some of our secondary pupils it will be necessary to continue to work on objectives set in the program for primary pupils. These will be addressed in a more age-appropriate manner by selecting and tailoring resources appropriately. Teaching and the content covered will always be adapted with consideration given to the pupil's emotional maturity, developmental stage, and communication methods used.

Specific Relationships, Sex and Health education is taught in discrete PSHE sessions and science lessons, and alongside other parts of the curriculum (when exploring relevant topics in English or Drama texts, for example).

Much of the learning will occur - and be intentionally reinforced – daily, during pupils' interactions with staff and other pupils. The structure of the group's specific timetable will be dependent on the needs of the pupils within it, so the ways in which PSHE content is delivered will vary accordingly from group to group.

In secondary classes RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

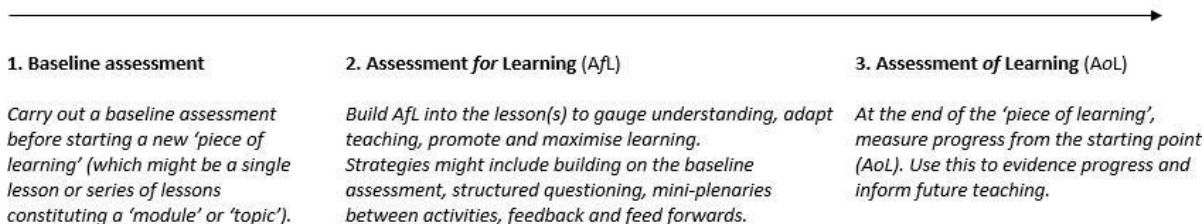
Curriculum Outcomes – IMPACT

Teachers will be responsible for assessing the young people's learning and progress. At Fountain Head House School teachers will identify prior learning for each pupil. The assessment of pupils' learning and progress will be based on observations and evidence of learning (e.g. samples of work through the PSHE floor books, photo evidence and other curriculum workbooks) with reference to relevant parts of the PSHE Curriculum Framework.

Pupils will be encouraged to reflect on their own learning and progress, either through self-evaluation tools or through discussion. This will be integral within the approach to assessment of PSHE - RSE.

We recognise that it is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values, however, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning must therefore use a combination of teacher assessment and pupil self and peer assessment. In order to assess the small steps of success that the children in our school make during PSHE, we use BSquared software, which allows teachers to easily see the areas of learning that need to be focused upon and allows them to measure and record the small steps of progress that are made.

Learning outcomes will be linked where possible to 'preparing for adulthood' EHCP outcomes.



Model taken from PSHE Association Primary Toolkit 2017

Training

Staff are trained on the delivery of PSHE - RSE as part of Continuing Professional Development (CPD). This includes training by specialised external professionals and relevant training provided by the PSHE Association, NSPCC and other relevant organisations.

Roles and responsibilities

The FHHS Board

The FHHS Board will approve the PSHE - RSE policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that PSHE - RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

Staff

Staff are responsible for:

- Delivering PSHE - RSE in a sensitive way
- Modelling positive attitudes to PSHE - RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory/non-science 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 Headteacher.

All teachers are responsible for teaching PSHE - RSE to their class in school.

Pupils

Pupils are expected to engage fully in PSHE including RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Primary Pupils

For primary pupils, parents do not have the right to withdraw their children from relationships education.

Secondary pupils

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the FHHS - Relationships and Sex Education – Secondary - Parental Withdrawal request form (see appendix 1) and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Links to other policies

FHHS – Equality, Diversity and Inclusion Policy

FHHS – Careers Education, Information and Guidance

FHHS – Curriculum Policy

Appendix 1 - PSHE Curriculum response to significant events at Local Level



Appendix 2 - PSHE Curriculum response to significant events at National Level



Appendix 3 - PSHE Curriculum response to significant events at International Level



Appendix 4 - PSHE at FHHS – One Page Overview



Intent

At Fountain Head House School, we believe that Personal, Social, Health and Economic Education (PSHE) provides children and young people with opportunities for lifelong learning about physical and mental wellbeing; moral and emotional development and the wider world of which they are a part. It is about understanding themselves and the people and world around them. It is the curriculum subject through which children and young people develop the knowledge, skills, and attributes they need to keep themselves healthy, safe, and prepared for life and work. It involves acquiring information, developing skills, and forming positive beliefs, values, and attitudes. The aim of PSHE is to provide children and young people with age-appropriate information, explore attitudes and values and develop skills to empower them to manage their lives now and in the future.



Implementation

Using resources from the PSHE Association, Learn Brook and Jigsaw the planning of the PSHE curriculum takes a thematic approach to primary PSHE education. Brook offers a programme including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work. The curriculum gives children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. With a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, the PSHE curriculum equips FHHS to deliver engaging and relevant PSHE within a whole-school approach. The provision allows different year groups to work on the same themes at the same time, building a spiral programme year on year, whilst offering flexibility to respond to specific events. We have specified ways to respond to local, national and international events which are appropriate to the needs of our pupils.



Impact

At Fountain Head House School, we recognise that when delivered well PSHE education has a positive impact on both academic and non-academic outcomes for children and young people, particularly the most vulnerable and disadvantaged. PSHE education cannot be assessed in the same way as most other subjects. It is, however, possible to recognise and evidence progress and attainment in PSHE education through the knowledge, understanding, skills and attributes displayed by the children and young people. We adopt a specific PSHE assessment software (BSquared – Progression Steps – PSHE Primary and PSHE Secondary) to determine each pupil's starting points and progress. We value evidence of learning represented in Workbooks and as part of everyday observations.



Progress

By using Jigsaw and Brook, opportunities are available to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. Both schemes of learning identifies a broad range of important issues, which reflect the universal needs of all children and young people. Today's children and young people live in a rapidly changing world, much of the specific knowledge taught in PSHE education changes regularly, for example as a result of legal changes, medical or technological advances. By using Jigsaw and Brook, frequent opportunities are provided to revisit, reinforce and extend learning to best meet the needs of the children and young people at Fountain Head House School.



Cross Curricular Links

The PSHE curriculum has strong cross curricular links to both the primary and secondary core and enrichment curriculum. It also supports children and young people at Fountain Head House School in being active, confident, happy, and safe members of society.



Outward Looking

At FHHS we believe that it is important, wherever possible, to link to our locality and community. As part of the PSHE curriculum, visitors and associations are invited into school because of the expertise or contribution they can make. These may include health and social care, academic, sports, or arts professionals.



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Dear parents and carers

As a part of your child's education at Fountain Head House School, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme.

PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that, FHHS will implement a new PSHE – RSE Curriculum Framework. As part of our broad approach to PSHE, Primary classes will focus on Relationships and Health Education, and Secondary classes will focus on Relationships Sex and Health Education.

The PSHE Curriculum includes learning about Healthy relationships, including friendships and intimate relationships; families; growing and changing, including puberty; personal hygiene; feelings; becoming more independent; keeping safe and consent; developing self-esteem and confidence.

Pupils will also have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world. PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly.

Please visit the school's website <https://www.fhhschool.co.uk/> to view our PSHE – RSE Policy which offers detailed information about our approach to PSHE – RSE learning.

All PSHE – RSE teaching and learning takes place in a safe learning environment and is underpinned by our school ethos and values. There are Year Plans for PSHE – RSE and this will be available for parents to view and comment on.

FHHS abides to statutory guidance which specifies that:

For primary pupils, parents do not have the right to withdraw their children from Relationships Education.

For secondary pupils, parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns

16 years old. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Headteacher - Thereza de Lucca

NPQG - MA in Psychology and Education for Special Needs UCL - Institute of Education



Fountain Head House School

Requests for withdrawal should be put in writing using the 'FHHS - Relationships and Sex Education – Secondary - Parental Withdrawal Request Form' and be addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

The Department for Education has prepared a Guide for Parents which gives an overview for Relationships Education (Primary) and Relationships and Sex Education (Secondary) which we are sending to you with this letter.

Parental engagement is important to us and we aim to provide accessible and clear information. We welcome your views and ask that you get in touch with your child's teacher if you have any questions or if you would like to share ideas and views with us.

|

Yours sincerely

Thereza de Lucca
Headteacher

Headteacher - Thereza de Lucca

NPQG - MA in Psychology and Education for Special Needs UCL - Institute of Education

Appendix 6 – FHHS – RSE – Secondary, Parental withdrawal request form

**FOUNTAIN HEAD HOUSE SCHOOL
RELATIONSHIPS AND SEX EDUCATION – SECONDARY
PARENTAL WITHDRAWAL REQUEST FORM**



TO BE COMPLETED BY PARENTS	
Name of child	
Name of parent	
Reason for requesting withdrawal from sex education within relationships and sex education	
Any other information you would like the school to consider	
Parent name	
Parent signature	
Date	
TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Headteacher signature	
Date	

Appendix 7 - FHHS – What is gender identity?

What is gender identity?

Gender identity refers to whether someone thinks of themselves as male, female, both male and female or neither. Some people consider their gender identity to be fluid, partially male and partially female, or they may consider themselves to be non-binary (neither male nor female). Other people's gender identity is different to the one they were assigned at birth (usually based on physical sex appearance), or they may have ambiguous or dual sex appearance (intersex).

When the person experiences a discomfort or distress at the mismatch between their gender identity and physical sex it is referred to as gender dysphoria. When a person transitions, for example from male to female, this is known as gender reassignment. People may also say they have "come out as non-binary", for example. A Transgender person is someone whose gender identity is different from the sex they were assigned at birth. Some transgender people will choose to transition socially, and some will also take medical steps to physically transition (with the help of hormone therapy and/or surgery). Cis gender is when someone identifies with the gender they were assigned/registered at birth.

The important thing is to respect the young person's identity as it is now and support any changes that they want to make at their pace.

Trans: is an umbrella term used to describe people who identify as: transgender, transvestite (a person who wears the clothes of the opposite gender, not always a transgender person), intersex, non-binary, gender fluid, third gender etc.

The Law: The Equality Act 2010 also protects people from discrimination and harassment on grounds of sex or gender reassignment. A person is regarded as undergoing gender reassignment as soon as they begin the process. There is no requirement for medical intervention.

Bullying and harassment

Sometimes people deliberately use the incorrect pronoun, first name or gender identifier to bully or belittle a student.

A robust and preventative anti-bullying strategy will deal with many of the issues that may arise for pupils and for other teachers, students or pupils that visit the school.

Transphobic incidents or crimes must be recorded and dealt with in the same manner as other incidents that are motivated by prejudice or hate e.g. racist, homophobic and disablist incidents. If a child reports bullying that is due to them identifying as transgender, the school must report this to their Local Authority and record internally on Behaviour Watch.

Safeguarding

The fact that a child or young person may be transgender is not in itself an inherent risk factor for harm. However children who are LGBTQ+ can be targeted by other children as already mentioned, but in some cases a child who is perceived by other children to be LGBTQ+ (whether they are or not), can be just as vulnerable.

It is important that children who are LGBTQ+ have a trusted adult with whom they can be open and that settings endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

KCSiE

Sometimes adversities or perceived adversities faced by young people can lead to them feeling

- Isolated
- Alone
- Unable to express their sexual identity
- Feeling different
- Anxious and depressed

Evidence suggests that LGBTQ+ children and young people might be at increased risk of some forms of harm

- Child sexual exploitation
- Online abuse, and as mentioned earlier
- Bullying

Some may experience familial abuse due to parental rejection and place themselves at greater contextual safeguarding risk because of family relationships breaking down.

How schools can support children/young people

- Ensure transgender pupils have a voice within the setting, that they feel safe, respected and valued.
- Consider the signposting for pupils with worries – do they support all person identities? Are they situated in accessible areas?
- Provide staff training to ensure if identified as a trusted adult by a young transgender person they respond confidently and can signpost appropriately (if required).
- Review the PSHE and other supporting curricula regularly to ensure they are relevant to today, your cohorts and pupil/parent survey results.
- The school will run sports activities which are not sex or gender dependent. PE learning is designed for both male and female pupils there are no sex dependent PE activities at the school.
- Changing facilities need to be carefully thought out by schools and to include the views of all children / young people.
- For competitive sports outside of school, school must contact the relevant sporting governing bodies for advice.

THE LGBT ABC

LGBT means lesbian, gay, bisexual and transgender. There are many different terms people use for sexuality and gender and it can get a little confusing.

No matter how you think people identify, do check with them which terms they like to use. Also, language changes all the time but here we try to cover a few of the basics. Are there other ones you know?

A

Agender: Someone who doesn't have a gender.

Allies: Someone who supports the LGBT community.

Asexual or ace: Someone who does not experience sexual attraction.

B

Binary: The idea you're one of two things, e.g. male or female, gay or straight.

Bigender: Someone who identifies with two genders e.g. male and female.

Binding: A method used to press down the breasts for the appearance of a flat chest.

Biphobia: The discrimination and hatred of bisexual individuals.

Bisexual: People who are bisexual are attracted towards more than one gender.

C

Cisgender or cis: When your gender matches the sex you were assigned at birth.

Closet: When someone hasn't revealed their gender or sexual orientation, i.e. 'being in the closet'.

Coming out: The act of an individual revealing to others their gender or sexual orientation.

D

Dyke: Historically a slur directed at lesbians. Some choose to identify this way or reclaim it.

Demisexual: Someone who only feels sexual attraction to someone after a strong emotional bond has been formed.

E

Egalitarian: A person who believes in equality for all people.

F

Fetters: A method used to restrict movement of the breasts.

G

Gay: A widely accepted term for all same-sex attractions.

Gender: The gender you feel you belong to which may differ from the one you were assigned at birth, based on your genitals.

Gender dysphoria: A medical term for feeling distressed about the fact your gender and assigned sex are different.

Gender neutral: Someone who doesn't identify with any gender.

Genderqueer: When none of the categories on the gender spectrum fit you and you feel you're something else.

Gender fluid: When your identity moves around the gender spectrum.

H

Heterosexual: Someone who is sexually attracted to someone of the opposite gender to themselves.

Homosexual: Someone who is sexually attracted to the same gender as themselves.

Homophobia: The discrimination and hatred of gay and lesbian people.

I

Intersex: People whose biology doesn't easily fit into male or female. This can include genitals, chromosomes or hormones.

L

Lesbian: A female who is sexually attracted to the same gender.

M

MSM: Stands for 'men who have sex with men'.

CONTINUED OVERLEAF...

THE LGBT ABC

N

Non-binary: Someone who doesn't fit into the binary gender (male/female).

R

Romantic attraction: An emotional connection or attachment, separate to sexual attraction.

S

Sex: Sex is often used to talk about the difference between male and female and is commonly defined by reproductive organs.

U

Sexuality: This refers to your sexual feelings and is often used to mean who you're attracted to.

S

Straight: See heterosexual.

T

Third gender: Neither female or male. Countries like India, Pakistan and Albania have long had three gender categories.

Transgender or trans: An umbrella term for people whose gender identity does not line up with their assigned sex.

Transition: The process a trans person goes through medically, socially or legally in order to live as the gender they belong in.

Transphobia: The discrimination and hatred of trans and transsexual individuals.

U

Transsexual: An old fashioned term for someone who goes through, or wants to go through, gender realignment.

Transvestite: Someone who likes to dress as the opposite sex because it feels good, not because they're unhappy with their gender.

Tucking: A method used to tuck the penis back to create the impression of female genitalia.

U

Unsure: Someone who feels unsure of their sexuality and/or gender identity.

V

Variable identities: A person can find themselves assuming various roles to suit the social situation.

P

Pansexual: A sexual or emotional attraction, desire or romantic love towards people regardless of gender identity.

Passing: Being perceived as the gender identity you identify with in public.

Pre-op: A self-defining term used by trans individuals who have not had surgery but intend to.

Polygender: 'Poly' means 'more than one' and this describes people who have multiple genders at once.

Polysexual: Someone who is sexually attracted to many genders.

Pronoun: Pronouns are used instead of names, like 'he', 'her' or 'them'. This can be problematic for trans and non-binary people.

Q

Queer: An umbrella term for sexual and gender minorities. Can have negative connotations for some, while others have reclaimed it.

Questioning: Someone who may be questioning their gender or sexuality.

FIND OUT MORE... Visit us online at: brook.org.uk

With thanks to Brook's Work It Out group in Blackburn who helped update this resource.

Appendix 8 - FHHS – The Equality Act 2010 in the Curriculum

The Equality Act 2010 and Schools



Curriculum (page 14)

2.8 The content of the school curriculum has never been caught by discrimination law, and this Act now states explicitly that it is excluded. However the way in which a school provides education – the delivery of the curriculum – is explicitly included.

2.9 Excluding the content of the curriculum ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic. But schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice

Principles to be actively promoted – British Values (Equality Act 2010):

- i. enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- ii. enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- iii. encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- iv. enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- v. further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- vi. encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and
- vii. encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

The Equality Act 2010 in the Curriculum at Fountain Head House School - Intent

FHHS will ensure that equal opportunities and the principles of fairness underpin all aspects of policy, procedure, education provision, consultation and decision-making.

FHHS is committed to equality in its delivery of education, whether or not the service is directly provided by us or contracted to a third party provider. Senior leaders will monitor this education provision to ensure that pupils acquire the skills which enable them to be proactive in their behaviour and learning and to become responsible citizens.

We aim to provide high quality education provision, making sure provision is easily accessible. We will improve what we do by continuing to consult with staff, pupils, parents, Governors, local communities and other partners about equality issues. We will promote our equal opportunities in our contact with parents, staff, governors and external organisations.

We will make every effort in creating equality of opportunity in order to ensure they are accessible and fair to everyone. Every person has the right to be treated fairly, regardless of race, gender, sexuality, disability, age, culture, religion, nationality or caring responsibilities. Where necessary we will implement reasonable adjustments or additional support, to ensure equality of access to an education and suitable learning and working environments.

All those who deliver our education provision and all those involved with the school will recognise diversity and demonstrate a proactive approach to this in their day-to-day work. They will ensure that everyone is treated fairly, recognising special educational and physical needs and understanding differences. Behaviour will reach our high standards of conduct (staff and pupils) and the learning environment we provide will be safe and accessible for those studying and working.

FHHS will adhere to statutory legislation and give consideration to other relevant guidance, which aims to make sure that everyone is treated equitably. We will work with other people and organisations to encourage fair treatment of all. We will collect information, which will help us plan and develop services to meet the special needs of all members of the community.

FHHS will not tolerate any form of discriminatory behaviour against members of the school or local community.

Equality and Diversity Aims & Objectives at Fountain Head House School

Our aims

- to create a fair and just community that promotes social inclusion, community cohesion and equality that respects diversity and which challenges and acts upon all forms of discrimination and inequality, including bullying of any sort.
- To work actively to celebrate difference and challenge racism, sexism, homophobia and all other forms of prejudice.
- To take positive action to promote racial harmony and to promote positive attitudes towards life in a multicultural, multi-ethnic and multi-faith society, through the PSHE curriculum and special projects throughout the year.
- To continuously ensure that all pupils have equal opportunities to achieve to the best of their ability regardless of their gender, ethnic or racial background, religion, ability or sexuality.
- To actively promote British Values of tolerance, fairness, respect for other faiths, and the rule of law and democracy.

Our objectives

- To ensure diversity is celebrated across the curriculum in all subject areas and in particular through our PSHE Curriculum.
- To encourage staff and students to celebrate and embrace cultural diversity increasing their awareness of British Values.
- To encourage increased participation in school life for families through our Engaging with Parents & Carers approach.
- To ensure the school's motto – “Together We Grow And Shine” is at the heart of school life and reflects an inclusive ethos which promotes diversity.
- To promote pupils' understanding of identity, diversity, community and equality through our PSHE curriculum and as part of school life in general.
- To promote effective transition into and from the school.
- To ensure the pupils are prepared for life in modern Britain and their next stage of learning.



