

LYCÉE FRANÇAIS CHARLES DE GAULLE DE LONDRES RELATIONSHIP AND SEX EDUCATION POLICY

Created: March 2023

Next review: September 2024

This policy is publicly available on the School website and is available in hard copy on request.

Contents

Introduction

1. The aims of Relationships and Sex Education
2. Statutory requirements
3. Policy development
4. Roles and responsibilities
5. What is effective Relationships and Sex Education?
6. Delivery of RSE at the School
7. Parental right to withdrawal from RSE
8. Procedure for monitoring and evaluating RSE

Introduction

This is the Relationships and Sex Education policy of Lycée Français Charles de Gaulle de Londres (the “School”). This policy applies to all pupils of the School, including those pupils in the Early Years Foundation Stage (EYFS) (*maternelle*).

Relationships and Sex Education (RSE) is the right and responsibility of the parent/carer. The School provides RSE to support parents/carers in fulfilling their responsibility and to contribute to every pupil’s health, wellbeing and preparation for adult life.

The School is a diverse community with a wide range of beliefs and values, which are fully respected.

Ofsted’s review of sexual abuse in schools and colleges has found how prevalent sexual harassment and online sexual abuse are for children and young people. It finds that it is widespread in schools and that schools should act as though it is happening even where there are no specific reports. This is the approach taken at the School to avoid complacency.

The School includes the statutory Relationships Education and Health Education within its whole-school teaching programme. To ensure progression and a spiral curriculum, the School uses the learning outcomes outlined in the French curriculum progression documents (EMC - Civics and ethical education, EMI – online safety and media, and science). PSHE and RSE coverage is also delivered in the British Section of the School.

RSE is taught as part of the French Curriculum in EMC (*Enseignement moral et civique; Questionner le monde*) and Science, and as part of the PSHE programme in the British Section.

Current regulations and guidance from the Department for Education state that from September 2020, all schools must deliver relationships (in primary schools) and relationships and sex education (in secondary schools).

This policy should be read closely together with the School’s PSHE policy.

1. The aims of Relationships and Sex Education

The aim of this policy is to communicate to staff, the School’ proprietor, parents/carers, visitors and pupils the manner in which RSE will be delivered and supported at the School.

The aims are:

- to enable our pupils to better understand the nature of relationships;
- to help pupils develop feelings of self-respect, confidence and empathy;
- to create a positive culture around issues of sexuality and relationships;
- to enable pupils to understand the importance of stable loving relationships, including marriage, for the bringing up of children;
- to prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood;
- to know about the risks of being online and how to stay safe from exploitation;
- to support all young people for modern life.

Relationships Education

What pupils should know by the end of primary school

By the end of primary school, pupils will have learnt about topics according to [RSE Statutory guidance](#):

- families and people who care for me;
- caring friendships - pupils should know;
- respectful relationships;
- online relationships;
- being safe.

What children should know by the end of secondary school

By the end of secondary school, pupils will have learnt about topics according to [RSE Statutory guidance](#):

- families;
- respectful relationships, including friendships;
- online and media;
- being safe;
- intimate and sexual relationships, including sexual health.

Physical health and mental wellbeing

What children should know by the end of primary school

By the end of primary school, pupils will have learnt about topics according to [RSE Statutory guidance](#):

- mental wellbeing;
- internet safety and harms;
- physical health and fitness;
- healthy eating;
- drugs, alcohol and tobacco;
- health and prevention;
- basic first aid;
- changing adolescent body.

What children should know by the end of secondary school

By the end of secondary school, pupils will have learnt about topics according to [RSE Statutory guidance](#):

- mental wellbeing;
- internet safety and harms;
- physical health and fitness;
- healthy eating;
- drugs, alcohol and tobacco;

- health and prevention;
- basic first aid;
- changing adolescent body.

2. Statutory requirements

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the *Children and Social Work Act 2017*, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education.

The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. The teaching of RSE also complies with British law and the requirements of the *Equality Act 2010*, including the Protected Characteristics, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

The regulations and guidance in relation to Health Education do not apply to independent schools. However the School will continue to make provision for the health education element of PSHE under the Independent School Standards Guidance 2019.

3. Policy development

The consultation and policy development process involved the following steps:

- Review – all relevant information including relevant national and local guidance was reviewed
- Senior Leader consultation – all senior leaders were given the opportunity to look at the policy and make recommendations
- Parent/carer consultation – parents and carers were invited to comment upon receipt of the policy
- Pupil consultation – discussions are planned with secondary pupil representatives
- The policy was shared with the School's proprietor and ratified

4. Roles and responsibilities

The Proprietor - will approve this policy, and hold the School to account for its implementation.

The Proviseur and senior leaders - are responsible for ensuring that RSE is taught consistently across the School.

Staff - are responsible for:

- delivering RSE in a sensitive way;
- modelling positive attitudes to RSE;
- monitoring progress;
- responding to the needs of individual pupils;
- staff who have concerns about teaching RSE are encouraged to discuss this with the Proviseur

Pupils - are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. SEND pupils will be provided with appropriate support.

5. What is effective Relationships and Sex Education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of a stable and loving relationship.

It is also about the teaching of sex, sexuality, and sexual health as well as preparing pupils at school for opportunities, responsibilities and experiences of later life. It is not about the promotion of sexual orientation or sexual activity.

Our curriculum is also designed to support pupils growing up in an increasingly complex and digital world. Whilst the internet is an overwhelmingly positive development in our lives, it does present significant challenges, particularly for young people. The dominance of social media, the prevalence of cyber-bullying and the risk that children learn about relationships from untrustworthy sources – we aim to support pupils to make the right decisions and keep themselves safe and happy. The content and delivery of RSE at the School will be conducted in an age-appropriate way.

For further information on how we keep our pupils safe, consult our Safeguarding and children protection Policy.

Attitudes and values

Pupils are helped to examine the value of family life, marriage, and stable and loving relationships for the nurture of children. They are also encouraged to explore and consider moral dilemmas. RSE can also help pupils to develop a good self-image and high self-esteem, responsibility and the ability to make informed decisions.

Personal and social skills

RSE encourages pupils to manage emotions and relationships confidently and sensitively whilst developing self-respect and empathy for others. Pupils are taught to make choices based on an understanding of difference, with an absence of prejudice and learning how to recognise and avoid exploitation and abuse. It also provides opportunities to develop communication skills and assertiveness within a range of different situations.

Knowledge and understanding

RSE focuses on understanding physical development at appropriate stages. The pupils will explore: human sexuality, reproduction, sexual health, emotions and relationships. Pupils will also be provided with information on contraception and the range of local and national sexual health advice support services. Pupils will look at the reasons for delaying sexual activity, the benefits to be gained from such delay and the avoidance of unplanned pregnancy. This will provide an objective and balanced view of sexual matters, correcting any misconceptions and misinformation pupils may have gained.

6. Delivery of RSE at the School

How is relationships and sex education taught?

RSE is taught through the French National curriculum. For example, the Science curriculum will be used to deliver aspects that relate to biological and anatomical factors and *Education Morale et Civique* (moral education) will be used for the coverage of moral issues and online safety. In the secondary schools, the history and geography topics also cover *Education Morale et Civique* themes. RSE will be delivered through the PSHE programme in the British Section.

Some themes might also be covered in presentations to larger groups by external facilitators.

The school recognises the need to create a supportive and secure atmosphere where pupils can develop the confidence needed to talk, listen and think about relationships and sex education. In order to do this, teachers will:

- establish ground rules with pupils;
- emphasise the importance of mutual respect;
- encourage reflection;
- make pupils aware of the relevant persons to approach in the school.

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

These areas of learning are taught taking care to ensure that there is no stigmatisation of children based on their home circumstances.

Primary age children learn about relationships and secondary age pupils learn about relationships and sex education. We understand that teaching RSE in the secondary schools should build on the learning at primary school.

Staff that deliver RSE at the school will be provided with continuous professional development as necessary.

Teachers have resources to support teaching in the form of text books (at secondary school), and they can also use online resources such as Jigsaw.

Specialist support

The School also recognises that some aspects of RSE may be taught by specialists.

From time to time the School will invite professional health experts in to deliver themes relating to RSE.

These external providers will be asked to conform to the following:

- contribute to RSE at the invitation of the School, and external providers will be qualified to make an appropriate contribution;
- agree with the aims of the school in delivering its policy on RSE;
- when in class external providers will be supervised by a member of staff who will be present at all times;
- follow the School's safeguarding procedures if a disclosure occurs within the classroom setting;
- know and understand where their contribution fits into the School's programme for RSE.

Dealing with sensitive issues

There are training opportunities for teachers on handling controversial topics.
RSE is part of the School's provision for Spiritual, Moral Social and Cultural development.

The following are protocols for discussion-based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to publicly express their personal point of view on a sensitive issue;
- meanings of words will be explained in a sensible and factual way;
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer;
- it is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE;
- if at any point a disclosure is made by a pupil, it is the responsibility of the member of staff to follow the Schools' safeguarding and children protection policy and notify the school's Designated Safeguarding Lead or Deputy DSL.

7. Parental right to withdrawal from RSE

At primary level and secondary level, RSE is compulsory.

At secondary level, parents/carers have the right to withdraw their child from the sex element of RSE, unless the content is covered in the French curriculum. For further details see Sections 45-50 of the [RSE Statutory Guidance](#).

8. Procedure for monitoring and evaluating RSE

The policy and its implementation will be reviewed at least annually. Internal and external moderation will:

- evaluate the effectiveness of the School's programme;
- ensure the content is age appropriate.