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

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

Contents

Introduction

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 school makes a simple and honest commitment: to offer each child the best conditions in which to realise their academic potential, to be able to develop and thrive in a peaceful environment and achieve the level of excellence required to access their desired course even at the most competitive universities. We nurture each individual with care and help them build self-confidence – this remains our pledge to our families as much today as it has been for over a century.

At the School, we aim to prepare pupils for a healthy, responsible, and fulfilling life by addressing critical issues and fostering essential skills.

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.
- to provide a framework in which sensitive discussions can take place

Relationships Education

What pupils should know by the end of primary school (See Appendix 1)

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: (See Appendix 1)
- 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.

Documents that inform our RSE policy include:
Education Act (1996)
Learning and Skills Act (2000)
Education and Inspections Act (2006)
Equality Act (2010) Supplementary Guidance SRE for the 21st century (2014)
Keeping children safe in education – Statutory safeguarding guidance (2024)
Children and Social Work Act (2017)
Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (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 and through the PSHE 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.

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 Google Classrooms for age appropriate materials as suggested by the PSHE Association and a specialist full_time PSHE/RSE teacher (at secondary school), and they have access to further online resources such as Jigsaw. Our PSHE materials are guided by our Safeguarding data and statistics which are analysed by the Designated safeguarding lead and leadership team monthly

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. In this instance we would recommend a meeting with the proviseur adjoint to discuss the decision. The School will always look to engage in dialogue with any parent that is concerned about the content delivered to enable the child to learn all content from our curriculum as well as the statutory national curriculum. Secondary Parents/Carers have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until three 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. A copy of withdrawal requests should be placed in the student's educational record. If a parent or carer requests that their child be removed from 'sex education', the school will provide support by ensuring the child understands that if they have questions they may still speak with a member of staff directly.

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.

Schemes of work [planning] are monitored along with regular classroom visits or checks through Padlet displays and common assessment tools provided in each Google Classroom. This ensures that the quality of provision is monitored and improved where necessary. Students will have opportunities to review and reflect on their learning during lessons through baseline and end-of-unit reflections.

Student voice will be influential in adapting and amending planned learning activities. Focus groups and/or surveys will be conducted as part of annual review and monitoring processes

The RSE policy and curriculum are reviewed and monitored by the Designated safeguarding Lead, in liaison with the PSHE Committee and the PSHE leader and co-ordinator

The Designated Safeguarding Lead is Colette Shulver: dsl@lyceefrancais.org.uk

The PSHE lead across the French Section and primary liaison is Andrew Jones: ajones@lyceefrancais.org.uk

The PSHE lead/ co-ordinator across the British Section is Amy Fletcher: afletcher@lyceefrancais.org.uk

Please find below links to the PSHE/ RSE planning across our whole school

Primary:

https://drive.google.com/drive/folders/1kc3KV6Ug8bc0sdMMMxvup3DPazzuX_28?usp=drive_link
Collège:
https://drive.google.com/drive/folders/1MV8wLEkaYrUjV5Li3gfac8xrjbo-jt6J?usp=sharing
Lycée:
https://drive.google.com/drive/folders/1Olfa5v0Z8crBCaa6cMZGMl2tPGL09VpK?usp=drive_link

Links

PSHE Association Programme of study for KS1-5
https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935

https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf

Jigsaw
https://jigsawpshe.online/welcome

Relationships and Sex Education
Compulsory teaching of RSE
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education

Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise's website
https://sexwise.fpa.org.uk/

Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office
https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing

Consent: PSHE Association lesson plans
https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary:
https://www.stonewall.org.uk/get-involved/education/different-families-same-love

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers
https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17

Mental health
Mental health and emotional wellbeing lesson plans from PSHE Association
https://pshe-association.org.uk/topics/mental-health#resources-preview

MindEd educational resources https://www.minded.org.uk/

Online safety
Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages
https://www.gov.uk/government/publications/education-for-a-connected-world

Sexting advice from UKCCIS for schools
https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Thinkuknow is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs https://www.thinkuknow.co.uk/

Drugs and alcohol
Teacher training on drugs, alcohol and tobacco
https://www.gov.uk/government/publications/teacher-training-drugs-alcohol-and-tobacco

Extremism and radicalisation
Prevent Agenda
https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales

Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalisation
http://www.educateagainsthate.com/

Appendix 1: RSE Curriculum Statutory Content

By the end of primary school students should know:

Families and people who care for me
That families are important for children growing up because they can give love, security and stability
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
That marriage13 represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
How to recognise if family relationships are making them feel unhappy or unsafe, and how to

seek help or advice from others if needed.

Caring Friendships
How important friendships are in making us feel happy and secure, and how people choose and make friends.
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships
The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
Practical steps they can take in a range of different contexts to improve or support respectful relationships.
The conventions of courtesy and manners.
The importance of self-respect and how this links to their own happiness.
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

What a stereotype is, and how stereotypes can be unfair, negative or destructive.

The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships
That people sometimes behave differently online, including by pretending to be someone they are not.
That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
How information and data is shared and used online

Being Safe
What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
How to recognise and report feelings of being unsafe or feeling bad about any adult.
How to ask for advice or help for themselves or others, and to keep trying until they are heard.

How to report concerns or abuse, and the vocabulary and confidence needed to do so.
Where to get advice e.g. family, school and/or other sources

By the end of secondary school students should know:

Families
That there are different types of committed, stable relationships
How these relationships might contribute to human happiness and their importance for bringing up children
What marriage and civil partnerships are, including their legal status (e.g. that marriage and civil partnerships carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony)
Why marriage and civil partnerships are an important relationship choice for many couples and why it must be freely entered into
The characteristics and legal status of other types of long-term relationships
The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
How to determine whether other children, adults or sources of information are trustworthy; how to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships
The characteristics of positive and healthy friendships (in all contexts, including online), including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship

Practical steps they can take in a range of different contexts to improve or support respectful relationships
How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
That in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including people in positions of authority, and due tolerance of other people's beliefs
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying, and how and where to get help
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
What constitutes sexual harassment and sexual violence and why these are always unacceptable
The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
What to do and where to get support to report material or manage issues online
The impact of viewing harmful content
That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviour, can damage the way people themselves in relation to others and negatively affect how they behave towards sexual partners

That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail

How information and data is generated, collected, shared and used online

Being safe

The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships

How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

Intimate and sexual relationships, including sexual health

How to recognize the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship

That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing)

The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women

That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurizing others

That they have a choice to delay sex or to enjoy intimacy without sex

The facts about the full range of contraceptive choices, efficacy, and options available

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The facts around pregnancy, including miscarriage

That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
How the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
How the use of alcohol and drugs can lead to risky sexual behaviour
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Please note some of these outcomes will be achieved through the Science curriculum.

 For the whole PSHE/RSE curriculum planning , please refer

Primary:

https://drive.google.com/drive/folders/1kc3KV6Ug8bc0sdMMMxvup3DPazzuX_28?usp=drive_link

Collège:

 https://drive.google.com/drive/folders/1MV8wLEkaYrUjV5Li3gfac8xrjbo-jt6J?usp=sharing

Lycée:
https://drive.google.com/drive/folders/1Olfa5v0Z8crBCaa6cMZGMl2tPGL09VpK?usp=drive_link