RELATIONSHIPS AND SEX EDUCATION POLICY

1. INTRODUCTION

This policy is a 'stand alone' policy that comes under the umbrella of Personal, Social, Health and Citizenship Education (PSHCE). It is informed by and takes account of the **'Relationships Education, Relationships and Sex Education (RSE) and Health Education'** which came into effect in September 2020.

2. POLICY STATEMENT

At École Jeannine Manuel ("the School"), we believe that effective Relationships and Education (RSE) is essential if our pupils, as they grow, are to make responsible and well-informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life.

We recognise that our School plays a key role in preventative education through our whole-school approach which creates a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobic and sexual harassment.

We understand that there is statutory requirement for us to have such a policy compiled by the School.

We believe RSE should not be delivered in isolation, but be firmly rooted in our Personal, Social, Health and Citizenship Education (PSHCE) programme, supplemented by Science and other subjects of our taught curriculum.

The aims of this policy are to:

- Clarify what the School aims to achieve from RSE and why it thinks RSE is important.

- Give guidance to staff and outside visitors about the content, organisation and approach to teaching RSE by clarifying the content and manner in which RSE is delivered in the school.

- Inform parents and carers about what is taught at each stage of their child's schooling and about their involvement and rights pertaining to RSE.

Reviewed November 2022
Reviewed by Board of Governors
Linked policies: PSHCE Policy; Safeguarding Policy and Procedure; Anti-bullying Policy; Health and Safety Policy; Risk Assessment Policy; Equal Opportunities Policy; Educational Visits Policy; E-Safety Policy.

3.   DEFINITION OF RELATIONSHIPS & SEX EDUCATION

Educating pupils about relationships and sex gives them the skills required to be able to develop healthy and nurturing relationships throughout their lives. The term relationship, in this context, is not limited to intimate relations, but can include a variety of relationships from friendships to work relationships. RSE enables pupils to develop lifelong learning about the emotional, moral, physical and social aspects of growing up, relationships, sex, human sexuality and sexual health. The aim of RSE is to enable pupils to manage their online and offline academic, personal and social lives in a positive way which in turn enables them to make wise and informed choices throughout their lives. It seeks to enable young people to feel positive about themselves and confident about managing relationships of all kinds.

4.   RSE AT ECOLE JEANNINE MANUEL

We aim to provide our pupils with an age appropriate RSE programme that is tailored to their physical and emotional maturity, taking into account the age and cultural background of the pupils concerned. RSE programme is delivered within the school's tailored PSHE curriculum in regularly timetabled lessons and reinforced throughout the whole curriculum.

In Primary School, Relationships Education is built around five themes:

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

In Secondary School, students continue to develop knowledge on topics specified for primary as required and, in addition, cover the following themes:

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

Reviewed November 2022
Reviewed by Board of Governors
Linked policies: PSHCE Policy; Safeguarding Policy and Procedure; Anti-bullying Policy; Health and Safety Policy; Risk Assessment Policy; Equal Opportunities Policy; Educational Visits Policy; E-Safety Policy.

Pupils will be taught RSE within a framework which models and encourages the following values:

- Being honest with themselves and others;
- Developing a critical awareness of themselves and others;
- Learning to show tolerance, understanding, respect and care for others;
- Developing an awareness and belief in one's own identity; and
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation.

Our complete RSE Schemes of Work can be found at the end of this document (Annex A).

We believe that successful RSE can only be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, comfortable listening and participating, and where they have confidence and trust in the knowledge, ability and skills of their teachers.

5. CONTENT AND ORGANISATION

The organisation of RSE is no different from other curriculum areas. It is delivered through planned programmes within Science and PSHCE. Male and female pupils will be taught together; however, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups.

The intention is for all our pupils to achieve the age-related learning outcomes recommended by the DfE in their guidance entitled 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'.

Where visitors are invited to deliver aspects of the RSE programme, they will support, not supplant, the role of the teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

Aspects of RSE are encompassed within the ethos of the School and may be delivered through:

- PSHCE lessons
- Core and foundation subjects
- Assembly time and Form Periods
- Literacy/numeracy lessons

Reviewed November 2022
Reviewed by Board of Governors
Linked policies: PSHCE Policy; Safeguarding Policy and Procedure; Anti-bullying Policy; Health and Safety Policy; Risk Assessment Policy; Equal Opportunities Policy; Educational Visits Policy; E-Safety Policy.

- Focus days
- Theatre in Education visits
- Project/theme lessons
- The RSE programme will be delivered primarily by teachers. A range of teaching approaches will be used which include didactic and participatory methods, e.g. small group work for discussion, etc. Teachers will usually deliver RSE with support and guidance from colleagues and appropriate visiting experts.

6. How RSE is monitored and evaluated

The overview and co-ordination of the taught curriculum is the responsibility of the Head and the Senior Management Team (SMT) of the School. The RSE programme is monitored at regular intervals in order to evaluate and make adjustments as necessary. This is achieved through observations of teaching staff, an annual review of the programme of study, regular reviews of the RSE programme by the students and an annual review of the RSE policy.

7. Working with Parents & Right to Withdraw

The School will:

- Consult with parents, staff and governors on health education policy;
- Train all our teachers to teach RSE;
- Listen to the views of pupils regarding RSE; and
- Participate in local initiatives to support our RSE programme.

The School is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Through its RSE programme, the School has a role complementary to and supportive of that of the parents and we welcome parental engagement in relation to this programme. We value the feedback and opinions of our families and, as such, invite parents and carers to comment on this policy with any concerns of feedback that they may have.

Parents of pupils are allowed to request for their child to be withdrawn from some or all of the sex education programme delivered within RSE. Where parents would like to action this, a request must be made in writing to the relevant Head. Unless there are exceptional circumstances, the request will be granted up to three full terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the

Reviewed November 2022
Reviewed by Board of Governors
Linked policies: PSHCE Policy; Safeguarding Policy and Procedure; Anti-bullying Policy; Health and Safety Policy; Risk Assessment Policy; Equal Opportunities Policy; Educational Visits Policy; E-Safety Policy.

School will make arrangements to provide the child with sex education during one of those terms.

Please note that the right to withdraw only applies to the sex education programme and all students will be required to attend lessons on relationship education.

8. LESBIAN, GAY, BISEXUAL AND TRANSGENDER (LGBT)

In teaching RSE, the School will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. The Schools will comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

The School will ensure that all of our teaching is sensitive and age appropriate in approach and content. At the point at which the School considers it appropriate to teach their pupils about LGBT, the School will ensure that this content is fully integrated into our programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. We expect that all pupils will have been taught LGBT content at a timely point as part of this area of the curriculum.

9. PUPILS WITH SEN & DISABILITIES

RSE is made accessible to all pupils at Ecole Jeannine Manuel. This is particularly important when planning teaching for pupils with special educational needs and disabilities. Teaching is differentiated and personalised, and ensures accessibility through these means.

The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects.

10. EQUAL OPPORTUNITIES

RSE is inclusive of all students; they have an equal entitlement to RSE. The programme will be delivered in line with the School's Equal Opportunities policy within an atmosphere of

Reviewed November 2022
Reviewed by Board of Governors
Linked policies: PSHCE Policy; Safeguarding Policy and Procedure; Anti-bullying Policy; Health and Safety Policy; Risk Assessment Policy; Equal Opportunities Policy; Educational Visits Policy; E-Safety Policy.

mutual respect. The School community will ensure that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

Programme resources will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all pupils in the School.

11. SPECIFIC ISSUES

- **Personal Beliefs**

  The personal beliefs and attitudes of teachers will not influence their teaching of RSE.

- **Language and Ground Rules in Lessons**

  All staff teaching RSE will set ground rules in their classes. For example:

  - No one (teacher or pupil) will have to answer a personal question;
  - No one will be forced to take part in a discussion;
  - The only language used will be easily understood and acceptable to everyone in the class;
  - Only the correct names for body parts will be used;
  - Meanings of words will be explained in a sensible and factual way; and
  - Students will be involved in setting these rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role-play and speaking in the third person.

- **Dealing with difficult questions**

  A variety of strategies help in dealing with difficult questions. For example:

  - If a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents;
  - If a child makes a disclosure that causes the teacher concern then they should follow the School's Child Protection procedures (See 'Safeguarding Policy').

Reviewed November 2022
Reviewed by Board of Governors
Linked policies: PSHCE Policy; Safeguarding Policy and Procedure; Anti-bullying Policy; Health and Safety Policy; Risk Assessment Policy; Equal Opportunities Policy; Educational Visits Policy; E-Safety Policy.

Annex A – RSE Schemes of Work

These Schemes of Work follow the curriculum prescribed by the Department for Education in the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' statutory guidance which came into effect in September 2020.

Through these Schemes of Work, we acknowledge the value of contributing to a spiral curriculum which builds on previous learning. It should enable pupils to make positive choices about their sexual and emotional health, both now and in the future.

By the end of Primary School:

Families and people who care for me	Pupils should know: • 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 marriage 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	Pupils should know: • how important friendships are in making us feel happy and secure, and how people choose and make friends.

Reviewed November 2022
Reviewed by Board of Governors
Linked policies: PSHCE Policy; Safeguarding Policy and Procedure; Anti-bullying Policy; Health and Safety Policy; Risk Assessment Policy; Equal Opportunities Policy; Educational Visits Policy; E-Safety Policy.

	• 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	Pupils should know: • 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. • the importance of body confidence and self-esteem • 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.

Reviewed November 2022
Reviewed by Board of Governors
Linked policies: PSHCE Policy; Safeguarding Policy and Procedure; Anti-bullying Policy; Health and Safety Policy; Risk Assessment Policy; Equal Opportunities Policy; Educational Visits Policy; E-Safety Policy.

Online relationships	Pupils should know: • 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-toface 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	Pupils should know: • 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.

Reviewed November 2022
Reviewed by Board of Governors
Linked policies: PSHCE Policy; Safeguarding Policy and Procedure; Anti-bullying Policy; Health and Safety Policy; Risk Assessment Policy; Equal Opportunities Policy; Educational Visits Policy; E-Safety Policy.

By the end of Secondary School:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	Pupils should know:
	• 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 is, including their legal status e.g. that marriage 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 is 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: 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	Pupils should know:
	• 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.

Reviewed November 2022
Reviewed by Board of Governors
Linked policies: PSHCE Policy; Safeguarding Policy and Procedure; Anti-bullying Policy; Health and Safety Policy; Risk Assessment Policy; Equal Opportunities Policy; Educational Visits Policy; E-Safety Policy.

	- 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 that 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	Pupils should know: - 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 behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

Reviewed November 2022
Reviewed by Board of Governors
Linked policies: PSHCE Policy; Safeguarding Policy and Procedure; Anti-bullying Policy; Health and Safety Policy; Risk Assessment Policy; Equal Opportunities Policy; Educational Visits Policy; E-Safety Policy.

	• 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	Pupils should know: • 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	Pupils should know: • how to recognise 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 and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising 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. • the facts around pregnancy including miscarriage.

Reviewed November 2022
Reviewed by Board of Governors
Linked policies: PSHCE Policy; Safeguarding Policy and Procedure; Anti-bullying Policy; Health and Safety Policy; Risk
Assessment Policy; Equal Opportunities Policy; Educational Visits Policy; E-Safety Policy.

	• 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.

Reviewed November 2022
Reviewed by Board of Governors
Linked policies: PSHCE Policy; Safeguarding Policy and Procedure; Anti-bullying Policy; Health and Safety Policy; Risk Assessment Policy; Equal Opportunities Policy; Educational Visits Policy; E-Safety Policy.