

Collège Français Bilingue de Londres
("CFBL" or the "School" or "we")

CFBL Relationships and Sexual Education (RSE) Policy

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Introductory statement

This policy covers CFBL whole school approach to Relationships and Sex Education (RSE) within the curriculum.

We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

The CFBL believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

We define relationships education as the fundamental building block and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. It is also about establishing personal space and boundaries, showing respect and understanding for themselves and others.

Helping to prepare students for their adult life, RSE is based on the values of equality, tolerance and respect for oneself and others. It ensures respect for all beliefs.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by providing extra adult support and various teaching methods to suit all learners. We ensure RSE fosters gender equality and LGBT equality by challenging all forms of discrimination and bullying. As such, we are respectful as to how pupils would like to identify themselves, understanding that their sexual orientation and gender may be 'emerging'.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the *Children and Social Work Act 2017*. It will have due regard for the DfE's statutory *Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance*.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and

legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

The policy should be read in conjunction with other relevant policies:

- Anti-bullying policy,
- Behaviour and disciplinary policy,
- Child protection policy,
- PSHCE policy

Equality, inclusion and social justice

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice.

Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to an RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive Code Of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE.

An inclusive RSE at CFBL will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

Definition of relationships and sex education

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them:

- Provide a consistent standard of relations, sex and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

- 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
- Give pupils an understanding of reproduction and sexual development
- Provide students with objective information and scientific knowledge
- Identify the different dimensions of sexuality: biological, emotional, cultural, ethical, social and legal
- Develop critical thinking
- Promote a responsible individual and collective behaviour (prevention and protection of oneself and others)
- Publicize specific information, help and support resources inside and outside the school
- Prevent and reduce the risk of unwanted teenage pregnancy, forced marriages, sexually transmitted infections, HIV/AIDS,
- Fight against homophobic and sexist behaviour and sexual violence,
- Promote equality between men and women and prevent gender-based violence and cyberviolence

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

Subject Delivery

The RSE programme will be led by the class teachers and also supported by our school nurse.

All members of the educational community participate in the individual and social construction of children and teenagers. They help to develop respect and tolerance. This education integrates a reflection on the emotional, cultural and ethical dimensions of sexuality.

RSE is not a new discipline: it is developed through all teaching, in particular Biology (SVT), citizenship (EMC), History and Geography, French, English and pastoral care. It aims:

- the appropriation of knowledge,
- a better perception of the risks: teenage pregnancies, sexually transmitted infections, including HIV, but also the share of personal images on the Internet,
- the development of attitudes such as self-esteem, respect for others, solidarity, autonomy and responsibility.

RSE does not replace the responsibility of parents and families.

At primary school, the time devoted to RSE is the teachers' responsibility. The nurse can also be involved in some of the topics taught to the pupils. These times must be identified in the organisation of the class and be integrated into the lessons.

In secondary, at least three annual sexual education sessions are set up. They link and complement the various lessons given in class. The durations of the sessions and the size of the groups are adapted to each level. These sessions are organised by a team of volunteer and trained staff (teachers, pastoral care team, nurse...).

We are required to teach RSE as part of PSHE. RSE is also part of the French Curriculum in EMC (Enseignement moral et civique; Questionner le monde) and Science; this informs our content. 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).

Our school curriculum covers relationships and health, including puberty. The English national curriculum and the French curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The school needs to ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the English and French national curriculum for science - how a baby is conceived and born.

Year 6 teachers present the detailed content of what will be taught to the parents at the start of the year during parents-meeting.

Teachers ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. They will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

A brief summary of RSE content for each Cycle in these programmes is as follows:

Our RSE programme is an integral part of the French curriculum (Questionner le monde – Sciences – Enseignement Moral et Civique) and will cover the topics described above in the PSHCE section as well as the topics below :

• Cycle 1

- Pupils respect similarities and differences between people.
- Pupils learn about different emotions and feelings.
- Pupils learn about right and wrong and teasing.

• Cycle 2

- Pupils learn about animal life cycle.

- Pupils learn about healthy habits for our body (teeth, healthy food, physical activity, hygiene...)
- Pupils learn about healthy relationship with others with both children and adults.
- Pupils learn about fairness and unfairness.
- Pupils learn about persistence.

• **Cycle 3**

- Pupils learn about human life cycle.
- Pupils learn about Online safety.
- Pupils learn about race and ethnicity, gender stereotypes.
- **Year 6, with the support of the school nurse** : Pupils learn about how the body changes physically as they enter puberty and the associated emotions. Pupils learn to ask and answer questions about RSE with understanding and confidence.

Our RSE programme is inclusive of all children, needs and abilities. We will ensure RSE is matched to the needs of our pupils by listening to pupil voice and taking into account the needs and prior knowledge of every child through prior assessment.

• **Cycle 4**



Monitoring

We regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need. This is achieved by:

- Monitoring of teaching and learning by the Head Teacher and deputies
- Regular reviews at a year group and Cycle level of programmes taught

The policy will be reviewed by the school's leadership team in conjunction with Governors on a regular basis.

Answering pupil questions

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosity about themselves, their bodies and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

Safeguarding and child protection

CFBL acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in *Keeping Children Safe in Education*.

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced abuse.

We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In case of a disclosure, all staff have statutory training around child protection and will follow the school's safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will

be given to prevent them being affected by the scenarios or topics in their planned lessons.

Last review by management: 06.0.21