

LYCÉE INTERNATIONAL DE LONDRES

WINSTON CHURCHILL

(The “School”)

Policy #15b: Relationships and Sex Education policy (RSE)

Aims

Lycee International de Londres Winston Churchill aims not only to achieve high academic standards, but also to create an atmosphere of mutual trust, tolerance and trust among all staff and students, in which everyone feels safe and supported.

Students are encouraged to value themselves and others, and to understand how their actions and behaviour can affect others. We encourage students to be self-motivated and proactive, to contribute actively in our democracy, to contribute to our community (both that of the School and beyond) and to help safeguard our environment.

The following policy will be applied regardless of culture, faith or belief. All young people will be treated equally, regardless of race, creed or gender.

1. Statutory requirements

Under the Department for Education’s Statutory guidance ‘*Relationships Education, Relationships and Sex Education (RSE) and Health Education*’, Relationships and Sex Education (RSE) became statutory in all Schools from September 2020.

2. Definition

RSE aims to ensure the emotional, social and cultural development of our students, and involves learning about healthy relationships, healthy lifestyles, diversity, sexual health, sexuality, and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

3. How we approach RSE:

Lycee international de Londres Winston Churchill welcomes students and families from all over the world and from a variety of cultures. Lycee Churchill recognises the particular challenges that such a diverse community might entail in the context of RSE.

Additionally the School invites parents to regular information sessions to ensure that parents and carers are aware and understand the context of the British law and requirements on RSE. These sessions also ensure that the dialogue around RSE infuses the family's discussions at home.

The School strive to provide ample opportunities for discussion and a safe environment in which students can express themselves and ask sensitive questions:

Relationships and Sex Education (RSE) at our School explore (but is not limited to) the following aspects and ensure that students learn about them in an age-appropriate way that respects everyone's identity, maturity and differences of any kind.

- what are the different types of relationships and what they entail, including friendships, family relationships, intimate relationships, and dealing with strangers
- how to recognise, understand and build healthy relationships, including online relationships, that are based on self-respect and respect for others, commitment, tolerance and awareness.
- healthy relationships and safety online;
- how to manage conflict
- how to recognise unhealthy relationships and deal with them
- how relationships may affect health and wellbeing, including mental health;
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships

- How to set and express boundaries and consent.

The aims above are in line with the mission of Lycee Churchill that all students feel safe and respected, show respect for all, maintain a positive attitude and display high levels of commitment to being the best they can be.

4. How we deliver RSE

RSE is taught within the School's personal, social, health and economic education curriculum (PSHE) which is embedded in all of the subjects taught at Lycee Churchill. Every lesson might present an opportunity to discuss topics related to RSE and teachers and staff are encouraged to seize those opportunities. For example biological aspects of RSE, such as sex anatomy, body changes, etc, are taught within the science curriculum with additional sessions led by the school nurses. Some lessons will be coed, whilst sometimes certain sessions might benefit from being taught in separate gendered-groups.

The Head of School and Head of Wellbeing will also invite visitors from outside the School, such as doctors or sexual health professionals, to provide specific sessions to students.

Across all Key Stages and cycles, students will be supported with developing the following skills:

- Recognising and assessing potential risks
- Communication, including how to manage changing relationships and emotions
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work
-

Attitudes and values

- Recognition of values of family life, consistently stable and loving relationships for the nurture of children

- Respect for self others
- Exploration of moral dilemmas

Development of critical thinking Personal and social skills

- Self-confidence , self esteem and empathy for others
- Managing emotions and relationships confidently and sensitively
- Skills of choice to manage responsibility

Knowledge and understanding

- Emotions and relationships
- Physical development
- Sexuality, reproduction, sexual health
- Information on local and national contraception and sexual health services
- Reason for delaying sexual activity
- The avoidance of unplanned pregnancy

Primary Phase 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 including on peer on peer abuse
- Online relationships
- Being safe
- How to report something that makes them feel unsafe

Secondary Phase 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 media
- Being Safe
- Intimate and sexual relationships, including sexual health
- Peer on peer abuse
- Sexual violence and sexual harrassment
- How to report something that makes them feel unsafe

5. Equality and Inclusion

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, 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 curriculum and are mindful of the SEND 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.

In order to make sure pupils are able to access the learning in the classroom resources are differentiated for students with Education health care Plan (EHCP), PAP, PAI to address learning needs and to be given full access to the contents of the PSHE and RSE curriculum. The wellbeing team, learning support specialist and parents/carers may wish to work in partnership with the class teachers to tailor the curriculum for individual pupils.

We are a registered member of the PSHE association which provides RSE resources for all key stages and cycles: <https://www.pshe-association.org.uk>

6. Monitoring and Evaluation of RSE

Documents that inform our RSE policy include:

- Education Act (1996)
- Learning and skills Act (2000)
- Education and inspections Act (2006) of Equality Act (2010)
- Supplementary guidance RSE for the 21st century (2014)
- Keeping children safe in education - statutory safeguarding guidance(2021)
- Children and social work Act (2017)

Provision for RSE is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning by Senior Management.
- Regular reviews and surveys at a year group and Cycle level of programmes taught.
- Regular formal and informal discussions with students
- Assessment designed and conducted by the Wellbeing team and by teachers through departmental work.
- Assessment and progress in the expected behaviour

- Data collection and analysis of incidents related to RSE

7. Roles and responsibilities

The Governors

The Governors review and approve the RSE policy, and hold the Head of School to account for its implementation.

The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the School, and for managing requests to withdraw students from non-statutory components of RSE.

The Head of School and Head of Wellbeing will also invite visitors from outside the School, such as doctors or sexual health professionals, to provide support and training to staff teaching RSE.

Staff Members

Every employee of the School must be prepared to answer questions from young people related to RSE which is an inherent part of any young person's education. Regular training sessions are organised from time to time by the HR department during the CPD days and/or *Share & Tell* meetings. Staff are trained on the delivery of RSE and meet on a regular basis with Heads of Department during departmental time and on staff training days.

However the teachers and the Students' Wellbeing staff are principally responsible for:

- Delivering RSE in a sensitive, age-appropriate way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE
- Following the guidelines regarding safeguarding issues

The Wellbeing team sets part of their week aside for RSE teaching through class interventions. The remainder of the RSE curriculum is taught by other subject

teachers as part of the curriculum. Departments are expected to include RSE in their curriculum discussions and revisions, under the guidance of the Head of Department. 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 their Head of Department or the Head of School.

Students

Students are expected to engage fully and seriously in RSE and always treat others with respect, modesty, dignity and sensitivity when discussing issues related to RSE. Disrespect, derision or forms of intimidation will not be tolerated. This response is in line with our core values of Integrity, Awareness and Community.

Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of RSE, up to and until three terms before their child turns 16. After that point, if their child wishes to receive sex education rather than be withdrawn, the School will make arrangements to provide the child with sex education during one of those terms. There is no right to withdraw from Relationships Education or Health Education. The Department of education introduced a compulsory relationship and health education in 2020 for primary and secondary as it is a content s of these subjects such as family, friendship, safety, including online safety are important for all children to be taught.

Requests for withdrawal should be through a meeting with the Head of School. A copy of withdrawal requests will be placed in the student's educational record. The Head of School will discuss the request with parents and take appropriate action.

Appropriate alternative work will be given to students who are withdrawn from RSE.

Where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused

For more details on the curriculum:

<https://docs.google.com/spreadsheets/d/1QPzu0H5SaDNsNbR0KOKG0SjVhXUJB97ebrwUns-dFkk/edit?usp=sharing>

Policy created in 2020

Policy reviewed in:

- March 2023
- January 2023
- Nov 2021
- Sept 2020