

Anglo European School

Relationships and Sex Education (RSE) policy



Ratified by:	Full Governing Body
Date:	09/03/2022

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive and informed culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies and those of others
- To encourage the development of the Learner Profile attributes including 'knowledgeable', 'open-minded', 'kind', 'healthy' and 'reflective'
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2. Statutory requirements

The school is secular, co-educational 11-19 comprehensive school with a diverse intake in terms of ethnicity, faith, nationality, language and culture. There is a very clear expectation that all members of the community will recognise that others, with their differences, can also be right.

As a secondary school we must provide RSE to all students as per section 34 of the Children and Social Work Act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At the Anglo European School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a headteacher and the heads of Citizenship and Science considered the implications of the new guidance and considered what needed to be done over and above existing provision to comply with the new requirements. Appendix 2 was used as guidance.
2. A workshop involving staff from Citizenship, Food Technology, ICT, PE, RS and Science was held in order to audit and review our provision.
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations. It was also presented to the Staff Forum which is comprised of staff representatives and which meets termly.
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy. It was also discussed at the AGM of the Co-operative Trust as well as presented to the Trustees of the Co-operative Academy and at the Forum meeting of same where trustees, students, staff, parents, community and alumni are represented. Invitation to participate in the Forum can be viewed in Appendix 6.
5. Student consultation – Anglo Councillors were asked what they expected to get from RSE.

6. Ratification – the policy was shared with the Governors' Curriculum Committee and ratified by the Full Governing Body

7.

In particular: Staff Representatives Forum – 12th February 2020

AECT Forum – 27th November 2019

Leadership Team –

AESA Parental Forum – 3rd March 2020

4. Definition

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

5. Curriculum

Our curriculum is set out as per Appendix 5 which will be adapted as and when necessary. We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed.

6. Delivery of RSE

6.1 - The delivery

RSE is taught within the Personal Citizenship element of our Citizenship Education programme. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Studies (RS) and ICT.

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
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster carers/parents amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

RSE related themes are also delivered in the assembly programmes. (see Appendix 4)

6.2 – SEND

We will ensure that content will be made accessible to SEND students. Liaison will take place between teachers delivering specific RSE and the SENDCO/Associate SENDCOs and, if necessary, parents.

7. Roles and responsibilities

7.1 - The governing body

- The governing board will approve the RSE policy.
- The Headteacher will be responsible for its implementation.
- Subject leaders in relevant departments will be responsible for the day to day delivery of the policy and will report to their senior links.

7.2 - The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students if such a request is made. (see section 8).

7.3 - Staff

Staff are responsible for:

- Delivering RSE in a sensitive 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 components of RSE

Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. Although, they do not have the right to opt out of teaching it, the Headteacher will consider all concerns professionally and supportively and consider what further support training and guidance staff need to fulfill this aspect of their role.

7.4 - Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. - Parents' right to withdraw

The school expects all students to participate in the broad and balanced curriculum which is a hallmark of its ethos. This includes Relationships and Sex Education.

However, parents have the right to withdraw their children from the components of Sex Education within RSE up to and until 3 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. There is no statutory right to withdraw a student from any aspect of Relationships Education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. Such requests will lead to a meeting with a Headteacher when the following will be considered;

- a. The reasons for withdrawal.

- b. Any reasonable adjustments the school could make, short of withdrawal that would reassure the parents and/or the student.
- c. Whether the reasons for withdrawal raise any other concerns (eg safeguarding).
- d. Arrangements for completion of alternative work.
- e. The expectations the school has of any student who is withdrawn.
- f. Arrangements made by the parents to ensure their child's understanding of relationships and sex continues to develop.

Alternative work will be given to students who are withdrawn from Sex Education. Parents or carers will be asked to support the school in providing such work. Teachers will review such work but there is no expectation that it will be marked or formally assessed. It is likely that the students will need to be supervised in another lesson when their sex education lessons are scheduled. The school cannot guarantee that this will be in a lesson of the same year group or with a teacher known to the student being withdrawn.

A copy of withdrawal requests will be placed in the student's educational record. A Headteacher, or senior member of staff as delegated by the Headteacher will discuss the request with parents and take appropriate action.

9. - Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The school will also invite visitors from outside the school, such as school nurses or sexual health professionals, to deliver aspects of the curriculum and to support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher through: departmental reviews, learning walks, book looks and lesson observations. The school will also respond to positive comments from students and parents as well as any concerns or complaints that may be received.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every three years or as and when necessary. At every review, the policy will be approved by the Governing Body.

Appendix 1: AES Mission Statement



Mission Statement

The Anglo European School seeks to develop ambitious, resilient and principled young people who recognise their common humanity and who seek to create a better and more peaceful society through inter-cultural understanding and respect. We encourage our students to become active citizens who are internationally-minded, lifelong learners who understand that other people, with their differences, can also be right.

Aims of the school

<p><u>Excelencia:</u> To achieve academic excellence through a broad, balanced and inclusive curriculum enriched by a strong international dimension.</p>	<p><u>Interkulturell:</u> To develop in students a respect for their own culture and the culture of others whilst celebrating the rich diversity of languages, values and traditions.</p>	<p><u>L’Avenir:</u> To provide students with the linguistic, creative and social skills to move confidently beyond the boundaries of their own communities as they prepare for the next stage in their lives.</p>
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Pillars

Baccalaureate Curriculum	Languages	Visits and Exchanges	Citizenship	International Baccalaureate (IB) Philosophy
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Learner Profile

Inquisitive	Knowledgeable	Critical	Articulate	Principled	Open-minded	Kind	Courageous	Healthy	Reflective	Creative	Enterprising
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As learners we all strive to be:

Inquisitive: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding across a range of disciplines. We engage with issues and ideas that have local and global significance.

Critical: We are thinkers. We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Articulate: We are good communicators. We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Kind: We are caring. We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us. We are calm and considerate.

Courageous: We are risk-takers. We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Healthy: We are balanced. We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Creative: We express ourselves in a variety of ways and feel comfortable in doing so. We approach problems and challenges with an open mind. We like to be different and face our fears.

Enterprising: We enjoy working with people towards common goals. We show confidence and enthusiasm and are prepared to make thoughtful decisions.

We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. This Learner Profile is closely modelled on the Learner Profile of the International Baccalaureate Organisation.

Appendix 2: By the end of secondary school students should know (from the statutory guidance)

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 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

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail sentences • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • 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)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • 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 • 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

Appendix 3: Parent Form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of student		Tutor Group	
Name of parent/ carer		Date	
Reason for withdrawing from Sex Education within Relationships and Sex Education (RSE). Please note there is no statutory right to withdraw from any aspect of Relationships Education.			
<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> Please include arrangements you intend to make for alternative study </div>			
Any other information you would like the school to consider			
Parent's/Carer's signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion between Headteacher and parent/carer			
Date implemented:			
Monitored by:			
Date of Review:			

Appendix 4: Assembly themes related to, delivering or enhancing RSE (2021-22)

Assembly Schedule Year 7 -11 (RSE-related themes)		
<u>Week Commencing</u>	<u>Theme</u>	<u>Leader</u>
1 – 3 September	Smart Start - Ready Respectful Safe - Virtual	Year Leaders
6 – 10 September	Travel Safely and Respectfully	RDW / SNN
27 September – 1 October	Global Diversity Awareness Month	IJR / MGP
18 – 22 October	Positive Relationships	CLJ/AAW
15 – 19 November	Anti -Bullying	Year Leaders
29 November – 3 December	International Day for Persons with Disabilities	IJR / SNN
17 – 21 January	Ready Respectful Safe - Update	Year Leaders
24 – 28 January	Holocaust Memorial Day	History Dept
31 January – 4 February	LGBTQ+	SER
7 – 11 February	Safer Internet	RDW
28 March – 1 April	Autism Awareness	SXP
2 – 6 May	Being a good Citizen?	NHH/CPG
16 – 20 May	International Day for the Elimination of Racial Discrimination	IJR/RDW
27 June – 1 July	Our community and beyond	MJS

APPENDIX 5: List of planned themes taught as part of the School's RSE programme by subject.

In Citizenship:

Year 7:

- Friendships
- Bullying
- Children's rights
- Relationships with parents
- Romantic relationships (including different types of relationships/LGB)
- Legal status of relationships (marriage/civil partnerships etc)
- Trustworthiness of relationships
- Traits of positive and strong relationships
- Body changes: puberty

Year 8:

- Peer pressure/influence
- Crime and Safety Awareness Day (includes sexting and the law, exploitation and honour-based abuse)
- Diversity in the UK
- Prejudice and stereotypes
- Discrimination and persecution
- Recognising radicalisation and extremism (linked to Prevent)

Year 9:

- Conflict resolution theory
- Personal conflicts
- Internet safety and online grooming
- Social media: safe and private
- Sex in the media: pornography and its impact
- Biology of reproduction
- LGBTQ relationships
- Consent in romantic/sexual relationships
- Sexually transmitted infections (STIs) and how to avoid
- Pregnancy (including birth control)
- Relationship abuse

- Sharing sexual images: Impact and the law
- Cyber bullying
- Self-esteem and body image
- Child exploitation and trafficking

Key Stage 4 (core and GCSE cohorts)

- Bullying, prejudice, discrimination and behavior in the workplace
- Relationships and sex
- Marriage and civil partnerships
- Parenting
- Gangs
- Abusive relationships
- Forced marriage, FGM and honour-based abuse
- Harassment and social media
- Sex in the media (including pornography)
- Consent
- Sexually transmitted infections and prevention
- Fertility
- Abortion and pregnancy options (fostering/adoption)
- Body image
- Identity in the UK (including gender, sexual orientation, religion and ethnicity)
Equality Act 2010
- Development and recapping of key topics from Years 7-9

6th Form:

- Healthy relationships, consent, pressure and expectations
- Harmful relationships
- Sex and the media
- Risks associated with parties, clubbing and festivals
- Workplace relationships
- GDPR and online safety/security

In Science

Key Stage 3:

- The facts around pregnancy and human reproduction
- Implantation
- development of the foetus
- birth
- Puberty

Key Stage 4:

- The facts about the full range of contraceptive choices
- Hormonal and non-hormonal methods of contraception and how they work. Evaluation of methods of contraception.
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use)
- How HIV is spread, how it attacks the body and how it progresses to late stage HIV infection or AIDS. How gonorrhoea is spread, its treatment and how it can be controlled.

In Religious Studies:

Key Stage 3:

- Marriage as a rite of passage
- Respectful relationships (religious discrimination)

Key Stage 4 (GCSE students only):

- Religious and secular views of sex and sexuality
- Religious and secular views on sexual orientation
- Religious and secular views on gender and gender identity
- Religious and secular views on families
- Religious and secular views on marriage and cohabitation

ICT:

Key Stage 3:

- Social media safety, grooming/harm, age restrictions
- Privacy and data protection
- Cyber bullying

Appendix 6: Copy of invitation to parents to consult on RSE policy via the Parental Forum

Please do not reply to this email as the address is not monitored. See below for contact details.



Dear Parents/Carer,

Re: Parental Forum Reminder – Tuesday 3rd March 2020

Our next meeting is taking place on Tuesday 3rd March 2020 at 17:15 and will focus on how the school intends to deliver the new Relationships and Sex Education curriculum. If you wish to attend, then I would be grateful if you could confirm your attendance by emailing enquiries@aessessex.co.uk.

Yours sincerely

Mr S Newton

Associate Deputy Headteacher / Director of Sixth Form

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Dear Parents/Carer,

Re: Parental Forum survey opportunity

Following on from our first Parental Forum earlier this month on the topic of parental curriculum engagement, I would like offer the opportunity to parents who were unable to attend the meeting to voice their thoughts on some of the key questions discussed on the evening by completing a short survey, which they can access here: <http://bit.ly/3aYfeiA>

Our next meeting will take place on Tuesday 3rd March 2020 at 17:15 and will focus on how the school intends to deliver the new Relationships and Sex Education curriculum. If you wish to attend, then I would be grateful if you could confirm your attendance by emailing enquiries@aesessex.co.uk.

Yours sincerely

Mr S Newton

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Dear Parent/Carers,

Re: **Parental Forum, Tuesday 14 January 2020**

I am writing to invite you to a new initiative to further develop the ongoing partnership between the school and our parents. Throughout the rest of the academic year we will be running a series of Parental Forums which are designed to engage with parents and to hear their views on particular ideas that the school are looking to implement. These forums will take place before each of the AESA (Anglo European School Association) meetings in the Euro lounge at 5.15pm.

Our first meeting will take place on Tuesday 14 January 2020 and will focus on how we can improve the learning partnership between the school, students and parents through the curriculum. If you are able to attend then I would be grateful if you could confirm your attendance by emailing enquiries@aessesex.co.uk.

I will write to you once again once the dates and topics for discussion at the next Parental Forums have been confirmed.

Yours sincerely

Mr S Newton

Director of Sixth Form