

Anglo European School

Relationships and Sex Education (RSE) policy



Policy	
Received/first adopted*	
Origin	
Statutory/Non-Statutory	Statutory
Reviewed/approved* by Leadership Team	
Ratified/Reviewed* by Committee FGB/Curriculum/F&R/Personnel	Curriculum 13/10/2020
Ratified/Reviewed by FGB	02/12/2020
Published to Governor's area on Website	05/12/2020
Published in school	07/12/2020
Planned review date if any	13/10/2023
Reviewed	Every three years

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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'

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.
2. A workshop involving staff from Citizenship, Food, IT, PE, RE 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.
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

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 2 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

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 Education (RE), Physical Education, IT and Food.

Students also receive stand-alone sex education sessions delivered by a trained health professional.

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).

7. Roles and responsibilities

7.1 - The governing body

- The governing board will approve the RSE policy.
- The Headteachers 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 Headteachers

The Headteachers are 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 a Headteacher. Although, they do not have the right to opt out of teaching it, the Headteachers 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 Headteachers. 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 Headteachers 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 Headteachers 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

TOPIC	STUDENTS SHOULD KNOW
<p>Families</p> <p>AES Key Stage 3:</p> <p> a. Citizenship</p> <p> b. Religious Studies</p> <p> c. Science</p> <p>AES Key Stage 4:</p> <p> a. Citizenship</p> <p> b. Religious Studies</p> <p> c. Science</p>	<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 <p>Not covered</p> <p>Not covered</p>

TOPIC	STUDENTS SHOULD KNOW
<p>Respectful relationships, including friendships</p> <p>AES Key Stage 3:</p> <p> a. Citizenship</p> <p> b. Religious Studies</p> <p> c. Science</p> <p>AES Key Stage 4:</p> <p> a. Citizenship</p> <p> b. Religious Studies</p> <p> c. Science</p>	<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 <p>Not covered</p> <p>Not covered</p>

TOPIC	STUDENTS SHOULD KNOW
<p>Online and media</p> <p>AES Key Stage 3:</p> <p> a. Citizenship</p> <p> b. Religious Studies</p> <p> c. Science</p> <p>AES Key Stage 4:</p> <p> a. Citizenship</p> <p> b. Religious Studies</p> <p> c. Science</p>	<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 <p>Not covered</p> <p>Not covered</p>

TOPIC	STUDENTS SHOULD KNOW
<p>Being safe</p> <p>AES Key Stage 3:</p> <p>a. Citizenship</p> <p>b. Religious Studies</p> <p>c. Science</p> <p>AES Key Stage 4:</p> <p>a. Citizenship</p> <p>b. Religious Studies</p> <p>c. Science</p>	<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) <p>Not covered</p> <p>Not covered</p>

TOPIC	STUDENTS SHOULD KNOW
AES Key Stage 4: a. Citizenship b. Religious Studies c. Science	<p data-bbox="539 459 1234 488"><u>The facts about the full range of contraceptive choices</u></p> <p data-bbox="539 499 1899 528">Hormonal and non-hormonal methods of contraception and how they work. Evaluation of methods of contraception.</p> <p data-bbox="539 539 2024 596"><u>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use)</u></p> <p data-bbox="539 608 2096 665">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.</p>

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/carers			
Date implemented:			
Monitored by:			
Date of Review:			