

RELATIONSHIPS and SEX EDUCATION (RSE) POLICY

Reviewed and updated 01.09.2025

GENERAL PRINCIPLES

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour.

This policy covers the 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.

L'école bilingue 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 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.

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 equality by challenging all forms of discrimination and bullying.

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 and Sex Education (RSE) 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 discipline 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.

An inclusive RSE 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.

To cover the curriculum content outlined in the PSHCE policy, 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
- Fight against homophobic and sexist behaviour and sexual violence,
- Promote equality between men and women and prevent gender-based violence and cyberviolence

The RSE programme is primarily led by the class teachers.

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

RSE is also part of the French Curriculum in “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.

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.

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.

- 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.

In Year 6, 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. Year 6 teachers present the detailed content of what will be taught to the pupils 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.

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 considering the needs and prior knowledge of every child through prior assessment. The school 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 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.

Ref:

Statutory Guidance: Relationship Education (Primary), 13 September 2021

Children and Social Work Act 2017

Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance