Relationships and Sexuality Education Policy - Primary Sept 2023

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This document is also available in Welsh, and may be available in other formats on request.

Ysgol Hiraddug Relationships and Sexuality Education Policy

To be completed by the school:

Policy version number	1
Date Policy formally approved by Governing Body	21/09/2024
Date Policy becomes effective	25/09/2024
Review Date	September 2025
Signed (head teacher)	TL Hughes
Signed (chair of governing body)	
Information about this policy is available to parents/carers	On request
Well-being assessment completed and date	February 2025
Data protection impact assessment completed and date (if applicable)	N/A

To be completed by Denbighshire Education and Children's Services:

Policy developed by	Education and Children's Services
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Well-being assessment completed and date	20/02/2025
Data protection impact assessment completed and date (if applicable)	Not required

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Revisions since last version of policy

If this is a reviewed policy, please note where changes have been made.

Point	Changes made

Ysgol Hiraddug Relationships and Sexuality Education Policy

1. Introduction

1.1 Statement by the Governing Body

1.1.1 The governing body of Ysgol Hiraddug adopted this policy on 21st September 2023. This policy will be reviewed by the governing body in two years to ensure the policy is in alignment with the latest Welsh Government guidance and statutory regulations.

1.2 Introductory Statement

1.2.1 RSE has a positive and empowering role in learners' education and plays a vital role in supporting learners to form and maintain a range of relationships, all based on mutual trust and respect which is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and equity empowers learners to understand themselves, take responsibility for their own decisions and behaviours, and form relationships that are fully inclusive, reflecting diversity and promoting respect.

1.2.2 Our RSE will support learners to develop the knowledge, skills and values to understand how relationships and sexuality shape their own lives and the lives of others. Learners will be equipped and empowered to seek support on issues relating to RSE and to advocate for themselves and others.

1.2.3 The school will ensure that RSE is embedded in the school's values, rights and moral framework e.g. by showing respect for all learners, staff and the wider community, by celebrating differences, building healthy relationships and inclusion of sexual diversity.

2. Aims and objectives

2.1 Aims

2.1.1 RSE has a positive and empowering role in learners' education and plays a vital role in supporting them to realise the four purposes as part of a whole-school

approach. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and equity empowers learners to understand themselves, take responsibility for their own decisions and behaviours, and form relationships that are fully inclusive, reflecting diversity and promoting respect.

2.1.2 The aim of this policy is to ensure that our school fulfils the important role it has in creating a safe and empowering environment that supports our learners' rights to enjoy fulfilling, healthy and safe relationships throughout their lives. This is critical to building a society which treats others with understanding and empathy, whatever their ethnicity, social economic background, disability, or sex, gender or sexuality.

2.2 Objectives

On adopting this policy our school will have: -

2.2.1 A developmentally appropriate scheme of work based on learner consultation, that is regularly evaluated and reviewed

2.2.2 Have confident and competent staff to deliver the scheme of work

2.2.3 Embedded RSE using a whole school approach into the school's ethos

3. Legal context

3.1 Welsh Government RSE Code

3.1.1 The Welsh Government RSE Code contains the mandatory requirements. The teaching and learning within our whole school RSE programme encompass the mandatory elements outlined within the Code. Our school has therefore planned and developed a comprehensive, inclusive, developmentally appropriate whole school teaching and learning programme for RSE which conforms with the Code. This policy details our whole school approach to RSE.

3.2 Right to Withdraw

3.2.1 RSE is a mandatory requirement in the Curriculum for Wales 2022 for all learners from age 3 to 16 years. It is specified within the RSE Code that there is no right to withdraw learners from any part of RSE.

4 Links to other national guidance and school policies

4.1 This policy is in alignment with the latest Guidance from Welsh Government:

4.1.1 Curriculum for Wales Guidance

4.1.2 The Curriculum for Wales – RSE Code, 2022

4.1.3 Keeping Learners Safe

UK Government

4.1.4 Equality Act 2010

4.1.5 This policy is created in conjunction with other policies, including: Confidentiality, Safeguarding, Child Protection and the Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015.

School Policies

Confidentiality
Safeguarding
Engagement and Behaviour

5. How the policy was developed

5.1 The model policy was developed using the RSE code (2022) by an independent consultant at Teach Health 4 Kids. The model was consulted on with head teachers and teaching unions. A wellbeing Impact Assessment was also completed.

5.2 This policy encompasses the school's approach to RSE. It has been approved by the Senior Management Team through consultation with staff and governors.

5.3 Provision to teach relationships and sexuality education has been discussed by staff and the governing body in formal meetings. The consensus was that a formal policy would be adopted to ensure consistency of approach to delivery and to provide guidance where needed. This policy has been adopted by all schools within our local cluster following formal discussions between the headteachers of each school. This ensures consistency of approach to curriculum delivery to all learners across the local area.

6. Roles and responsibilities

6.1 Governing body

6.1.1 By adopting this policy, the governing body of Ysgol Hiraddug recognises its responsibility for ensuring the policy is implemented effectively, that RSE is adequately resourced, staffed and delivered using a cross-curricular approach and ensures that the school fulfils its legal obligations.

6.2 Head teacher

6.2.1 It is the head teachers' responsibility to implement the policy across the school and support staff in the delivery of RSE.

6.2.2 Our school recognise that Professional learning is a key requirement for high-quality RSE. The school will facilitate that all teaching and associated members of staff receive appropriate RSE training in order to ensure our whole school RSE programme is effective, includes cross curricular elements, is developmentally appropriate and meets the needs of our learners. Training is available to all staff in the delivery of the RSE curriculum through pre recorded sessions arranged by the local authority.

6.3 Staff

6.3.1 Our school's SLT will support all teaching and associated members of staff to access professional learning opportunities which will assist to develop their confidence, knowledge and skills in RSE.

6.4 Parents / carers

6.4.1 The school recognises that parents/carers are crucial to the success of the RSE programme. The school therefore provides information about what is delivered and provides opportunities for parents/carers to comment on policy and practice through relevant information being sent to parents. The RSE policy is available to view on the school's website.

6.4.2 Parents/carers are welcome to make arrangements to visit the school if they wish to view and discuss the materials and resources used in the RSE lessons.

6.5 Learners

6.5.1 In order to support learners to realise the four purposes within the Curriculum for Wales, learner voice is central in developing our RSE curriculum. To ensure our RSE curriculum meets the needs of our Learners we provide opportunities for them to comment on the school's RSE policy, schemes of work and lesson content by undertaking consultation activities with all classes ahead of every topic.

6.5.2 We continuously consult with our learners at the end of lessons, activities and programmes in order to ensure appropriateness of our provision and that the resources and outside agencies used are relevant, developmentally appropriate, inclusive and sensitive for learners' needs. We will act upon any recommended amendments as appropriate.

6.6 Other professionals

6.6.1 **Working with specialist external agencies**

In order to enhance and enrich our RSE provision, the teaching will occasionally be supported by external agencies e.g. Stonewall, Viva, school nurse, health professionals, NSPCC, Spectrum Hafan Cymru etc.

6.6.2 These agencies will be carefully selected and the school will ensure that all relevant school policies are adhered to regarding visitors to schools. The school will also need to ensure that the resources used by the agencies will be developmentally

appropriate for the learners. They will also be made aware that a member of the school staff will be present throughout the lesson/activity/presentation.

7 Curriculum

7.1 Curriculum Design

7.1.1 Our RSE curriculum will be taught through cross-curricular themes and it will be interlinked within all Areas of Learning and Experience as appropriate. This will allow learners to make connections between their learning in RSE and the wider curriculum, understanding historical, cultural, geographic, physical, political, social and technological perspectives and influences on RSE issues.

7.1.2 The mandatory content of the RSE Code is set within three broad and interlinked learning strands, namely:

1. Relationships and identity - this strand focuses on:

- the range of relationships that human beings have throughout their lives

- how identity can be shaped by our relationships and sexuality

- the importance of human rights in securing healthy, safe and fulfilling relationships
- in an inclusive society.

2. Sexual health and well-being - this strand focuses on:

- learning about how living things grow, reproduce and have a life cycle

- developing an understanding of the human body, including people's feelings about their bodies and how these can be represented

- the health issues related to relationships and sexuality

- an understanding of how sexuality and sexual health affects our well-being.

3. Empowerment, safety and respect - this strand focuses on:

- learners' rights to safety and protection and freedom from harm and discrimination

- how and where to seek information, help and support

- how to support and advocate for the rights, fair treatment and respect of all.

7.1.3 The learning strands of teaching and learning are set in three broad developmental phases as follows:

- Phase 1: from age 3
- Phase 2: from age 7
- Phase 3: from age 11

7.1.4 Our SLT will communicate with all primary and secondary cluster schools to ensure effective progression from Phase one, two and three and is developmentally appropriate with all our learners.

7.1.5 The planning, teaching, evaluating and monitoring of the school's RSE programme is undertaken by teachers and the SLT in our school.

7.1.6 To ensure that our whole school RSE curriculum is developmentally appropriate we consider a range of factors including learners':

- age, knowledge and maturity
- additional learning needs
- social, physical, emotional and cognitive development and needs
- needs of similar ages may differ.

7.2 RSE Provision through a whole school scheme of work

7.2.1 Our whole school RSE provision is detailed within a scheme of work document and it is available in school. This document specifies how we manage, organise and embed RSE throughout our whole school curriculum in alignment with the progression steps within the Curriculum for Wales and the phases within the RSE Code. The resources used are selected for their suitability and are reviewed for their effectiveness following their use by teachers and the lead RSE member of staff.

7.2.2 Health and wellbeing support services for learners

Within our RSE provision learners will be informed of appropriate health and wellbeing support services and how to access them.

7.2.3 Answering learners' questions

Learners will have opportunities to ask confidential/anonymous questions when appropriate by using an anonymous question box. We view questions as a positive sign that learners are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

7.2.4 Questions will be answered sensitively and in a developmentally appropriate manner for learners.

7.2.5 Our staff will not be expected to answer all questions if they believe some to be inappropriate. They will not be expected to answer any personal questions about themselves and they will not ask learners direct personal questions that could make either party vulnerable.

8 Confidentiality and safeguarding

8.1 Safe Learning Environment

8.1.1 The school will ensure a safe learning environment for teachers, staff and learners by establishing and agreeing to the school's class agreements/rules. The class agreements are noted within the whole school mapping schemes of work document.

8.1.2 Learners will be made aware of confidentiality matters and that any safeguarding disclosures will not be kept and will be shared in accordance with our school's safeguarding procedures.

9. Information sharing and GDPR

9.1.1 The school shall at all times comply with its duties under the Data Protection Act 2018 when processing personal information in delivering RSE.

10. Equality

10.1 As an employer and provider of services we will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language. All learners, their parents/carers, volunteers, staff and school governors are valued and will be treated with dignity and respect. In order to make sensitive and well-informed professional judgments about a learner's needs and a parent/carers capacity to respond to their child's needs, it is important that school staff are sensitive to differing family patterns, and lifestyles and to child rearing patterns that vary across different racial, ethnic and cultural groups. The school will not tolerate any form of discrimination, harassment or victimisation. We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

10.2 Please refer to our current School Strategic Equality Plan for further information.

11. Complaints

11.1 Should an issue arise which you may be unhappy with, please discuss this with your child's class teacher in the first instance and they will do their best to find a solution. Should this issue remain unresolved, it should then be escalated to the headteacher.

11.2 Please refer to the school complaints policy.

12. Monitoring and review

12.1 The headteacher and governing body will be responsible for monitoring this policy.

12.2 The policy will be monitored in many ways, e.g. reviewing data, questionnaire feedback, reports etc.;

12.3 This policy will be reviewed in accordance with our school development plan. This will be every 2 years, or sooner should the need arise or if new guidance is made available.

13. References

13.1 Teach Health 4 Kids – This model policy has been developed from a Teach Health 4 Kids model policy.

13.2 Welsh Governments RSE Code

https://www.gov.wales/curriculum-wales-relationships-and-sexuality-education-rse-code

13.3 Curriculum for Wales

https://hwb.gov.wales/curriculum-for-wales