



Relationship and Sexuality Education Policy 2022

Agreed by Governing Body on 6th April 2022

(RSE) Relationship and Sexuality Education

At Ysgol Cedewain we are committed to the health, safety and wellbeing of the whole school community. The school actively promotes and encourages healthy lifestyles through implementing a whole school community approach to Sex and Relationships education.

At Ysgol Cedewain, RSE will be taught within the context of the Progression Steps of the New Curriculum for Wales and the PSE Framework for Wales, as well as the specific objectives at the school.

The governors and staff of Ysgol Cedewain believe that RSE is essential if young people are to make sensible and well informed decisions about their lives and we also endorse that:

'RSE should enable learners to understand the importance of a stable, secure and loving environment for family life and the nature of marriage and its importance to family life and the bringing up of children. In a diverse society, learners will come from a variety of backgrounds and Welsh Assembly Government recognises that there are committed and mutually supportive stable relationships outside of marriage. Teachers should be sensitive and respect differences, ensuring that there is no stigmatisation of children and young people based on their home circumstances. (WAG Circular No. 019/2010)

Parents and carers are informed of the Sex and Relationship curriculum their child is following and may request that their child is withdrawn from these lessons.

The broad aims of RSE should be to support Learners to:

Early Years (PS 1, PS2)

- value themselves
- recognise and communicate their feelings
- form friendships and relationships

And to understand the:

- reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth
- range of their own and others' feelings and emotions
- importance of personal safety and what to do or to whom to go to when feeling unsafe

PS 2 PS 3 PS 4 PS 5

- develop confidence and respect towards themselves and their relationships with others**
- understand the importance of stable, secure and loving relationships**
- develop a responsible attitude to sexual relationships**
- understand the laws relating to sexual behaviour**
- acknowledge the consequences and risks of sexual activity, including unplanned pregnancy and sexually transmitted infections (STIs)**
- understand the links with other risk-taking behaviours, including the potential risks of online social networking**
- recognise cultural and social influences and resist unwanted pressure**
- negotiate their emerging sexual identity with confidence**
- know about the methods and availability of contraception and the prevention of STIs**
- understand the responsibilities of being a parent**
- know how to get consistent, appropriate information on sexual health and well-being from a range of agencies**

The expected outcomes for learners in Ysgol Cedewain, having received RSE, are that:

- 1. When developing sexually, children and young people will understand bodily changes, manage sexual feelings and enjoy safe, healthy and happy personal relationships**
- 2. Children and young people will be able to explore their feelings, develop self-awareness, self-respect and self-esteem.**
- 3. How to take care of themselves, their personal hygiene and safety**
- 4. Gain awareness that all individuals are of equal value and learn to acknowledge, respect and value individual and cultural similarities and differences.**
- 5. Learn to value the right of individuals to their own lifestyle and beliefs.**
- 6. To develop the children's confidence, assertiveness, sensitivity and develop empathy to the needs of other.**
- 7. To develop the ability to challenge stereotypes, prejudice and discrimination related to culture, gender or disability**

Delivery of the RSE curriculum-

Within the junior school areas, RSE must be delivered at a level appropriate to the need of the individual pupils. It is believed that as one of the most significant people in our younger pupil's life and the one in the best position to build a trusting relationship with the child, the class teacher would be considered the most appropriate person to provide such a learning environment. Others can support the class teacher. In the senior department sex education should be delivered by every class teacher as part of the PSE programme, building on strong curriculum links through RE and science. Learners questions should be answered sensitively without reflecting personal prejudices which the teacher may have. The child's religious and cultural background should be considered as they may have a bearing on the discussion of sexual issues.

There is no specific fixed amount of time within the curriculum that should be given solely to the delivery of RSE, it is evident through all Welsh assembly documentation that the coverage is statutory though only specifically to those of secondary school age. 1.17 of the WAG Sex and Relationships education in schools states 'special schools must include provision for sex education for all registered pupils who are provided with secondary education at the school.'

The following is an indicator of content of what learners should be given the opportunity to understand and learn during each Progression Step- this is a continuum of progression within the New Curriculum for Wales.

Early Years and Sensory: Aiming towards PS 1, PS 1, PS 2

Personal and Social Development, Well-being and cultural Diversity

Personal development

Become independent in their personal hygiene needs and to be more aware of personal safety

Express and communicate different feelings and emotions - their own and those of others

Appreciate what makes a good friend

Moral and spiritual development Well-being

Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate

Be aware of their own feelings and develop the ability to express them in an appropriate way

Social development

Form relationships and feel confident to play and work cooperatively

Value Friends and families and show

Personal development cont..

Understand the relationship between feelings and actions and that other people have feelings

Knowledge and Understanding of the World
Myself and other living things

Learn the names and uses of the main external parts of the human body and plants.

Identify the similarities and differences between themselves and other children

PS 3 PS 4

PSE framework SRE

The reasons for the physical and emotional changes which take place at puberty (to include conception, pregnancy and birth)

The range of their own and other's feelings and emotions

How to distinguish between appropriate and inappropriate touching

The importance of personal safety

What to do or to whom to go when feeling unsafe

Science SRE

The names, positions, functions and relative sizes of human organs

PS 3 PS 4

PSE framework SRE

The law relating to aspects of sexual behaviour

Contraception, sexually transmitted infections and HIV within the context of relationships

The features of safe and potentially abusive relationships (Spectrum workshops)

The role of marriage, the importance of stable family relationships and the responsibilities of parents

The range of emotions they experience and how to develop strategies for coping with negative feelings

The benefits of accessing different sources of information, support and advice

PS 5

PSE framework SRE

The range of sexual attitudes, relationships and behaviours in society

The importance of sexual health and the risks involved in sexual activity including potential sexual exploitation

The features of effective parenthood and the loss and change in relationships

Statutory and voluntary organisations which support health and wellbeing

How to access professional health advice

The factors that affect mental health and ways emotional wellbeing can be managed

Science SRE

The basic structure and function of some cells, tissues etc and how they support life

Accredited courses

ESW (Essential Skills Wales)

Agored ASDAN

PS 5

PSE framework SRE

How to critically evaluate personal lifestyle choices in the context of physical health and emotional well-being, considering the short and long-term consequences of such decisions

The need to exercise responsibility for personal and group safety in social settings

The potential consequences of sexual activity for themselves and personal relationships

The life experiences which enhance or damage self-esteem and explore how best to cope with the demands of such situations

The role the state in promoting public health and emotional well-being

Accredited courses

All about Me

Growing Up

Personal Progress

Resources

At Ysgol Cedewain, used resources include Relationship and Sexuality Education for Primary Schools- developed by Powys Healthy Schools. See attached as well as Healthy Schools Powys Sign Post Guide and Progression Steps 'Healthy Relationships are fundamental to our Wellbeing'.

NSPCC Pants Hafan Cymru- Spectrum

Samaritans DEAL Bloom

New resources are brought to the attention of SRE and SMT leads.

At Ysgol Cedewain, personal beliefs and attitudes of teachers will not influence the teaching of SRE. We will aim to ensure that appropriate consistent language is used by teachers and health professionals contributing to the SRE programme and learners are encouraged to use the same terms during lessons. It's important to understand the varying needs of the pupils and resources that may require gathering prior to the sessions to support the learners level of understanding and communication (Makaton, symbols, PECs, social stories and communication aids).

Specific topics- Within the Early Years, Sensory and acknowledging individual pupil needs, the following issues will be dealt with:

- Names for parts of the body

Primary aged learners are expected to learn the names and uses of the main parts of the human body, it is helpful to clarify the appropriate language that is used in the delivery. It is encouraged that biological terms will be used; family names will not be used, in order to avoid confusion.

- Appropriate and inappropriate touching

An important aspect of SRE is learning about what is acceptable behaviour in different situations. The PSE framework suggests that during Progression Step 2, learners should be given opportunities to understand how to distinguish between appropriate and inappropriate touching. The reasons for this are to reduce children's vulnerability and abuse and to ensure that they themselves do not act in an abusive way.

Schools should ensure that learners:

- Know to talk to a trusted adult about any feelings that trouble them
- Have access to relevant helpline numbers, websites and organisations.

The following issues will be dealt with from Early Years and throughout, which is appropriate to the learner:

- Puberty Boys- and girls need to be prepared for puberty so that they have the knowledge and confidence to manage the physical and emotional changes. All children need to know about puberty before they experience the onset of physical and emotional changes.
- Menstruation- Both boys and girls should learn about menstruation with sensitive and adequate arrangements being made available to help girls cope with menstruation (sanitary protection and suitable disposal facilities).
- Online safety- As online social networking opportunities increase, children and young people need to know how to use the internet and mobile technology safely and responsibly. Specifically, pupils need to be aware of: -the potential risks of the online environment -what to do and to whom to go when feeling unsafe

The following issues will be covered only within 14-19 provision:

- Contraception- Effective SRE in Secondary schools has an important role to play in reducing teenage pregnancies. SRE combined with access to services can increase contraceptive use and reduce teenage pregnancy. Learners will be given full information about different types of contraception, including emergency contraception, and their effectiveness. These sessions will be taught as part of

the curriculum but can be repeated or developed further as and when required. Additional guidance will be given on how to obtain confidential advice, counselling and, where necessary treatment. A balance should be struck between observing the law and the need for sensitive counselling and treatment.

- **Abortion / Termination-** The SRE programme should enable Learners to know and understand abortion, appreciate the validity of opposing views, and develop the communication skills to discuss it with parents and health professionals. The religious convictions of pupils and their parents should be respected.
- **Safe sex and STIs including HIV/AIDS-** Learners will be given factual information and knowledge about safer sex (the use of condoms) and STIs including HIV/AIDS which will enable them to become effective users of services that help prevent/treat STIs and HIV/AIDS, understand risky behaviour and develop assertiveness skills for negotiating relationships and avoiding being pressured into unwanted or unprotected sex (this should link with issues of peer pressure and other risk taking behaviour such as substance misuse and alcohol).
- **Sexual Orientation-** Learners are encouraged to develop an understanding and respect for others regardless of their developing sexual orientation. They should be encouraged to respect and recognise diversity and differences in human life.

Teachers and learners will be informed that some information cannot remain in confidence and this is always the case where to keep confidentiality may risk harm to the learner or another person. Where a pupil discloses anything which may have a bearing on abuse of a sexual or any other nature, the school's Child Protection procedure must be followed. This will necessarily mean telling other adults. Teachers need to make this clear to pupils in a sensitive way. The simple rule is: never promise confidentiality.

Where child protection is not an issue but information needs to be passed on for the pupil's own good, the teacher concerned will discuss with the pupil first who to tell and what might happen as a result. Wherever possible, pupils will be encouraged to seek help first from their parents. All teachers should be reminded that they have a duty to follow the All Wales Child Protection Procedures / Ysgol Cedewain's child protection policy protocol if there is suspicion that child or young person may have suffered or be at risk of suffering significant harm.

Implementation of this policy will be monitored by the SRE Lead, Head teacher and members of the governing body and should be reviewed and up-dated on a regular basis.