



Relationships and Sexual Education Policy

ADOPTED ON : 15/03/2022

Signed by Chair of Governors

Article 15:

You have the right to meet with friends and join groups and clubs, as long as this does not stop other people from enjoying their rights.

Article 19:

You have the right to be protected from all forms of violence, anuse, neglegt and bad treatment by the people who look after you.

Article 34:

You have the right to be protected from sexual abuse.

Relationships and Sexual Education Policy

Introduction

What is Relationships and Sexual Education (RSE)?

Relationships and Sexual Education is a positive and protective part of the Curriculum for Wales. It plays a central role in supporting learners' rights to enjoy fulfilling, healthy and safe relationships throughout their lives.

A rights and equity based RSE curriculum helps ensure that all learners can develop an understanding of how people's faith, beliefs, human rights and cultures are related to all aspects of RSE and how these rights can contribute to the freedom, dignity, well-being and safety of all people. Therefore, as a school we should discuss RSE in the context of the Rights protected by the United Nations Convention on the Rights of the Child.

RSE should 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 should be equipped and empowered to seek support on issues relating to RSE and to advocate for self and others.

RSE is a mandatory requirement in the Curriculum for Wales for all learners from age 3 to 16 ("the Act"). This means that all learners must receive this education. There is no right to withdraw from RSE in the new curriculum. However, the new curriculum is being phased in, therefore, some pupils may still be withdrawn from RSE pending the new curriculum arrangements being rolled out to their school year.

The Act requires that the RSE provided must be developmentally appropriate for learners. Therefore, schools and settings must take account of a range of factors such as the learner's age, knowledge and maturity and any additional learning needs. The RSE needs to be developmentally appropriate for each learner.

Aims and objectives

We provide opportunities for children to learn about:

- the physical development of their bodies as they grow into adults;
- respect for their own bodies and that of others
- the importance of family life, friends and the wider community
- moral questions;
- relationship issues;
- respect for the views of other people;

Delivery of Relationships and Sexual Education

Mandatory Code

The mandatory code must include the content in three broad strands that can be inter-linked.

- Developing and expressing identity and forming relationships;
- Understanding sexual health and well-being;
- Fostering safety and respect, being valued and supported.

The approach to RSE should ensure that all learning and educational experiences will be sequenced and reinforced across the continuum. It should support and build on each learner's knowledge, skills and values in appropriate ways throughout their development and create safe and empowering environments which build on learners' experiences both within and beyond the educational setting providing positive alternatives to some learners' experiences.

RSE is part of a whole-school approach and coordinated across the curriculum. At times, RSE requires specialist expertise, time and resources to ensure a supportive environment where all are safe to discuss and learn about issues which may be sensitive or challenging.

In order to equip learners with skills for life, all learners need to see themselves, their families, their communities and each other reflected across the curriculum and can learn to value difference and diversity as a source of strength.

RSE should be protective and preventative, considering how learners might need to be supported to:

- understand and cope with change, conflicts and pressure;
- have the knowledge to recognise discrimination and violence, including Violence against Women and Domestic Abuse and Sexual Violence;
- seek help and advice where appropriate;
 - respond to and be respectful of the lived experiences of learners;
 - develop learners' awareness and understanding of different identities, views and values and a diversity of relationships, gender and sexuality, including LGBTQ+ lives.

At the end of Key Stage 2, we place a particular emphasis on health education as many children experience puberty at this age. Children learn:

- The knowledge and understanding of how reproductive organs develop in a human body and the processes of reproduction, including what supports menstrual health and wellbeing.
- The knowledge and understanding of how puberty triggers significant physical, emotional, social, and cognitive changes for everyone.
- The skills needed to manage self-care, personal hygiene and the importance of menstrual well-being and reproductive health for everyone.

We liaise with the Local Health Authority to access suitable teaching materials to use within the lessons, such as the SENSE DVD.

The role of Parents

The school believes that the parents / carers play a key role in their children's relationships and sexual education. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we will:

- inform parents about the school's relationships and sexual education policy and practice;
- answer any questions that parents may have about the relationships and sexual education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationships and sexual education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;

The role of Other Members of the Community

We encourage members of the Local Health board in particular the school nurse, Police Liaison Officer 'School Beat' as well as the LEA to provide advice and support to our pupils regarding relationships and sexual education. These professionals give us valuable support with our programme.

Confidentiality

Teachers conduct relationships and sexual education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Safeguarding Officer. The matter will then be dealt with in consultation with safeguarding professionals. (See also Safeguarding and Child Protection Policy.)

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our relationships and sexual education policy, and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The head teacher liaises with external agencies regarding the school relationships and sexual education programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Designation / Name	Signature	Date
Chair of Governors		
Headteacher		