



If you can dream it...
Ysgol Bae Baglan

Ysgol Bae Baglan Relationship and Sexuality Education (RSE) Policy

MONITORING AND EVALUATION OF POLICY

This policy will be reviewed annually.

Date passed by Governing Body: 3/12/25

Chairman *E.V. Ureman*

Mission Statement

Our aim is to create an environment where young people are able to acquire knowledge, develop essential skills and gain emotional confidence in a safe and caring environment, to enable them to engage in meaningful and rewarding relationships with others.

Rationale

The school recognises that some young people are able to discuss the issues of relationships and sexuality openly with their parents. Equally, school is aware that for a significant proportion of the young people within its community, this will not be the case. Additionally, issues of culture, parental understanding and a child's educational needs may also mean that the school curriculum is the main source of information on these matters for our pupils. RSE is a life-long process. It encourages the physical, moral and emotional development of the individual. The child's right to information includes information surrounding relationships and sexuality in an inclusive and developmentally appropriate way.

Additional Learning Needs

The school has a duty to ensure that children with additional learning needs and difficulties are properly educated in RSE. In common with their peers, the development of this aspect of their education is important. It will enhance the development of social skills that reduce the risk of abuse and exploitation and teach them what behaviours are or are not acceptable.

Staff plan work in different ways to meet the needs of these young people but mandatory requirements will still need to be met. All staff, nurses, teachers, support and carers must follow the school policy when working with pupils with special educational needs.

Safeguarding

Young people cannot learn effectively if they are concerned or frightened about being abused or being the victims of violence. They have a right to expect school to provide a safe and secure environment. Staff are aware that effective RSE, which brings an understanding of what is not acceptable in a relationship, can lead to disclosure of a child protection issue.

Staff at Ysgol Bae Baglan use the guidance set out in the 'Child Protection Procedures' for Neath Port Talbot and has designated persons who are responsible for these issues.

They are Mr S Davies Deputy Headteacher, Mrs R Williams, ALNCO, Mrs S Rogers, Mr M Morgan and Mr A Davies, Heads of School.

Confidentiality

Pupils within the school should be reassured that their best interests will be maintained at all times. It is not possible for teachers or any member of staff within the school to provide pupils with an unconditional guarantee of confidentiality. Where abuse is suspected then Child Protection procedures will be followed.

Pupils are provided with information on local sources of confidential advice and help. For example, school nurse, school counsellor, general practitioner, NSPCC, Childline or youth advice services. Where disclosure occurs in an inappropriate place or time, the teacher should speak again with the young person before the end of the school day.

Young people are made aware of the law relating to sexual activity and how they may gain confidential advice. This is done partly via the PSE syllabus and other curriculum areas, for example during pastoral time. Professionals are also invited to enhance the course e.g. school nurse, police. Pupils should talk to adults they can trust and there may be cases where a teacher learns that a pupil is sexually active through seeking information or support. In such circumstances the school ensures that:

- The young person is encouraged to talk to their parents or an appropriate adult
- Any child protection issues are addressed
- The child is signposted to relevant services, for example the school nurse or their GP.

School Culture

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.

The Curriculum for Wales – RSE code, 2022 contains the mandatory requirements. The teaching and learning within our whole school RSE programme encompass the mandatory elements outlined within the Code.

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

Right to Withdraw

From September 2022 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.

Curriculum Design

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.

Curriculum content will not influence or favour any particular life choices or opinions in relation to relationships, sexuality and identity; content will inform and educate learners about their place in the society and community we live.

Media and external groups may create scepticism and concern over what the RSE curriculum will expose our children to. Parents/carers are assured that learners will not be exposed to learning content that is not appropriate for their level of understanding and stage of development. Considering the amount of information/misinformation that is available in society that children may be exposed to, this policy / curriculum aims to present factually accurate information in an age-appropriate way.

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.

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

A co-ordinated approach to RSE is necessary, building gradually on knowledge from year to year. The presentation of RSE within the classroom is a matter for the professional judgement of the Headteacher and designated staff. Teachers use their professional expertise, resources and the support of external agencies. School governors are responsible for ensuring that pupils are offered a programme of RSE. The school's policy on RSE is available on the school website. Where parents have concerns, the school will discuss appropriate provision with the pupil and parents.

All those contributing to the relationships and sexuality education programme within school are required to work within the school's agreed values. Appropriate training and support in delivering the programme sensitively and effectively will be provided via the Local Education Authority. Sample resources are also provided and external agencies recommended.

Ground rules to support Relationship and Sexuality Education

Clear ground rules allow the establishment of a safe environment, eliminating embarrassment and anxiety. School reviews these rules on a class/year group basis.

Such ground rules include:

- No-one (teacher or pupil) will be expected to answer a personal question
- No-one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Discussions will be inclusive and respectful

Dealing with Questions

Teachers establish clear parameters of what is appropriate and inappropriate. Clear ground rules support them in doing this. Where unexpected questions are raised by pupils:

- a) Where a question is too personal; teachers remind pupils of agreed ground rules. If particular support is required, then the pupil can be referred to an appropriate person, e.g. school counsellor, school nurse, helpline or outside agency.
- b) If the teacher does not know the answer to a question it is important to acknowledge this and to suggest that the pupil or teacher research the question later.
- c) If the question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises concern of sexual abuse, then the teacher should acknowledge it and deal with it on an individual basis.
- d) If there is concern over sexual abuse, the teacher must follow the school's Child Protection Procedures.

- e) Teachers are not health professionals and cannot provide medical advice. Pupils will be signposted to appropriate agencies, for example their GP or school nurse.

Teaching Strategies to support Relationship and Sexuality Education

Discussion forms an important part of the delivery strategy for this programme allowing pupils to draw on previous knowledge, to consider their beliefs and attitudes to different topic areas, whilst practising a range of social skills. Learning allows reflection on new learning and provides opportunities to expand action planning skills. Embarrassment can be prevented by use of distancing techniques.

Pupils are supported so that their actions are based on knowledge, understanding and accurate information to enable them to make informed choices about their health and emotional well-being.

Staff, governors and pupils are informed in training and lessons of the appropriate action to be taken where situations of a sensitive, sexual nature arise.

Responding to Incidents

The persons who have responsibility for dealing with related incidents Mr S Davies Deputy Headteacher, Mrs R Williams, ALNCO, and Mrs S Rogers, Mr M Morgan and Mr A Davies, Heads of School

A teacher approached by a pupil for specific advice on aspects of relationships, wherever possible will encourage the pupils to seek advice from his/her parents and from the relevant health service professional.