

Glan Llyn Primary School



Relationships and Sexuality Education (RSE) Policy

November 2025



Introduction

The purpose of this policy is to provide all stakeholders (children, staff, parents/carers, governors, and external organisations) at Glan Llyn Primary school information about our Relationships and Sexuality Education (RSE) provision.

High quality RSE is fundamental in creating a safe school environment where children grow and develop positive, healthy relationships for life. Fostering positive attitudes towards gender diversity, equality, respect and healthy relationships. This policy supports our approach to preventing violence against women, domestic abuse, and sexual violence (VAWDASV). We acknowledge the increasing prevalence of peer-on-peer sexual harassment and adopt a whole-school preventative and proactive approach to addressing it. At Glan Llyn Primary school we believe all children have the right to receive high-quality, holistic, and *inclusive* education about relationships and sexuality.

At Glan Llyn Primary school we recognise that the world around us is evolving rapidly and significantly. We are inclusive of diversity. We fully comply with our duties under the Equality Act 2010 and the [RSE Code](#).

Working with Parents and Carers

We support parents and carers in understanding why high quality, inclusive RSE at Glan Llyn Primary school is important to the development and learning of every young person. Parents and carers are encouraged to discuss concerns they may have with their class or form teacher in the first instance or the Curriculum Lead Glan Llyn Primary.

Legislation

Relationships and Sexuality Education (RSE) is a statutory requirement in the Curriculum for Wales framework and is mandatory for all children.

The Relationships and Sexuality Education (RSE): statutory guidance (2022) sets out statutory guidance in relation to RSE and is published under section 71 of the Curriculum and Assessment (Wales) Act 2021 (the Act); it is designed to assist those responsible under the Act to design RSE as part of the curriculum. The Curriculum for Wales - Relationships and Sexuality Education code contains mandatory requirements for RSE. It sets out the themes and matters that must be encompassed for learners from 3 to 16 years old.

Our school policy and curriculum have been developed in line with Welsh Government statutory guidance and [legislative summary](#) and aligns with the Equality Act 2010

UNCRC

At Glan Llyn Primary school we discuss RSE in the context of children's rights as protected by the United Nations Convention on [The Rights of the Child](#).

The rights below underpin and shape our RSE curriculum and school policy:

- non-discrimination (Article 2)
- be heard and involved in decision-making (Article 12)
- freedom of expression (Article 13)
- follow your own religion (Article 14)
- have privacy (Article 16)
- access information to make informed decisions (Article 17)
- not be harmed and should be looked after and kept safe (Article 19)
- experience the highest attainable health, access to health facilities, and preventative health care (Article 24)
- education that prepares children to understand others (Article 29)
- protection from sexual abuse and exploitation (Article 34)
- get special help if they have been abused (Article 39)

Period Dignity

Our school fully supports the Welsh Government Period Dignity Strategy Action Plan, which aims to end the stigma and shame associated with periods.

We will support the plan by ensuring the following:

1. Provision of free resources, including environmentally friendly resources, that children can access.
2. A robust RSE curriculum that covers the menstrual cycle and periods for all genders.
3. A safe and suitable environment for applying/changing products.
4. Provision of sanitary bins to support the safe and environmental disposal of products.
5. Clear communication to children/parents/carers informing them of the available free resources on site, and how they can access them.

Aims of RSE

Glan Llyn Primary School is fully inclusive which means that we use a whole school, strategic approach to fully include and respond to the needs of all our children and families.

RSE has a positive and empowering role in children's education and is vital in supporting them to realise the [Four purposes](#) as part of a *whole-school approach*.

Our RSE curriculum enables children to form and maintain a range of relationships, all based on mutual trust and respect, this is the foundation of RSE at our school.

Good quality RSE empowers children to make responsible, well-informed decisions and to be able to understand themselves and others.

Equipping children to challenge harmful stereotypes and perceptions and be able to seek help and support.

Management of the RSE Curriculum

The Deputy Headteacher is the strategic curriculum lead for RSE and is responsible for identifying any training needs of staff, resources, listening to learner activities and keeping up to date with developments by attending appropriate training.

The Governing Body is responsible for ensuring that the RSE policy is up to date, monitored, consulted upon, effectively implemented and is widely disseminated throughout the whole school community.

RSE Curriculum

RSE is taught by class teachers through discrete lessons and cross-cutting themes. Teaching strategies and techniques will vary according to the needs of children.

The school seeks to give quality education on RSE to all children.

The school seeks to provide accurate, unbiased information on RSE to children as part of our pluralistic approach. This means that where questions of values are concerned, we provide a range of views on a given subject commonly held within society. As they develop, children are encouraged to take increasing responsibility for their own learning.

RSE will be taught through the Health and Well-being AoLE and cross-cutting themes and will incorporate all five statements of what matters.

RSE in the curriculum focuses on three broad strands:

- **Relationships and identity:** helping children develop the skills they need to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.
- **Sexual health and well-being:** helping children to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.
- **Empowerment, safety and respect:** helping to protect children from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.

Glan Llyn Primary School uses the following resources:

- Jigsaw PSHE Resource

Pupil Voice and Participation

Children will be involved in shaping RSE provision through pupil leadership groups and feedback. Their views will inform curriculum development and policy review.

Involving Outside Agencies:

We will work in partnership with external agencies to support children and deliver specialist input. Clear referral pathways will be established and communicated to staff.

When outside agencies provide sessional learning opportunities for children, the school will ensure that:

- The school and the external provider have agreed the aims, content and approach to be adopted.
- The school has checked that the work of the agency is known to them and is considered appropriate in respect of safeguarding/child protection procedures and equality.
- The school has made the provider aware of any relevant school policies.
- The school has planned for the provider to be actively and always supported by a teacher throughout the visit.

Understanding the nature of progression in RSE

At Glan Llyn Primary school we follow the Phase 1, 2 and 3 approach, as outlined by the Welsh Government's Code in terms of what content is covered by each age range. The principles of progression across the [Health and well-being Area](#) offer guidance to [progression](#) in RSE.

Our curriculum revisits content, themes and topics as outlined in the preceding phases set out in the Code, reinforcing and building on children's developing understanding and changing needs.

RSE for children with Additional Learning Needs.

We consider how best to meet the needs of children whose additional needs means that their understanding of sexual health and well-being may not match their chronological age. All our staff, including ancillary staff, physiotherapists, nurses and carers are aware of the school's approach to RSE when working with children with additional learning needs.

Safeguarding and Confidentiality

Our RSE curriculum supports children to be able to build their knowledge and understanding of how to recognise harmful sexual behaviours, discrimination, abusive relationships, and violence and develop an understanding of consent. Children may disclose information to school staff that cannot remain confidential. When this occurs, our staff will follow the guidelines below:

- Remind children that staff cannot offer unconditional confidentiality.
- Inform children first if staff are going to break confidentiality.
- Where appropriate, encourage children to talk about any worries and concerns they have with parents/carers.
- Ensure children are supported adequately by an appropriate member of staff.
- Where appropriate, issue/signpost information on contraception, including precise information regarding where young people can access Health Care Services (**children over the age of 13 only**).
- Always follow our School Safeguarding Policy if there are child protection concerns. (Health Care Services follow their own safeguarding arrangements).

All events of a sexual nature e.g. verbal, physical, harassment (online or in person) is recorded, monitored and reviewed by the Designated Safeguarding Person on a termly basis. This is in addition to the Duty to Report and in accordance with the Equality Act 2010. These records will be reviewed termly by the safeguarding lead to identify patterns and inform preventative strategies.

If a child under the age of 13 discloses that they are sexually active or contemplating sexual activity, then this is a child protection issue and the school's Safeguarding Procedures will be followed.

Positive, protective, and preventative RSE

Building on the Code, the approach to RSE in our school is positive, protective and preventative. We support children to:

- have access to objective, supportive and inclusive information about growing up, changing, relationships, reproductive and sexual health.
- understand and cope with change, conflicts and pressure.
- recognise potentially harmful behaviours in relationships and know how to seek support.
- have the knowledge to recognise all forms of discrimination, violence, abuse and neglect, including *violence against women*, [domestic abuse and sexual violence](#).
- seek help and advice where appropriate.

At Glan Llyn Primary school we endeavour to create safe and supportive learning environments. This helps to create trust and allow children a safe space to consider learning, ask questions and express their thoughts and feelings.

We aim to encourage respectful conversation. This can be achieved by developing a working agreement of ground rules with children. This helps to maintain professional boundaries and keep children and practitioners safe. For example, creative approaches can help children share their questions, views and experiences anonymously, allowing more open, honest discussion.

Distancing techniques will also be used to help children to discuss sensitive issues and develop their decision-making skills in a 'safe' environment. Any information that the teacher feels would support the class will be followed up in a later activity. Sometimes an individual child may ask an explicit or inappropriate question. If this situation arises, the child will be reminded of the class agreement.

As part of the RSE programme in Glan Llyn Primary school all teachers will use the correct biological terminology.

Harmful Behaviours

We recognise that peer-on-peer sexual harassment is highly prevalent in the lives of children and at Glan Llyn Primary school, we have adopted a whole-school preventative and proactive approach to dealing with it.

This includes providing children with assurance that school staff will take every incidence of peer-on-peer sexual harassment seriously and work in partnership with parents/carers and external agencies.

Equality Statement

Under the provisions of the Equality Act, schools must not unlawfully discriminate against children on the basis of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the *protected characteristics*). Schools must also make reasonable adjustments to alleviate disadvantage.

Monitoring and Evaluation

The RSE policy and curriculum will be reviewed annually, following feedback and information from the school's evaluative activity.