

# Relationships & Sexuality Education Policy

Glanhowy Primary School  
Ysgol Gynradd Glanhywi



Adopted by Governors: Summer 2024

Next Review: Summer 2027

## **1. Preface**

This policy brings together in one document the provision and support in place for the teaching of RSE within Glanhowy Primary School.

## **2. Legislation**

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

## **3. Rationale**

The purpose of this policy is to provide all stakeholders (pupils, staff, parents / carers, governors and external organisations) at Glanhowy Primary school information about our RSE provision. We recognise that all learners have rights under the 54 Articles of the United Nations Convention of the Rights of the Child (UNCRC). In particular the rights below underpin and shape our RSE curriculum and school policy:

UNCRC Article	An inclusive RSE curriculum that...
Article 2 all children have these rights	promotes equality and challenges discrimination
Article 6 the right to life and to grow up to be healthy	develops the knowledge and skills to identify and develop healthy relationships
Article 7 the right to a name and nationality	recognises the right to an identity; both gender and sexual identity
Article 12 the right to say what you think should happen and be listened to	that is flexible and responsive to the needs of learners
Article 13 the right to have information	provides / signposts to age appropriate sexual health information, support and advice
Articles 19 and 34 the right to be kept safe and protected from sexual abuse	Is both preventative and protective and follows clear safeguarding procedures

Glanhowy Primary School actively participates in the Welsh Network of Healthy Schools Scheme (WNHSS) which provides a framework for the development of a whole school approach to RSE through effectively linking policy, staff, curriculum, school ethos, learner voice and the wider community.

### **UN Conventions on the Rights of the Child (UNCRC)**

The Welsh Government has also adopted the United Nations Conventions on the Rights of Children in 2004 as a means of promoting the well-being of children and young people. This underpins all the work it takes with, and on behalf of children and

young people. As a result of this the Welsh Government identified Seven Core Aims which are a translation of the rights within in the UNCRC:

- ✓ Having a flying start in life.
- ✓ Have a comprehensive range of education and learning opportunities.
- ✓ Enjoy the best possible health and are free from abuse, victimisation, and exploitation.
- ✓ Have access to play, leisure, sporting, and cultural activities.
- ✓ Are listened to, treated with respect, and have their race and cultural identity recognised.
- ✓ Have a safe home and community which supports physical and emotional wellbeing; and
- ✓ Are not disadvantaged by poverty.

*(Children and Young People's Wellbeing Monitor for Wales, 2011, p.3)*

#### **4. Management of the RSE Programme**

The Head teacher is the strategic lead for RSE and Wellbeing Lead and Health & Wellbeing AoLE leads are responsible for identifying any training needs of staff, resources, listening to learner activities and keeping up to date with developments in the subject area 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. Karen Evans is the named governor for Health & Wellbeing and therefore RSE link governor.

#### **5. Aims and expected outcomes of RSE**

RSE at Glanhwy Primary School aims to teach learners about the ways in which society, culture, technology and biology influence and affect the ability to form and maintain positive, healthy relationships. That healthy relationships are fundamental to our sense of belonging and can influence our physical, mental and emotional health. We hope that through our inclusive RSE curriculum learners will be able to develop the values, skills and attitudes to establish respectful and fulfilling relationships throughout their lives. To enable our learners to make responsible and informed decisions now and as they grow from childhood through adolescence and into adulthood.

At The Glanhwy Primary School we aim to develop age appropriate RSE in the context of a broad and balanced curriculum that is integral to 6 AoLE's and encourages pupils to achieve towards the Four Core Purposes of the Curriculum for Wales.

#### **6. RSE Curriculum**

This mandatory RSE Code supports us here at Glanhwy to design our own RSE curriculum. The content is set within the context of broad and interlinked learning strands, namely:

- relationships and identity
- sexual health and well-being

- empowerment, safety and respect.

These strands allow class teachers to design and develop a curriculum tailored to their learners, making connections and developing authentic contexts for learning across the curriculum within the topics that the pupils choose annually as part of pupil voice.

Across the learning strands, curriculum content in RSE must be inclusive and reflect diversity. It must include learning that develops learners' awareness and understanding of different identities, views and values and a diversity of relationships, gender and sexuality, including LGBTQ+ lives. Learning about rights and equity runs through all the strands, as well as embedding learning and experience through a rights-based approach to the learning.

### **Teaching Sensitive Issues**

Some aspects of the RSE programme will be sensitive to pupils and adults and we will endeavour to lessen any concerns through our well planned programme; with access to balanced factual information. Each class will establish clear ground rules to create a balance between pupils feeling respected and safe, and protecting individual privacy. The personal beliefs and attitudes of teachers will not influence the teaching of RSE and both pupils and teachers will avoid sharing personal information. Distancing techniques will also be used to help pupils to discuss sensitive issues and develop their decision-making skills in a 'safe' environment. Sometimes an individual child may ask an explicit or inappropriate question. These questions do not have to be answered and can be addressed later. The school includes a question box within all RSE lessons for pupils to anonymously ask a question. Any information that the teacher feels would support the class will be followed up in a later activity.

As part of the RSE programme in Glanhowy Primary school all teachers will be consistent with the terminology used. The school has agreed to use the following terminology penis and testicles for males and breasts and vagina for females from year 1 to year 6.

## ***7. Safeguarding and Confidentiality***

Our RSE curriculum should support learners to be able to build their knowledge and understanding of how to recognise discrimination, abusive relationships and violence and develop an understanding of issues regarding consent. As a result learners may disclose information to school staff that cannot remain confidential. When this occurs school staff will follow the guidelines below:

- Remind learners that they cannot offer unconditional confidentiality;
- Inform learners first if staff are going to break confidentiality;
- Encourage learners to talk about any worries and concerns they have with parents/carers;
- Always follow the school's Safeguarding Policy, including the school's policy for Safeguarding Pupils who are Vulnerable to Extremism (the **Prevent Duty**), if there are child protection concerns. (Safeguarding Pupils who are Vulnerable to Extremism (the Prevent Duty) – describes the harm inflicted on children, or young people, who are exploited, or radicalised, through exposure to extremism which advocates harm, or promotes hatred, towards others.)

***If a primary aged pupil 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.***

### ***8. Working with parents/carers and the wider community***

At Glanhowy Primary School we will work with parents/carers to build positive and supporting relationships in the relation to the teaching of SRE.

To promote this we will:

- Inform parents/carers about contents of the RSE policy, curriculum planning and resources via the school website
- Discuss any issues that parents may have in relation to this policy or the delivery of RSE

Under the new RSE code parents/carers do not have the right to withdraw their children from all or part of the RSE programme due to its mandatory element. We at Glanhowy Primary School would always wish to discuss any worries or concerns that parents/carers may have, and would encourage them to talk to the head teacher or the AOLE leader for Health & Wellbeing.

### ***9. Listening to Learners***

The RSE curriculum at Glanhowy Primary school is flexible and responsive to the issues and questions that may arise during lessons. School staff will respond in an age appropriate and respectful way. There will also be the opportunity for pupils to take part in learner-led, teacher supervised research.

### ***10. Monitoring and Evaluation***

The delivery and content of RSE will be monitored annually by AoLE leaders during the MER cycle in the Summer Term of the school's academic year. Activities will include

- Planning Scrutiny
- RSE Code coverage check via the Taith 360 platform
- Listening to Learners
- Learning Walk
- Book Looks

### ***11. Links with other policies***

This RSE policy has clear links with other school policies including:

- Wellbeing and Equity Strategy
- Anti-Poverty Strategy
- Anti-bullying policy
- Safeguarding policy
- Equal opportunities policy

- Health & Wellbeing AoLE Policy
- STEM AoLE Policy

**A Whole School Approach to RSE: Audit Tool**

This checklist is primarily for the use of the designated member of the senior leadership team with overall responsibility for managing holistic RSE provision.

<b>Success Criteria</b>	<i>Fully in place</i>	<i>Partly in place</i>	<i>Not in place</i>
<b>Leadership and Communication</b>			
A member of the senior leadership team has overall responsibility for RSE.	✓		
There is a member of staff who coordinates the delivery of RSE.	✓		
There is a named governor for RSE.	✓		
The school has an up-to-date RSE policy which has been developed by staff in consultation with learners and parents governors and has been agreed by the governing body	✓		
The sex education policy has been disseminated to all members of the school community, including parents/carers and visitors involved in the delivery of RSE.		✓ <i>Accurate information is available for parents / carers via the school website</i>	
All staff involved in the delivery of the RSE programme receive appropriate training and support.	✓		
The school shows flexibility in the RSE programme to respond to locally and nationally identified needs.	✓		
<b>Curriculum</b>			
Resources are carefully selected for their suitability and are reviewed for their effectiveness.	✓		
A range of teaching and learning strategies are used which encourage participation with opportunities for learners to develop positive values, skills and attitudes around RSE.	✓		

Assessing learners achievement in RSE is planned termly via Taith 360	✓		
<b>Ethos and Environment</b>			
Learners' views are taken into account regarding what is taught and how RSE is delivered.	✓		
Learners feel safe in RSE lessons.	✓		
The diverse experience of learners, such as vulnerable groups and those with additional learning needs are acknowledged and their RSE needs met.	✓		
RSE is taught by trained, knowledgeable and confident staff.	✓		
<b>Family and Community</b>			
Parents / carers receive information on their child's learning in RSE	✓		
Information is provided to support parents / carers in their role as educators of RSE in the home.	✓		
Contributions to RSE by external agencies support and enhance the RSE programme and do not replace teaching by school staff. Visitors comply with school policy.	✓		
<u>Next steps: RSE Lead</u> <ul style="list-style-type: none"> <li>• Continue to monitor coverage of RSE via planning tool on Taith 360</li> <li>• Consider a whole school tracking tool for RSE to monitor the coverage</li> </ul> <p>Next steps: Staff</p> <ul style="list-style-type: none"> <li>• Ensure age appropriate content of delivery of RSE</li> <li>• 3-7 focus on building awareness and understanding of key issues</li> <li>• 7-11 focus of developing an understanding of key issues</li> </ul>			



Completed by: Date:			
------------------------	--	--	--

*(Adapted from Welsh Government Circular No: 019/2010, Sex Education Forum 'Whole School RSE Audit Tool': 2018 and WNHSS National Quality Award)*