



**YSGOL  
GLAN  
CLWYD**



<b>Name of Policy:</b>	Relationships and Sexuality Education Policy
<b>Date Approved:</b>	February 2024
<b>Review Date:</b>	February 2025
<b>Wellbeing assessment completed and date:</b>	January 2025
<b>Cluster or School Policy:</b>	Ysgol Glan Clwyd Policy
<b>Statutory or Non-statutory Policy:</b>	Statutory
<b>Information regarding this policy available to Parents/Guardians</b>	

## 1 Introduction

### 1.1 Introductory Statement

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.

1.2 Our RSE will 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.

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

## 2 Aims and Objectives

2.1 Mae ACRh yn. RSE has a positive and empowering role in learners' education and plays a vital role in supporting them to realise the four purposes as part of a whole-school approach. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, 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.



**2.2** The aim of this policy is to ensure that our school fulfills its important role in creating a safe and empowering environment that supports learners' rights to enjoy safe, healthy and fulfilling relationships throughout their lives. It is essential for the development of a society that deals with others with understanding and empathy, whatever their ethnicity, socio-economic background, disability, or gender, nationality or sexuality.

**2.3** On adopting this policy our school will have:

- An developmentally appropriate scheme of work based on learner consultation, that is regularly evaluated and reviewed
- Have confident and competent staff to deliver the scheme of work
- Embedded RSE using a whole school approach into the school's ethos

### **3 Legal Context**

#### **3.1 Welsh Government RSE Code**

The Welsh Government RSE Code contains the mandatory requirements. The teaching and learning within our whole school RSE programme encompass the mandatory elements outlined within the Code. Our school has therefore planned and developed 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.

#### **3.2 Right to Withdraw**

RSE is a mandatory requirement in the Curriculum for Wales 2022 for all learners. It is specified within the RSE Code that there is no right to withdraw learners from any part of RSE. However, as the new curriculum is phased in, some learners may still be withdrawn from RSE pending the roll out of the new curriculum.

To ensure we are in alignment with the mandatory status of RSE for our learners, from September:

- 2022: RSE will be mandatory for Year 7
- 2023: RSE will be mandatory for Year 7 and 8 learners
- 2024: RSE will be mandatory for Year 7, 8 and 9 learners
- 2025: RSE will be mandatory for Year 7, 8, 9 and 10 learners
- 2026: RSE will be mandatory for all learners.

### **4 Links to other national guidance and school policies**



### **This Policy is in alignment with the latest Guidance policies**

- Curriculum for Wales Guidance
- The Curriculum for Wales – RSE Code, 2022
- Keeping Learners Safe UK Government
- Equality Act 2010

This policy is created in conjunction with other policies, including: (Insert - Confidentiality, Safeguarding, Child Protection and the Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015).

### **School Policies**

- Relationship Policy
- Child Protection and Safeguarding Policy

## **5 How the policy was developed**

- 5.1** The model policy was developed using the RSE code (2022) by an independent consultant at Teach Health 4 Kids. The model was consulted on with head teachers and teaching unions. A wellbeing impact assessment was also completed.
- 5.2** This policy encompasses the school's approach to RSE. It has been approved by the Senior Management Team through consultation with staff, governors and pupils.

## **6 Roles and responsibilities**

### **6.1 Governing Body**

By adopting this policy, the governing body of ysgol Glan Clwyd recognises its responsibility for ensuring the policy is implemented effectively, that RSE is adequately resourced, staffed and delivered using a cross-curricular approach and ensures that the school fulfils its legal obligations.

### **6.2 Headteacher**

It is the head teachers responsibility to implement the policy across the school and support the RSE lead.

Our school recognise that Professional learning is a key requirement for high-quality RSE. The school will facilitate that all teaching and associated members of staff receive appropriate RSE training in order to ensure our whole school RSE programme is effective, includes cross curricular elements, is developmentally appropriate and meets the needs of our learners.



### 6.3 Staff

Our school's RSE Lead will support all teaching and associated members of staff to access professional learning opportunities which will assist to develop their confidence, knowledge and skills in RSE.

### 6.4 Parents/carers

The school recognises that parents/carers are crucial to the success of the RSE programme. The school therefore provides information about what is delivered and provides opportunities for parents/carers to comment on policy and practice. The RSE policy is available to view on the school's website.

Parents/carers are welcome to make arrangements to visit the school if they wish to view and discuss the materials and resources used in the RSE lessons.

### 6.5 Learners

1. In order to support learners to realise the four purposes within the Curriculum for Wales, learner voice is central in developing our RSE curriculum. To ensure our RSE curriculum meets the needs of our Learners we provide opportunities for them to comment on the school's RSE policy, schemes of work and lesson content by undertaking consultation with learners.
1. We continuously consult with our learners at the end of lessons, activities and programmes in order to ensure appropriateness of our provision and that the resources and outside agencies used are relevant, developmentally appropriate, inclusive and sensitive for learners' needs. We will act upon any recommended amendments as appropriate.



## 6.6 Other professionals/Working with specialist external agencies

In order to enhance and enrich our RSE provision, the teaching will occasionally be supported by external agencies (insert e.g. Stonewall, Viva, school nurse, health professionals, NSPCC, Spectrum Hafan Cymru etc.)

2. These agencies will be carefully selected and the school will ensure that all relevant school policies are adhered to regarding visitors to schools. The school will also need to ensure that the resources used by the agencies will be developmentally appropriate for the learners. They will also be made aware that a member of the school staff will be present throughout the lesson/activity/presentation.

## 7 Curriculum

### 7.1 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



## 7.2 Contents

The mandatory content of the RSE Code is set within three broad and interlinked learning strands, namely:

### **Relationships and identify – 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.

### **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.

### **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.



### 7.3 Themes

The themes which are interlinked into the three learning strands are:

- **Relationships** - Learners will develop an understanding of how different types of safe, consensual, healthy and fulfilling relationships can be formed and maintained.
- **Rights and equity** - Learners will develop an understanding of how rights related to sex, gender, sexuality and relationships contribute to the freedom, equity, dignity, well-being and safety of all people.
- **Sex, gender and sexuality** - Learners will develop an understanding of how aspects of identity and individuality, including LGBTQ+ diversity, sex, gender and sexuality, develop and change over time.
- **Bodies and body image** - Learners will develop an understanding of the human body and how it changes over time, including people's feelings about their bodies, and their sexual and reproductive capacities and functions.
- **Sexual health and well-being** - Learners will develop an understanding of the positive role of sexuality in human life and a gradual awareness of personal sexual health and well-being.
- **Violence, safety and support** - Learners will develop an understanding of the social, emotional, physical and legal nature and impact of gender-based and sexual violence, including online.

Welsh Government, Curriculum for Wales Guidance 2020

7.4 The learning strands of teaching and learning are set in broad development phases as follows:

- Phase 1: from age 3
- Phase 2: from age 7
- Phase 3: from age 11

7.5 Our school will communicate with our primary feeder schools to ensure effective progression from phase two to phase three and check content is developmentally appropriate with all our learners.

7.6 The planning, teaching, evaluating and monitoring of the school's RSE programme is undertaken by teachers and the Lead RSE in our school.

7. To ensure that our whole school RSE curriculum is developmentally appropriate we consider a range of factors including learners':

- age, knowledge and maturity
- additional learning needs
- social, physical, emotional and cognitive development and needs
- needs of similar ages may differ.



## 7.8 Progress of RSE through a whole school work plan

Our whole school RSE provision is set out within a work plan document. This document sets out how we manage, organize and embed RSA through our whole school curriculum to align with the progression steps within Curriculum for Wales and the steps within the RSA Code. The resources used are selected for their suitability and are reviewed for their effectiveness after use by teachers and the lead RSA staff member.

## 7.9 Health and wellbeing support services for learners

Within our RSE provision learners will be informed of appropriate health, sexual health and wellbeing support services such as confidential advice, counselling and how to access treatment when necessary.

### 7.1 Answering learners' questions

Learners will have opportunities to ask confidential/anonymous questions when appropriate by using an anonymous question box. We view questions as a positive sign that learners are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

4. Questions will be answered sensitively and in a developmentally appropriate manner for learners.
5. Our staff will not be expected to answer all questions if they believe some to be inappropriate. They will not be expected to answer any personal questions about themselves and they will not ask learners direct personal questions that could make either party vulnerable.

## 8 Confidentiality and Safeguarding

### 8.1 Safe Learning Environment

1. The school will ensure a safe learning environment for teachers, staff and learners by establishing and agreeing to the school's class agreements/rules. The class agreements are noted within the whole school mapping schemes of work document.
2. Learners will be made aware of confidentiality matters and that any safeguarding disclosures will not be kept and will be shared in accordance with our school's safeguarding procedures.

### 8.2 Information sharing and GDPR

The school shall at all times comply with its duties under the Data Protection Act 2018 when processing personal information in delivering RSE.

## 9 Equality



As an employer and provider of services we will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language. All learners, their parents/carers, volunteers, staff and school governors are valued and will be treated with dignity and respect. In order to make sensitive and well informed professional judgments about a learner's needs and a parent/carers capacity to respond to their child's needs, it is important that school staff are sensitive to differing family patterns, and lifestyles and to child rearing patterns that vary across different racial, ethnic and cultural groups. The school will not tolerate any form of discrimination, harassment or victimisation. We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

Please refer to our current School Strategic Equality Plan for further information.

## 10 Complaints

Complaints should be made directly to the Headteacher in line with Ysgol Glan Clwyd Complaints Policy.

## 11 Monitoring and review

- Ethos and Culture Sub Group will be responsible for monitoring this policy.
- This policy will be reviewed in accordance with our school development plan. This will be annually, or sooner should the need arise or if new guidance is made available.

## 12 References

- each Health 4 Kids – This model policy has been developed from a Teach Health 4 Kids.
- Welsh Government RSE Code <https://www.gov.wales/curriculum-wales-relationships-and-sexuality-education-rse-code>
- Curriculum for Wales : <https://hwb.gov.wales/curriculum-for-wales>