



The Federation of Ysgol Bryn Clwyd and Ysgol Gellifor RELATIONSHIPS AND SEXUALITY EDUCATION POLICY

As part of Curriculum for Wales primary schools must plan and deliver Relationships and Sexuality Education (RSE) to all pupils aged from 3 – 11 years old. Parents no longer have the right to withdraw their child / children from these lessons.

The content covered fits within interlinked learning strands, namely:

- Relationships and identity
- Sexual health and well-being
- Empowerment, safety and respect.

Across the learning strands, our curriculum content in RSE is inclusive and reflects diversity. It includes learning that develops children's 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.

The RSE provided at the Federation of Ysgol Bryn Clwyd and Ysgol Gellifor is developmentally appropriate for our pupils. When planning RSE sessions teachers take account of a range of factors including the learner's age; knowledge and maturity; any additional learning needs and anticipating their physiological and emotional development. We endorse the principle that RSE must be developmentally appropriate for each learner, meaning that learners' needs of similar ages may differ.

When planning RSE teachers use the guidance given in The Curriculum for Wales – Relationships and Sexuality Education Code. This provides phases which outline at what age practitioners should start to consider whether content is developmentally appropriate for their learners.

The tables below represent the building blocks of progression in RSE. As learners progress, they will be building upon previous learning from either phase one; or phases one and two, consolidating and strengthening the same dispositions, knowledge and skills and applying them in new, relevant contexts. This is very different to simply acquiring learning about topics in isolation and then moving on to other content.



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.

Phase 1 from age 3	Phase 2 from age 7
Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.	Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.
An awareness of how to communicate wants and needs in relationships, and begin to respect those of others. Awareness of how needs relate to rights.	How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.
Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.	Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these. Understanding positive behaviours in relationships and what can happen when relationships breakdown. An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.
Developing a sense of themselves, in the context of families, friends and communities. Recognising how people value different things and have different families, friends and communities. Experiencing inclusive behaviours, language and role modelling that show respect for others, whatever their gender. Recognising learners' rights to be treated fairly, kindly and with respect.	Recognising how people's relationships with others shape who they are and their happiness. An awareness of how identity can be expressed in different ways. Valuing and recognising the contributions of everyone; and the importance of sex and gender equality. Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour. An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours



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.

Phase 1 from age 3	Phase 2 from age 7
<p>The use of accurate terminology for all body parts.</p> <p>An awareness of the human life cycle and that reproduction is a part of life.</p>	<p>Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being.</p> <p>Recognising the process of pregnancy and birth.</p>
<p>Awareness of how human bodies change as they grow.</p>	<p>The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.</p>
<p>An awareness of the importance of personal self-care and hygiene.</p>	<p>The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.</p>
<p>A recognition that everyone’s body is unique and special to them.</p>	<p>An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people’s bodies.</p>
<p>Awareness of the different feelings one can have, recognising other people’s feelings and how these may differ to your own.</p> <p>Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.</p>	<p>Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.</p> <p>Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.</p>



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.

Phase 1 From age 3	Phase 2 From age 7
<p>Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination.</p> <p>Ability to interact with others in a way that is fair.</p>	<p>Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.</p> <p>Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.</p>
<p>Recognising the right to be free from harmful, abusive and bullying behaviour.</p> <p>An awareness of how to recognise positive and harmful behaviours, including bullying.</p> <p>Ability to share with a trusted adult when faced with harmful behaviours.</p>	<p>Understanding of the right for everyone to be free from harm or abuse.</p> <p>An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play.</p> <p>How to seek support for oneself, and offer support to others.</p> <p>How to be a good friend and advocate for others.</p>
<p>Beginning to recognise that other people have thoughts, feelings and opinions that are different.</p> <p>An awareness of the need to seek agreement in order to share, for example toys.</p> <p>An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.</p> <p>Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.</p>	<p>Understanding of the right to bodily privacy, personal boundaries including online.</p> <p>Understanding how behaviours may be perceived by others offline and online.</p> <p>Recognising which steps to take to keep safe from harm both in offline and online friendships.</p> <p>Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms.</p> <p>Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.</p>



<p>Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.</p>	<p>Know how and when digital media can be shared safely, with permission and when it can be a source of harm.</p> <p>Awareness of the benefits and dangers of the internet and social media in forming friendships online.</p> <p>Exploring the motives behind fabricated and digitally-altered media.</p> <p>An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable.</p>
<p>An awareness that everyone has the right to be safe and no one is allowed to harm anyone else.</p> <p>Ability to speak up for each other.</p>	<p>Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.</p>

Parental Involvement and Support

It is essential that parents are aware of the school's RSE program and which aspects will be delivered so it can be actively supported at home.

We are committed to sharing our role in partnership with parents and carers who are the key figures in helping pupils cope with the physical and emotional aspects of growing up.

Entitlement

The teaching staff and the Governing Body are committed to supporting the personal health and welfare of every pupil at school. Every pupil must have opportunities throughout their lifetime at school to follow a carefully planned programme for RSE, which closely relates to their individual needs and stages of development. The teaching of a carefully planned RSE programme will provide pupils with important opportunities for personal development and will prepare them for adult life. Pupils should be supported with care and sensitivity so that they are appropriately informed and have answers to the questions they raise. They should feel confident both at home and at school this is the entitlement for all pupils.

Anonymous questions box

Pupils will be made aware of a question box to cover any issues (RSE or other school related matters). These questions will be answered by the teacher during following lesson. Pupils will have opportunities to ask questions in class.

How is RSE taught?

RSE is taught and learned in a range of different ways. Much of the work will be taught naturally through the areas of learning with specific content taught through topics from Foundation to Year 6. As outlined above RSE is a planned and continuous program, which is appropriate to pupils' needs and stages of development. Pupils will have the opportunity to work in small groups which may be single or mixed sex. It can also be learned through "informal curriculum" pupils frequently raise issues, which



relate to sex education (eg, a young child wants to tell everyone that his/her mother is having a baby). When spontaneous discussions arise, it is treated in a way which encourages children to be aware of moral considerations and the value of human relationships.

Resources for RSE

The school uses a wide range of resources to support the teaching of RSE. Books, poems, videos, leaflets and teaching packs are carefully selected to support the RSE program. The following criteria are used when selecting material:

- Does it fit with this policy for teaching RSE?
- Does it relate to the aims and objectives of this policy?
- Is it suitable for the age, stage of development and ability of the pupils?
- Does it appeal to pupils and teachers?
- Is it up-to-date if it has factual content?
- Is it produced by a reputable organisation?
- Does it show unfair bias, (eg, towards a commercial product?)
- Does it avoid racial, gender and sexual stereotyping?
- Does it encourage activity and participatory learning?
- Does it conform to the legal requirements of RSE?

Specific Issues

The procedures for dealing with child sexual abuse are stated in the Child Protection Policy.

Anti-bullying procedures are set down in a separate policy.

Complaints procedure is as stated in the School Prospectus, on the website and on the DCC website.

There may be occasions when teachers think it appropriate to invite visitors to support the teaching of the sex education programme. The School nurse, the local health visitor, a midwife, a doctor or a mother of a young baby each may provide valuable help. Anyone supporting teachers in this way will have been given a copy of this policy, will have discussed it carefully with the teacher in advance and will be in agreement with its principles. Visitors delivering RSE will never be left alone with the class, will be pre-cleared by the police and informed of the policy and requirements.

Procedures for supporting any members of the school community infected or affected by HIV (human immunodeficiency virus) are to respect the confidentiality of that person whilst maintaining the safety and well being of others.

Criteria for Success

In order to ensure that this policy is effectively implemented, teachers need to review the work they have planned and the learning that has taken place. The following list of questions will be useful in evaluating the success of this policy:

- How did the children respond?
- Did the children have opportunities to be involved in discussions?
- Is there evidence in the pupil's discussions or in their recording that they have understood the teaching that has been covered?

These observations will not be recorded but discussed amongst the teaching staff.



Presented to staff _____

Date _____

Signed _____

Presented to Governors _____

Signed _____

Next review _____