

RSE POLICY



*Giving our children the best
possible start in life*

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1.0- A. Mills

Date Approved by Governing Body:

RELATIONSHIPS AND SEXUALITY EDUCATION POLICY

1. Introduction

At Twynyrodyn Community School we are committed to adopting a Whole School Approach to highquality provision of Relationships and Sexuality Education (RSE) for all learners. This policy has been developed in consultation with a range of stakeholders including Governors and pupils. The purpose of this policy is to provide all stakeholders (learners, staff, parents/carers, governors, and external organisations), with information about the provision of RSE in our school. RSE allows for all learners to grow and develop in a safe environment to understand how to become healthy adults who are critical thinkers, whilst developing positive and healthy relationships with others. It is important that learners are able to explore, develop and nurture positive attitudes towards equality, gender diversity and respectful relationships. This RSE Policy supports wider approaches to preventing violence against women, domestic abuse, and sexual violence (VAWDASV), harmful sexual behaviours, and peer-on-peer harassment and abuse.

2. Aims

Twynyrodyn Community 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 learners and families. • RSE has a positive and empowering role in learners' education and is vital in supporting them to realise the Four purposes as part of a whole-school approach. • Our RSE curriculum enables learners 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 learners to make responsible, well-informed decisions and be able to understand themselves and others. • Our RSE Curriculum seeks to equip learners to challenge harmful stereotypes and perceptions and be able to seek help and support. • Good quality RSE is positive, protective and preventative and underpinned by a need led, rights-based approach which takes a positive view of human sexuality and relationships.

Good quality RSE should also:

- Provide accurate facts.
- Use correct biological terminology during RSE lessons.
- Promote a safe, positive, open and honest learning culture free from stigma, shame, fear and guilt which is positively inclusive, respectful and safe for all learners.
- Promote a critical awareness of the different attitudes and values in relation to RSE.
- Empower learners to make responsible, well-informed decisions and be able to keep themselves safe, understand themselves and others.
- Challenge harmful stereotypes and perceptions, including gender norms.
- Provide access to objective, supportive and inclusive information about growing up, body changes, healthy relationships, reproductive health.
- Provide information on where learners can access help and support services in relation to keeping safe and RSE.

3. Legislation and Guidance

Relationships and Sexuality Education (RSE) is a statutory requirement in the new Curriculum for Wales framework and is mandatory for all learners from ages 3 to 16. The RSE Code is issued in legislation under Section 8 of the Curriculum and Assessments (Wales) Act 2021, and clearly states the legal mandatory requirements for RSE which schools and education provisions have to deliver. Key points are:

- RSE is mandatory for all learners from ages 3 to 16 in Wales.

- Parents/carers will no longer be able to withdraw their child/young person from RSE in line with the roll out of the new curriculum. • Using supportive guidance, schools will design their own RSE Curriculum.
- The RSE Curriculum must be developmentally appropriate for learners.
- The RSE Curriculum must include learning that develops learners' awareness and understanding of different identities, views and values and a diversity of relationships, gender and sexuality.

The RSE Statutory Guidance (2022) is published under Section 71 of the Curriculum and Assessment (Wales) Act 2021 and is designed to assist those responsible, as stated in the RSE Code, to design the RSE Curriculum for their school/education provision. Heolgerrig Community School fully complies with the legal statutory duty stated in the RSE Code from Welsh Government. Twynyrodyn Community School recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within our community and between learners, parents / carers, staff, governors/management committee members and partners. 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.

4. Enabling Human Rights

As the world around us evolves at a rapid and significant rate, we will uphold learners' rights under the United Nations Convention of the Rights of the Child (UNCRC) to education (Article 28) which prepares them to understand others (Article 29) through an inclusive, holistic, evidence-based and participative RSE Curriculum. In this way, learners develop an understanding of how rights are related to all aspects of RSE and contribute to the freedom, dignity, well-being and safety of all people. This also helps learners to understand the importance of equity, recognising the importance of rights in ensuring fair treatment for all. Page 5 of 13 Our school also links learning to the United Nations Convention on the Rights for Persons with Disabilities (UNCRPD): Convention on the Rights of Persons with Disabilities (CRPD) | United Nations Enable.

Everyone who works with children and young people at Twynyrodyn Community School will endeavour to do what is best for each learner, as part of our Whole School Approach to RSE (Article 3).

5. Related Policies

This Policy is not to be read in isolation. All staff at Twynyrodyn Community School are aware and adhere to relevant school policies which complement RSE. These include:

- Code of Conduct including confidentiality
- Safeguarding / child protection
- Anti-bullying
- Substance Misuse
- Equality and Diversity
- Internet Safety
- Behaviour Policy

6. What is RSE?

RSE encompasses the knowledge, skills, dispositions, and values that will empower learners to:

- Support their health and well-being
- Develop healthy, safe and fulfilling relationships of all kinds, including those with family and friends, and in time, romantic and sexual relationships

- Navigate and make sense of how relationships, sex, gender, and sexuality shape their own and other people's identities and lives
- Understand and support their rights and those of others to enjoy equitable, safe, healthy and fulfilling relationships throughout their lives and advocate for these.

7. Responsibilities

In line with a Whole-School Approach, RSE is everyone's responsibility at Twynyrodyn Community School. However, the Governing Body, Headteacher, Senior Leadership Team, and Health and Wellbeing Lead have specific roles to ensure the successful implementation of RSE and a safe environment for all learners.

7.1 Role of the School/Provision Governing Body

The role of the Governing Body at Twynyrodyn Community School is to:

- Determine and authorise the RSE Policy, ensuring it is compliant with the Statutory Requirements outlined in the RSE Code.
- Ensure the RSE Policy is up to date and reviewed regularly (every two years).
- Ensure the RSE Policy is disseminated throughout the whole school community through established communication channels.

7.2 Role of the Headteacher and Senior Leadership Team

The role of the Headteacher and Senior Leadership Team is to:

- Co-ordinate the formulation of Twynyrodyn Community School RSE Policy by involving all relevant stakeholders.
- Allocate a named member of staff to lead on RSE
- Inform all staff and adults involved with the delivery of RSE within the school of the contents of the policy and its implications to them as providers.
- Assess the Continued Professional Development needs of school staff involved with the programme and seek to respond to these needs with suitable professional training.
- Provide support to the RSE Lead where appropriate, including supporting any questions from parents/carers.
- Determine and allocate funding allowance for the RSE Curriculum to support resources/professional training/external organisations costs.
- When the RSE Policy is reviewed, learners, teachers, governors, families, and outside agencies (where applicable) will be consulted to ensure it is effective and meeting statutory requirements.

7.3 Role of the H&WB Lead

The role of the Health and Wellbeing Lead is to:

- Develop and implement a developmentally appropriate RSE Curriculum for all learners, in line with the statutory requirements outlined in the RSE Code.
- Monitor and evaluate RSE in conjunction with other subject leaders to ensure that RSE is integrated effectively across all Areas of Learning Experience (AoLE).
- Monitor and evaluate the scheme of work and the suitability of resources.
- Ensure pupil voice is reflected within the RSE Curriculum.
- Liaise with outside agencies and co-ordinate their involvement with the RSE programme where appropriate.
- Liaise with parents / carers where needed regarding RSE Curriculum.
- Liaise with the Local Authority and Healthy Schools Team.
- Offering support to parents/carers in talking to their children about RSE and how to link this with what is being taught at school
- The RSE Curriculum will be monitored and evaluated by the H&WB Lead (suggested annually) to ensure that it remains relevant, up to date and is meeting the needs of all learners.

8. RSE Curriculum

RSE is a broad, interdisciplinary, and complex area that includes biological, social, psychological, spiritual, ethical and cultural dimensions.

We seek to provide a high quality pluralistic RSE Curriculum which is based around the six key principles for RSE as set out in the Welsh Government RSE guidance. This provision aims to be inclusive, factually correct, and encourages learners to critically engage with the materials used.

The RSE Curriculum will be taught by appropriately trained staff using cross-cutting themes and discreet lessons within all related Areas of Learning and Experience (AoLE), using teaching strategies and techniques which are developmentally appropriate and meet learners needs. This will also help to avoid a 'single issue' approach where each lesson covers a different RSE issue, isolated from other learning.

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

- Have access to objective, supportive and inclusive information about growing up, changing, and 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.

In line with the mandatory requirements of the RSE Code, RSE will be realised in a way that is inclusive in accordance with the principles of equality. This helps ensure that all learners can see themselves, their families, their communities and each other reflected across the curriculum and can learn to value difference and diversity as a source of strength. This contributes to a cohesive, fair and equitable society that equips learners with skills for life. This includes gender equity and LGBTQ+ inclusivity.

The RSE Code focuses on three broad strands:

- Relationships and identity: helping learners 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 learners 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 learners 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.

The Welsh Government is committed to covering the following themes in RSE: relationships, rights and equity, sex, gender and sexuality; bodies and body image, sexual health and well-being; violence; safety and support. These themes are interwoven into the above strands.

9. Progression

The RSE Curriculum must be developmentally appropriate for learners so we reflect upon the Phases 1, 2 and 3, as outlined by the Welsh Government's Code in terms of what content is covered by each age range.

This means at our school we will 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 or social development and needs during planning. Learning within the RSE Curriculum is to be linked to the following phases:

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

The principles of progression across the Health and well-being AoLE offers 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 learners' developing understanding and changing needs. We seek to provide accurate, unbiased information on RSE to learners 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, learners are encouraged to take increasing responsibility for their own learning.

10. Dealing with questions

If staff are asked questions by learners during RSE lessons (which may be of a sensitive nature) the member of staff will never disclose their personal experiences. They will use their professional judgement in providing answers which are age and stage appropriate to the age and maturity of the learner or of other learners who may be listening. There may be times when teachers feel that pupils should be advised to ask another adult, probably a parent/carer, and if this happens, teachers will try to inform parents/carers if the child is willing or check with them that the issue has been dealt with.

Distancing techniques will also be used to help learners 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. If a teacher does not know the answer to a question, they will acknowledge this and research the question later. Sometimes an individual learner may ask an inappropriate question. If this situation arises, the learner will be reminded of the class agreement/ ground rules. If a question feels inappropriate for a learner, or for the whole class or raises concerns, the teacher will acknowledge the question and reassure the learner that they will attend to it after the lesson on an individual basis. In this way, the learner will feel they have been treated with respect, but inappropriate personal information will not be shared with the rest of the class. In some cases the Safeguarding Policy may need to be followed.

11. Working with Parents/Carers

As part of the Curriculum for Wales, RSE is mandatory for all learners aged 3 – 16. This means that parents / carers can no longer withdraw their child from RSE in line with the roll-out of the curriculum in each year group. However, Twynyrodyn Community School acknowledges that parents and carers have an important influence and role to play in terms of delivering messages about relationships and sexuality education. Parents and carers are the key people in teaching their children about sex and relationships and maintaining the culture and ethos of the family. RSE is a shared responsibility and as such schools seek to keep parents /carers informed about this RSE Policy, the RSE Curriculum, and resources where possible. We support parents / carers in understanding why high quality, inclusive RSE at Twynyrodyn Community School is important to the development and learning of every young person. Parents / carers are encouraged to discuss concerns they may have with their class teacher in the first instance with the classteacher or Headteacher. The school welcomes any comments from parents and carers that are aimed at improving the school's provision in this area. In

situations where parents / carers are unhappy with elements of the RSE Curriculum, they are asked to follow the Complaints Policy for Twynyrodyn Community School.

12. Welsh Network of Healthy Schools Scheme

Twynyrodyn Community School actively participates in the WNHSS. This provides a framework for the development of a whole school approach to RSE through effectively linking policy, staff, development of a spiral curriculum, school ethos, learner voice and the wider community through the health topic area of Personal Development & Relationships.

13. Period Dignity

Our school fully supports the Welsh Government Period Dignity Strategy Action Plan, which aims to address the stigma and shame associated with periods. We will support the plan by ensuring the following:

1. Provision of free period products, including environmentally friendly resources that learners can access from the school office or class teacher.
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 in learner toilets to support the safe and environmental disposal of products.
5. Clear communication to learners and informing them of the available free products on site, and how they can access them.

14. Safeguarding and Confidentiality

The RSE curriculum at Twynyrodyn Community School supports learners to be able to develop their knowledge, awareness and understanding on how to recognise discriminatory behaviours, harmful sexual behaviours, unhealthy and abusive/violent relationships, whilst ensuring that all learners develop an understanding of what consent is, including developing skills on how to give and withdraw consent.

It is important that all school staff receive the appropriate Safeguarding Training. Staff understand that they have a duty to follow the School Safeguarding Policy and Procedures at Twynyrodyn Community School, which will follow the All Wales Child Protection Procedures / LA protocol if there is suspicion that a learner may have suffered or be at risk of suffering harm.

Our RSE curriculum supports learners 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. Learners may disclose information to school staff that cannot remain confidential. When this occurs, our staff will follow the guidelines below:

- Remind learners that staff cannot offer unconditional confidentiality.
- Inform learners first if staff are going to break confidentiality.
- Where appropriate, encourage learners to talk about any worries and concerns they have with parents/carers.
- Ensure learners are supported adequately by an appropriate member of staff.
- Always follow the school Safeguarding Policy if there are child protection concerns.

15. Signposting to Services

Learners can access a range of information and advice through:

- Class Teachers/support staff
- Cwm Taf Morgannwg School Nursing Team
- Childline

- Meic
- School based counselling- Exchange (Merthyr): 03302 020 283
- Early Help Hub (Merthyr): 01685 72000

16. Equality Statement

This school/provision recognises the Equality Act 2010. Under the provisions of the Equality Act, schools must promote equality and not unlawfully discriminate against learners on the basis of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or sexual orientation (collectively known as the protected characteristics). Schools/education provision must also make reasonable adjustments to alleviate disadvantage.

17. Access to the Policy

This policy will be located on the school website and disseminated via school newsletter. Aspects of this Policy will be replicated in the School Prospectus, shared areas on the school network and staff handbook. Parents / carers may request a paper copy of the Policy from the school.