Relationships and Sexuality Education (RSE) Policy Primary Schools

Exemplar policy for primary schools

PLEASE NOTE

This document is a guide that has been created to help schools update their Relationships and Sexuality Education (RSE) policy in line with Welsh Government, Curriculum for Wales and the RSE Code 2022 documents.

Schools may use whole or parts of this document as a guide to create their whole school's RSE policy.

The schools' policy must be a true reflection of RSE processes and practices.

The highlighted notes throughout this document have been inserted to assist schools for editing purposes in order to reflect the schools' processes and practices.

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Ysgol Cybi

Relationships and Sexuality Education (RSE) Policy

Name of staff member responsible for the RSE policy: Owain L Roberts
Name of the school's Relationships and Sexuality Education Lead: Rhian Grieves
Name of Governor with responsibility for RSE:
Date of adoption of the RSE policy by the Governing Body: 3/12/24
This policy will be reviewed every two years Date of next review: Autumn Term 2026

Statement by the Governing Body

The governing body of Ysgol Cybi adopted this policy on 3/12/24. This policy will be reviewed by the governing body in two years to ensure the policy is in alignment with the latest Welsh Government guidance and statutory regulations.

By adopting this policy, the governing body of Ysgol Cybi 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.

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.

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.

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.

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.

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This policy encompasses the school's approach to RSE. It has been approved by the Senior Management Team through consultation with staff, governors and parents.

This policy is in alignment with the latest Guidance from Welsh Government:

- 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: Confidentiality, Safeguarding, Child Protection and the Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015.

Right to Withdraw

RSE is a mandatory requirement in the Curriculum for Wales 2022 for all learners from age 3 to 16 years. It is specified within the RSE Code that there is no right to withdraw learners from any part of RSE.

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.

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

1. 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.

2. 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.

3. 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.

The learning strands of teaching and learning are set in three broad developmental phases as follows:

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

Our RSE lead will communicate with all primary and secondary cluster schools to ensure effective progression from Phase one, two and three and is developmentally appropriate with all our learners.

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

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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.

Consultation with learners
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 activities with through pupil questionnaires

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.

RSE Provision
Our whole school RSE provision is detailed within a schemes of work document and it is available on request. This document specifies how we manage, organise and embed RSE throughout our whole school curriculum in alignment with the progression steps within the Curriculum for Wales and the phases within the RSE Code. The resources used are selected for their suitability and are reviewed for their effectiveness following their use by teachers and the lead RSE member of staff.

Safe learning environment
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.

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.

Health and wellbeing support services for learners
Within our RSE provision learners will be informed of appropriate health and wellbeing support services and how to access them.

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.
Questions will be answered sensitively and in a developmentally appropriate manner for learners.

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.

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.)

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These agencies will be carefully selected and the lead RSE will check:

- They are adequately trained to speak with young people.
- They work/are registered with a reputable organisation/charity.
- Their contribution coincides with the aims and objectives of the curriculum.
- The validity of their Disclosure and Barring Service (DBS) status.
- All resources/presentations that will be used.
- They have been made aware of any additional needs that some learners may have.
- They have been made aware that a member of the school staff will be present throughout the lesson/activity/presentation.

Staff professional development

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.

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.

Partnerships with parents/carers and the local community

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 through annual parental questionnaire. The RSE policy is available to view on the school 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.

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