

# Brynteg CP School

## RELATIONSHIPS AND SEXUALITY EDUCATION (RSE) POLICY



Approvals	
Approved by Governing Body	January 2024
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### Introduction

The role of RSE in learners' education is positive and empowering, as it supports them in forming and maintaining various relationships based on mutual trust and respect. These relationships are crucial for the development of emotional well-being, resilience, and empathy. By understanding sexuality in terms of rights, health, equality, and equity, learners are empowered to understand themselves, make responsible decisions, and form inclusive relationships that embrace diversity and promote respect.

The Welsh Government RSE Code outlines the mandatory requirements, which are fully incorporated into our school's RSE program. Our comprehensive and inclusive teaching and learning program for RSE has been carefully planned and developed to align with the Code. This policy provides a detailed overview of our whole school approach to RSE.

Through our RSE program, learners will acquire the knowledge, skills, and values necessary to comprehend how relationships and sexuality influence their own lives and the lives of others. They will be equipped and empowered to seek support on RSE-related issues and advocate for themselves and others.

The school is committed to embedding RSE within its values, rights, and moral framework. This includes demonstrating respect for all learners, staff, and the wider community, celebrating differences, fostering healthy relationships, and promoting the inclusion of sexual diversity. This

policy encompasses our school's approach to RSE and is fully aligned with the latest Guidance from the Welsh Government:

- [Curriculum for Wales Guidance](#)
- [The Curriculum for Wales – RSE Code, 2022](#)
- [Keeping Learners Safe](#)
- [Curriculum and Assessment \(Wales\) Act 2021](#)

UK Government

- [Equality Act 2010](#)

## **Right to Withdraw**

From September 2022 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**

The RSE curriculum at our school will be delivered through cross-curricular themes, ensuring that it is integrated across all Areas of Learning and Experience as appropriate. This approach will enable students to establish connections between their RSE education and the broader curriculum, gaining insights into the historical, cultural, geographic, physical, political, social, and technological aspects that influence 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.

Our Health and Wellbeing lead will communicate with all primary and secondary cluster schools to ensure our curriculum offers effective progression 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 Health and Wellbeing lead in our school.

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.

## **RSE Provision**

Our whole school RSE provision is detailed within medium term plans and tracked on Taith 360.

Resources used are selected for their suitability and are reviewed for their effectiveness following their use by teachers and Health and Wellbeing lead.

## **Safe learning environment**

The establishment of class rules will promote a secure learning atmosphere for teachers, staff, and students, ensuring their safety.

Confidentiality matters will be communicated to the students, emphasising that any disclosures related to safeguarding will not be kept confidential and will be shared in accordance with the 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 be provided with the chance to ask confidential or anonymous questions through the utilisation of a question box, whenever it is deemed appropriate. We perceive questions as a positive indication that learners are actively engaged in the subject matter being taught and feel comfortable expressing their natural curiosities about themselves, their bodies, and their relationships with others.

All questions will be addressed with sensitivity and in a manner that is suitable for the learners' developmental stage.

Our staff members will not be obligated to answer every question if they deem some to be inappropriate. They will also refrain from answering any personal questions about themselves and will not pose direct personal questions to learners that could potentially 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 and resources e.g. PC Stu, health professionals, NSPCC, Hafan Cymru etc.

These agencies will be carefully selected and the Health and Wellbeing lead 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.

### **Partnerships with parents/carers and the local community**

The school acknowledges the importance of parents/carers in the success of the RSE program. Therefore, the school offers information on the content delivered and allows parents/carers to provide feedback through an open door policy and a leaflet of information that is sent home. The RSE policy can be accessed on the school's website.

Parents/carers are encouraged to schedule a visit to the school if they would like to review and discuss the materials and resources utilised in the RSE lessons.