

Inspiring Ambition



Ysgol Gynradd Gymuned

**PENYRENGLYN**

Community Primary School

# Relationships and Sexuality Education (RSE)

Penyrenghlyn Community Primary School

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## Policy: Relationships and Sexuality Education (RSE)

*Written in line with Welsh Government Statutory Guidance, the RSE code and legislative summary (January 2022)*

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Ysgolion Iach  
Cwm Taf Morgannwg  
Healthy Schools

Cynlluniau Ysgolion Iach - Rhwydwaith Cymru



Welsh Network of Healthy School Schemes

Signed	Date

Headteacher Mrs Michelle Hutchings		
Health & Well-being Lead Mrs Melissa Preece		
Chair of Governors Mrs Tammy Llewellyn		
Link Governor/s		

**Title of Policy: Relationships and Sexuality Education**

*I confirm that I have read and understood this policy.*

<b>Name of staff member:</b>	<b>Job Role:</b>	<b>Date:</b>	<b>Signature:</b>
Michelle Hutchings	Headteacher		
Kylie Thomas	FEO		
Susan Green	HLTA - PPA Teacher		
Sarah Ball	Teacher		
Lisa Lewis	HLTA – Nursery Manager		
Lisa Davis	Teacher		
Joanne Hanly	Teacher		
Louise Guy	Teacher		
Melissa Preece	Teacher, ALNCO & RSE Lead		
Owen Wrangham	Teacher & Deputy Headteacher		
Anwen Webber	Teacher		
Brooke Walters	LSA		
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## **1. Introduction**

Penyreglyn Community Primary School is committed to adopting a Whole School Approach to high-quality provision of Relationships and Sexuality Education (RSE) for all learners. Therefore, it is important that this policy has been developed in consultation with a range of stakeholders including the active engagement of learners.

The purpose of this policy is to provide all stakeholders (learners, staff, parents/carers, governors, and external organisations), 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 of RSE**

Penyreglyn Community Primary 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 and sexual health (appropriate to age of learners).
- Provide information on where learners can access help and support services in relation to keeping safe and RSE (appropriate to age of learners).

### ***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, including LGBTQ+ lives (appropriate to age of learners).

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.

Penyreglyn Community Primary School fully complies with the legal statutory duty stated in the RSE Code from Welsh Government.

Penyreglyn Community Primary 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.

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 Penyreglyn Community Primary 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 Penyreglyn Community Primary School are aware and adhere to relevant school policies which complement RSE. These include:

- Safeguarding / child protection (Articles 6, 19, 24, 34, 35 and 36)
- Anti-bullying (including procedures for dealing with homophobic, biphobic and transphobic bullying) (Article 19)
- Substance Misuse (Article 33)

- Equality and Diversity (Article 14,30 and 33)
- Internet Safety (Article 16)
- Behaviour Management/ Positive Relationships (Article 42)

## **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 for RSE**

In line with a Whole-School Approach, RSE is everyone's responsibility at Penyreglyn Community Primary School. However, the Governing Body, Headteacher, Senior Leadership Team, and RSE Lead, Mrs Melissa Preece, 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 Penyreglyn Community Primary School is to:

- Determine and authorise 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 at Penyreglyn Community Primary School is to:

- Co-ordinate the formulation of Penyreglyn Community Primary School RSE Policy by involving all relevant stakeholders.
- Allocate a named member of staff to lead on RSE (Mrs Melissa Preece).
- 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 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 RSE Lead**

The role of the RSE Lead at Penyreglyn Community Primary School 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 annually monitored and evaluated by the RSE Lead 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.

Penynglyn Community Primary School seeks 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. **Positive, protective, and preventative RSE**

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.

### ***Inclusivity, Including LGBTQ+ inclusivity***

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 focusses 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 wellbeing; violence; safety and support. These themes are interwoven into the above strands.

### ***8.1 Understanding the nature of progression in RSE***

The RSE Curriculum must be developmentally appropriate for learners. At Penyreglyn Community Primary School 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:

- o **Phase 1:** from age 3
- o **Phase 2:** from age 7
- o **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.

Penyreglyn Community Primary School seeks 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.

### ***9. Role of Pupil Voice in RSE***

As stated in the United Nations Convention on the Rights of the Child (UNCRC), children and young people have the right to be consulted on decisions being made about their lives (Article 12). To ensure the RSE Curriculum meets learners' needs and addresses emerging trends, Penyreglyn Community Primary School will consult learners and involve them in the curriculum content for RSE and retain flexibility to address the issues learners identify. Learners' views about what, how and where they learn will be taken into consideration so that the RSE Curriculum can truly reflect the experiences that children and young people encounter in society.

### ***10. Responding to Pupil Needs***

Penyreglyn Community Primary 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.

#### ***10.1 Ground Rules***

At Penyreglyn Community Primary School we endeavour to create safe and supportive learning environments. This helps to create trust and allow learners a safe space to consider

learning, ask questions and express their thoughts and feelings. We aim to encourage respectful conversation, which can be achieved by developing a working agreement of ground rules with learners. This helps to maintain professional boundaries and keep learners and practitioners safe. (See Appendix 2)

## ***10.2 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. The school includes a question box within all RSE lessons for pupils to anonymously ask a question. 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 (that are displayed in the classroom). 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 (see Section 15).

## ***10.3 RSE for Learners with Additional Learning Needs***

The RSE Curriculum must be provided for learners with additional learning needs. Staff at Penyreglyn Community Primary School consider how best to meet the needs of individual learners whose additional needs means that their understanding of sexual health and well-being may not match their chronological age.

All staff, including ancillary staff, physiotherapists, nurses and carers are aware of the school's approach to RSE when working with learners with additional learning needs.

## ***11. Use of local, national and school level data***

At Penyreglyn Community Primary School we use a range of available health and wellbeing data to develop a bespoke RSE Curriculum which meets the needs of all learners. This may include data captured through surveys such as, BOXALL, ELSA, PERMA and the School Health Research Network (SHRN).

## ***12. RSE Resources***

It is vital that the RSE Lead uses RSE resources which are relevant, reputable, developmentally appropriate, inclusive and sensitive to learners' needs to support the RSE Curriculum. At Penyreglyn Community Primary school the following resources are used:

- The Cwm Taf Morgannwg Healthy Schools Scheme resource to support Primary Schools in developing a RSE curriculum
- Primary school Growing Up resource
- School Beat website
- Jigsaw Scheme
- NSPCC
- Hafan Cymru (Spectrum Project)

Parents/ Carers are invited to view or discuss the resources the school intends to use in order to provide reassurance and to enable conversations, where appropriate, to be reinforced and continued in the home.

## ***13. Partnerships and Engagement with Stakeholders***

### ***13.1 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, Penyreglyn Community Primary school acknowledges that parent 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 Penyreglyn Community Primary 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 or the RSE Lead, Mrs Melissa Preece, and 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 Penyreglyn Community Primary school or contact the Headteacher with their complaint.

### ***13.2 External Partnerships***

Whilst Penyreglyn Primary Primary school is responsible for the delivery of the RSE Curriculum, we recognise the value of involving appropriate external agencies/visiting speakers to complement the RSE Curriculum. This input does not substitute or replace the school provision and delivery of RSE. If the school is approached by an unknown external agency/speaker, then advice regarding suitability will be sought.

Good practice for when working with external agencies/visiting speakers:

- Ensure that the external agency has the right skills, knowledge and competency, and has a professional reputation for being holistic and inclusive in their approach to RSE.
- Ensure aims and learning outcomes are age appropriate for the intended learners.
- The external agency/visiting speakers have a DBS and are considered appropriate in respect of Safeguarding and Health & Safety Procedures.
- The school/education provision have made the external agency aware of their school's policies
- Staff will inform and prepare learners for the visit of an external agency/visiting speaker and allow them time to prepare questions prior to this.
- Staff will remain in the classroom at all times

### ***13.3 Welsh Network of Healthy School Scheme (WNHSS)***

Penyreglyn Community Primary 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.

## ***14. 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 girl's toilets and the Family Room.
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 parents/carers informing them of the available free products on site, and how they can access them.

## ***15. Safeguarding and Confidentiality***

The RSE curriculum at Penyreglyn Community Primary 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 Penyreglyn Community Primary 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.

## ***16. Harmful Sexual Behaviour***

[Peer-on-peer sexual harassment](#) is taken very seriously at Penyreglyn Community Primary school. The whole school approach to RSE ensures that a preventative and proactive approach is adopted to tackle the issue. This includes providing learners with assurance that school staff will take every incidence of peer-on-peer sexual harassment seriously and work in partnership with the learners, parents/carers, and external agencies where appropriate to deal with any incidents.

## ***17. Signposting to services***

Learners can access a range of information and advice through:

- Class teachers, FEO and Headteacher
- The school's wellbeing team.
- Cwm Taf Morgannwg School Nursing Team
- Childline

- [Meic](#)
- School based counselling (Place2Be)
- Eye to Eye (RCT): 01443 202940 or [www.eyetoeye.wales](http://www.eyetoeye.wales)
- Kooth: Free, safe and anonymous support and counselling is available to all young people aged 11-18 on [Kooth.com](http://Kooth.com) across Cwm Taf Morgannwg (CTM). Kooth is funded by the CTM University Health Board and all resources and support are FREE for schools, services and young people to access.

### ***18. 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 maternity, marriage or civil partnership, or sexual orientation (collectively known as the *protected characteristics*). Schools/education provision must also make reasonable adjustments to alleviate disadvantage.

### ***19. Monitoring and Evaluating RSE***

Please see Roles and Responsibilities 7.0

### ***20. Access to the Policy***

This policy will be located on the school's shared drive and disseminated via the school website.

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.

## Cwm Taf Morgannwg RSE Model policy

### **Appendix 1: A Whole School Approach to RSE: Audit Tool**

This checklist is primarily for the use of the designated member of the senior leadership team with overall responsibility for managing holistic RSE provision.

<b>Success Criteria</b>	<i>Fully in place</i>	<i>Partly in place</i>	<i>Not in place</i>
<b>Leadership and Commitment</b>			
A member of the senior leadership team has overall responsibility for RSE.			
There is a member of staff who coordinates the delivery of RSE.			
There is a named governor for RSE.			
There is an action plan to ensure continuous review and development of the RSE curriculum.			
The school has an up-to-date RSE policy which has been developed by staff in consultation with learners, parents / carers, governors and has been agreed by the governing body.			
<b>Understanding the Needs of Learners and the School Community</b>			
Learners are actively involved in the development of the RSE curriculum.			
The diverse experience of learners, such as vulnerable groups and those with additional learning needs are acknowledged and their RSE needs met.			
The school is aware of the emerging priorities and health needs within the local school community that are pertinent to RSE.			
<b>Engagement</b>			
The RSE policy has been disseminated to all members of the school community, including parents/carers and visitors involved in the delivery of RSE.			
Staff are actively engaged and involved in developing the RSE policy and curriculum provision.			
Parents / carers receive information on their child's learning in RSE.			

Arrangements are in place for parents/carers to view RSE teaching materials.			
Information is provided to support parents / carers in their role as educators of RSE in the home.			
<b>Workforce</b>			
All staff involved in the delivery of the RSE programme receive appropriate training and support.			
RSE is taught by trained, knowledgeable and confident staff.			
<b>Relationships</b>			
The school can demonstrate how it fosters and develops healthy relationships between all members of the school community.			
The school actively promotes the United Nations Convention on the Rights of the Child.			
<b>Support Services</b>			
Contributions to RSE by external agencies support and enhance the RSE programme and do not replace teaching by school staff. Visitors comply with school policy.			
The school actively engages with specialist services e.g. school nurse.			
<b>Learning Environment</b>			
All staff ensure a safe learning environment for RSE, using class agreements.			
Learners can access support and advice in designated areas in the school.			
<b>Curriculum:</b> The curriculum has been developed in line with the WG RSE guidance and covers the statutory elements of the RSE Code RSE is taught through a cross-curricular approach through all of the Areas of Learning and Experience, as well as through discrete RSE lessons.			
Learners are actively involved in the development of the RSE curriculum.			
RSE curriculum overviews have been developed clearly identifying progression steps.			
Resources are carefully selected for their suitability and are reviewed for their effectiveness.			
A range of teaching and learning strategies are used which encourage participation with opportunities for learners to develop positive values, skills and attitudes around RSE.			



## Cwm Taf Morgannwg RSE Model policy

### ***Appendix 2: Model class agreement for RSE***

Developing a class agreement as part of RSE establishes clear parameters regarding what is appropriate and inappropriate in a whole group setting. In turn, this helps to create a balance between learners feeling respected and safe, and protecting individual privacy.

#### **Class agreement**

1. We understand that we are all different and have our own opinions / experiences, but everyone will be treated with respect.
2. We will not ask personal questions.
3. If we have further questions after the lesson, we will talk to an adult we trust.
4. We will all do our best to challenge prejudice in all its forms.
5. We will use the proper words for body parts and sexual activity.
6. If the teachers / staff believe you are at risk of harm, they have a responsibility to share the information with the Safeguarding Lead. (Mrs Hutchings, Mr Wrangham, Mrs Thomas and Mrs Preece)

Please personalise to reflect your class / group.

### ***Appendix 3: Terminology & Definitions***

<https://www.brook.org.uk/your-life/sexuality-a-few-definitions/>

*Appendix 3: Information booklet for parents/carers*



## Personal Development and Relationships

### Information booklet for parents

The purpose of this leaflet is to provide you with information on our Personal Development and Relationships programme.



The knowledge and skills pupils will gain from this series of lessons will help to build their resilience, confidence and self-esteem to empower them to develop and maintain healthy relationships as they move through childhood into adolescence.

Personal Development and Relationships education is a term used to describe the range of learning experiences and support that schools provide for pupils to develop safe, respectful personal relationships. This includes taking responsibility for their behaviour in their personal relationships, how to recognise inappropriate behaviour, keep themselves safe and the changes that will happen to their body as they grow up.

Our Personal Development and Relationships programme and teaching have been informed by:

- Welsh Government Sex and Relationships Education in Schools guidance (2010)
- The Personal and Social Education Framework for 7-19-year-olds in Wales
- Foundation Phase, Personal and Social Development, Well-being and Cultural Diversity area of learning

We will be using the Healthy Schools scheme of work, which has been agreed by our Healthy Schools Liaison Officer in Cwm Taf to deliver high quality personal development and relationships education.

## **Pupils will learn about Personal Development and Relationships through:**

- The Cwm Taf Healthy School Scheme 'Growing Up/ Tyfu i Fyny' teaching resources
- The 'Sense- Growing Up and Keeping Safe' CD
- The NSPCC 'PANTS Underwear Rule', resources and Pantosaurus cartoon
- School Beat website
- Circle time activities. This is when we might talk about growing up while sitting in a circle with other classmates
- Sessions with the School Nurse
- Story books



## **Healthy Schools areas of Learning for Nursery and Reception**

1. All About Me - My Body and its Parts
2. All About Me - Keeping Clean
3. All About Me - Feelings
4. Touch

## **Healthy Schools areas of Learning for Year 1**

1. All About Me - My Body and its Parts Growing Up
2. All About Me - Keeping Clean
3. All About Me - Feelings
4. Touch

## **Healthy Schools areas of Learning for Year 2**

1. Inclusivity - What Makes Me 'Me'
2. All About Me - Keeping Clean
3. All About Me - Relationships
4. Touch



## **Healthy Schools areas of Learning for Year 3**

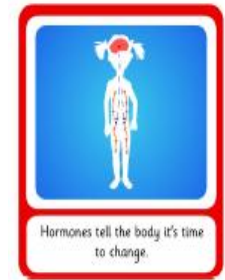
1. Sticks and Stones (bullying)
2. Friendship, Peer Pressure and Bullying
3. All Together (different types of families)

## **Healthy Schools areas of Learning for Year 4**

1. Share Aware NSPCC - Online Safety
2. Share Aware NSPCC Alex - Online Safety
3. Share Aware NSPCC Lucy - Online Safety
4. Safe Touch

## Healthy Schools areas of Learning for Year 5

1. Inside the Body
2. Puberty
3. Puberty - The Menstrual Cycle
4. Hygiene



## Healthy Schools areas of Learning for Year 6

1. A Loving Relationship
2. Reproduction & Pregnancy
3. Looking After a Baby



If you wish to see the lessons in more detail, a copy of our school's policy or view any of the resources please ask your child's class teacher.

### Useful links for parents:

The Curriculum for Wales - Relationships and Sexuality Education Code  
[curriculum-for-wales-relationships-sexuality-education-code.pdf](https://www.curriculumforwales.gov.uk/curriculum-for-wales-relationships-sexuality-education-code.pdf)

For a guide to talk to your child about the NSPCC Underwear Rule please follow this link: <https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-guide-for-parents.pdf>

Family Planning Association, Parental Information Leaflets: How to talk to your child about Sex and Relationships Education  
[http://www.publichealthnetwork.cymru/files/2614/4359/8957/Factsheet1\\_HowToTalkChildrenAboutSRE.pdf](http://www.publichealthnetwork.cymru/files/2614/4359/8957/Factsheet1_HowToTalkChildrenAboutSRE.pdf)

SchoolBeat.org is a bilingual site from the **All-Wales School Liaison Core Programme**, providing information and resources **for teachers, pupils and parents** to follow up on the lessons provided to primary and secondary school children by our **School Community Police Officers**. The website focuses on the three main themes of the Programme: **drug and substance misuse, social behaviour and community and personal safety**  
<https://www.schoolbeat.org/en/pupils/>

*This leaflet has been designed with kind permission from the Cwm Taf Healthy Schools Scheme.*