

# Glasllwch Primary School Relationships and Sexuality Education (RSE) Policy

This policy is a	EAS Template Policy
This policy is	Statutory
Key references	WG Circular 019 / 2020
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Link Governor	Stephen Morris
Key Personnel in Policy	Head Teacher, AENCo
Training / Accreditation	N/A
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**Aims of Policy:**

- To outline the functioning of the curriculum in school.

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Reviewed by	Policy committee

## Relationships and Sexuality Education (RSE)

### RSE

Relationships and Sexuality Education (RSE) involves the delivery of lessons that aim to prepare all pupils for the opportunities, responsibilities and experiences of adult life, taking note of their moral, spiritual, cultural, mental and physical development at school and in the world.

### Introduction

This policy has been developed in line with guidance from the Welsh Assembly Government Circular No. 019/2010 (*Sex and Relationships Education in Schools*). Several other documents were also used to support the writing of this policy, including:

- The Sexual Health and Wellbeing in Wales Action Plan, 2010-2015
- Education Act 1996
- The requirements of the *Personal and social education framework for 7 to 19-year-olds*.
- AoLE for Health and Wellbeing
- EAS RSE toolkit

Glasllwch Primary School actively participates in the Welsh Network of Healthy Schools Scheme (WNHSS). The WNHSS National Quality Award provides schools with a framework for the development of personal development and relationships. The Sexual Health and Wellbeing action plan for Wales 2010 - 2015 highlights the importance of school based RSE and the role that it plays in a child's sexual health development and behaviour.

### Links with other Policies and Curriculum Areas

- Personal and social education (PSE)
- Jigsaw PSHE
- Confidentiality
- Safe guarding/child protection
- Anti-bullying (including procedures for dealing with homophobic bullying)
- Equality and diversity.
- Review/monitoring

### Rationale

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The Welsh Assembly Government's seven core aims describe the entitlement of children and young people to access educational and health services. Effective school RSE programmes help learners to develop the skills and knowledge appropriate to their age, understanding and development. Learners are enabled to make responsible decisions about their relationships, sexual health and well-being.

Schools are recognised as playing an important role in having a positive and sustained impact on children and young people's sexual health and well-being. All learners need help to build up their confidence, awareness and self-esteem, which will in turn assist them in managing and negotiating their personal relationships.

RSE is about understanding the importance of stable and loving personal relationships, respect, care, and the building of successful relationships with friendship groups and the wider community. We live in a diverse society and pupils come from a variety of family backgrounds. "Teachers should take care to approach all pupils with sensitivity and respect and ensure that there is no stigmatisation of pupils based on their home circumstances".

(Sex and Relationships Education in Schools, Circular 019/2010, WAG 2010)

Glasllwch Primary School is committed to the teaching of Relationships, Sexuality Education (RSE). It will be taught as part of the Health and Wellbeing Area of Learning and Experience, Personal and Social Education programme (PSE) with areas of overlap into the Science and Technology area of learning with some aspects of the Humanities area of learning.

### **Aims**

At Glasllwch Primary School we aim to develop age appropriate RSE in the context of a broad and balanced curriculum. The school aims to achieve the following outcomes for all pupils.

At the end of the Foundation Phase pupils should be able to:

- value themselves
- recognise and communicate their feelings
- form friendships and relationships
- name the parts of the body in order to distinguish between male and female
- understand the difference between appropriate and inappropriate touch.

At the end of Key Stage 2 pupils should understand:

- the reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth
- the range of their own and others' feelings and emotions
- the importance of personal safety and what to do or to whom to go when feeling unsafe
- name the parts of the body in order to distinguish between male and female
- understand the difference between appropriate and inappropriate touch

### **The content of the curriculum includes:**

- Learning about the Life Cycle
- Keeping children safe by helping them to recognise and respond appropriately to unacceptable behaviour by adults and other children
- Helping children to understand the information and situations they come across and to put them into a values framework
- Helping children communicate about matters to do with their bodies and relationships, without embarrassment
- Providing information on:
  - ◆ Loving relationships
  - ◆ Names for parts of the body
  - ◆ Appropriate and inappropriate touching
  - ◆ Different kinds of families
  - ◆ The process of reproduction
  - ◆ The physical and emotional changes associated with puberty
  - ◆ The development of the baby in the uterus and birth
  - ◆ The needs of babies and the responsibilities of parenthood
- Preparing children for decisions they will make in the future and the experiences they are likely to face
- Helping children to adapt to changes within the family
- Helping children to understand their own feelings and the feelings of others
- Teaching children to respect themselves and other people
- Introducing children to a variety of values/attitudes regarding sex and relationships in order to help them to develop their own moral code and to show tolerance to those who come from different backgrounds and have different beliefs.

### **The delivery of the RSE programme**

The RSE programme is taught by class teachers in mixed gender groups wherever possible. Involvement of external agencies helps to enrich the delivery of RSE, but does not replace RSE within the taught curriculum. Outside agencies are made aware of their role within the delivery of RSE and are provided with a copy of the school's RSE policy.

As part of the RSE programme the children will view a range of interactive DVDs/video clips. These will be watched in a relaxed atmosphere and the pupils will have opportunities to view parts of the video again, if they wish to. The teachers and outside agencies involved will attempt to deal with questions in a sensitive, open, frank and matter of fact way.

The subject will be dealt with in a sensitive, but informative manner. Due care and attention will be paid to matching teaching to the maturity of the pupils involved. The programme will be carefully structured but spontaneous questions

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and issues will be dealt with by the teachers involved giving as much detail as they feel is necessary.

In discussing ground rules, the children will be asked not to discuss the contents of the lessons with younger pupils. Also we will encourage children not to ask personal questions of each other or the staff involved.

Pupils will be encouraged to discuss the lessons with their parents/carers and also parents/carers will be encouraged to instigate discussions about the classes with their children. Before the programmes are seen by the pupils, parents are given reasonable notice that they are about to take place in order to allow parents time to give consent and discuss with their children if necessary. Resources used during the RSE programme are available on request for parents/carers to view and comment on.

### **The content of the RSE programme**

See appendix

### **Resources**

The main resources used to support the RSE programme at Glasllwch Primary School are:

- Growing up resources (Tyfu y fyny) made by Healthy Schools Wales
- NSPCC.org.uk
- SENSE DVD's - making sense of growing up and being safe
- Jigsaw PSHE resources

All of these resources are recommended by Alyson Marchant (teacher advisor for equality and diversity for EAS Wales).

### **Confidentiality**

As a general rule, a child's or parent's confidentiality will be maintained by the teacher or member of staff concerned. However, the school and staff are fully aware of confidentiality issues if a child divulges that they are or have been abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However education staff (that is all staff at this school) have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but they will only tell those who need to know in order to be able to

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help. Staff should reassure the child and tell them that their situation will not be common knowledge within the school (i.e. not discussed with other staff). Staff need to be aware that it may well have taken significant courage on the part of the child to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

### **Equality Statement**

Our school is open to everyone. We will not discriminate in providing education and access to any benefit, service or facility either directly or indirectly, against anyone with a protected characteristic.

We will not discriminate on the grounds of:

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- the Welsh language in Wales.

Age is a further protected characteristic. In a school context it applies to everybody except pupils.

It is important that all parties are aware of equal opportunities for males and females and that race and cultural beliefs are duly considered. All materials used must be carefully checked for this and all visitors and outside agencies must be informed of the school's policies.

### **Involving learners**

Learners have the right, as provided for by Article 12 of the United Nations Convention on the Rights of the Child (UNCRC), to contribute in a meaningful way to the development and review of the RSE programme. Pupil participation, such as the school council and learning squad enables learners to express their views on their needs at different key stages.

Y6 Children who have previously participated in the RSE programme will have the opportunity to comment on the appropriateness of it, making suggestions about the timing, content, resources and delivery of the programme. This feedback will be used to monitor and review the programme regularly.

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## **Continuing professional development**

The school will be cognizant of national and local training requirements and guidance.

The school will ensure that the RSE Lead/link governor receives initial training when starting their role and continued professional updates as and when required. The RSE Lead will also take part in professional learning networks to share good practice and will disseminate to all staff.

## **Working with parents/carers and the wider community**

This policy is available to parents/carers via the school website. A paper copy is available from the Head teacher/Health and Wellbeing Lead.

Update RSE meetings are regularly held with parents to ensure their knowledge and understanding of the RSE curriculum.

The material relating specifically to human reproduction is incorporated into the Year 6 programme and is composed of the relevant aspects of the Science and Technology and Health and Wellbeing AOLE's. Therefore, this course material will be offered to the pupils during the Summer Term of Year 6.

## **Monitoring and evaluation**

The Head teacher, Senior Leadership Team and Health and Wellbeing Lead are responsible for monitoring standards of learning and teaching in RSE. Learners will be asked to contribute to the evaluation of the RSE programme through feedback questionnaires and discussions, which will in turn feed into whole school self-evaluation.

## **Appendix**

### **Content of RSE programme by year group**

#### Reception

Lesson 1 - likes and dislikes linked to children's lives (toys/colours)

Lesson 2 - Similarities and differences between themselves and peers

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Lesson 3 - Differences between families based on class members

### Year One

Lesson 1 - keeping clean / basic hygiene (hand washing etc)

Lesson 2 - growing and changing / differences > *penis and vagina* introduced through any issue that may arise.

Lesson 3 - People who can help us

### Year Two

Lesson 1 - similarities and differences between boys and girls / gender stereotypes

Lesson 2 - differences between male and female animals, boys and girls / male and female needed to create new life

Lesson 3 - physical differences between males and females / focus on biological difference

Lesson 4 - Appropriate and inappropriate touch through traffic light activity

### Year Three

Lesson 1 - similarities and differences between males and females / use agreed words for body parts

Lesson 2 - personal space / unwanted touch / right to say what you like or dislike

Lesson 3 - different types of family / who to turn to for support

### Year Four

Lesson 1 - human life cycle / body changes as a child grows up

Lesson 2 - characteristics of a kind and loyal friend

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Lesson 3 - appropriate and inappropriate touch through traffic light activity (revisited)

### Year Five

Lesson 1 - explore the emotional and physical changes that occur during puberty / ask questions about puberty

Lesson 2 - puberty changes in detail / how to manage physical and emotional changes

Lesson 3 - impact of puberty on the body / personal hygiene / getting support during puberty

### Year Six

Lesson 1 - explore the emotional and physical changes that occur during puberty / ask questions about puberty

Lesson 2 - puberty changes in detail / how to manage physical and emotional changes

Lesson 3 - impact of puberty on the body / personal hygiene / getting support during puberty

Lesson 4 - body changes in preparation for reproduction / talk about puberty with confidence

Lesson 5 - reproduction in the context of relationships / different types of adult relationship / how babies are made

Lesson 6 - conception and pregnancy / decisions that need to be made before having a baby / basic facts about conception and pregnancy / IVF, sperm donors, fostering and adoption