

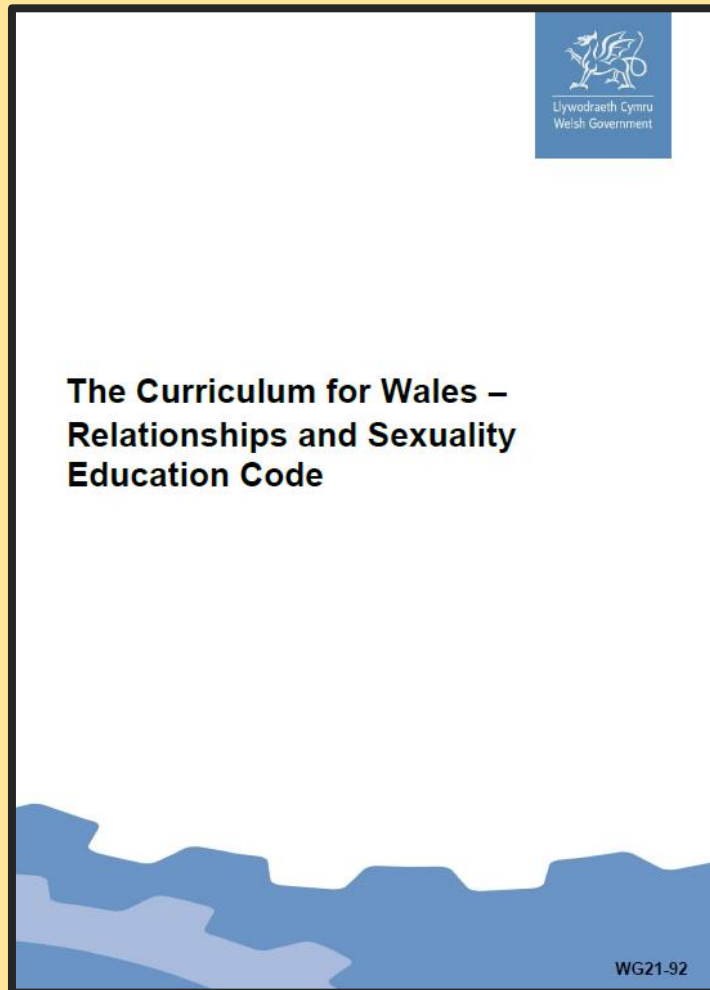
Relationships and Sexuality Education (RSE)



Information Leaflet for Parents and Carers
Progression Step 1 to 3



An Introduction to the RSE Code



In 2022, Welsh Government published **The Curriculum for Wales – Relationships and Sexuality Code**. The Code contains the mandatory requirements for teaching RSE and contains 3 broad Strands:

- **Relationships and identity**
- **Sexual health and well-being**
- **Empowerment, safety and respect**

Each strand of learning is divided into 3 broad developmental phases:

- Phase 1 - From approximately age 3
- Phase 2 - From approximately age 7
- Phase 3 - From approximately age 11

In RSE, children will build upon previous learning, consolidating knowledge and skills and apply them in new, relevant contexts.

RSE is mandatory for all learners aged 3 – 16, from September 2022.

From September 2022, parents and carers will no longer be entitled to withdraw their child/young person from RSE.

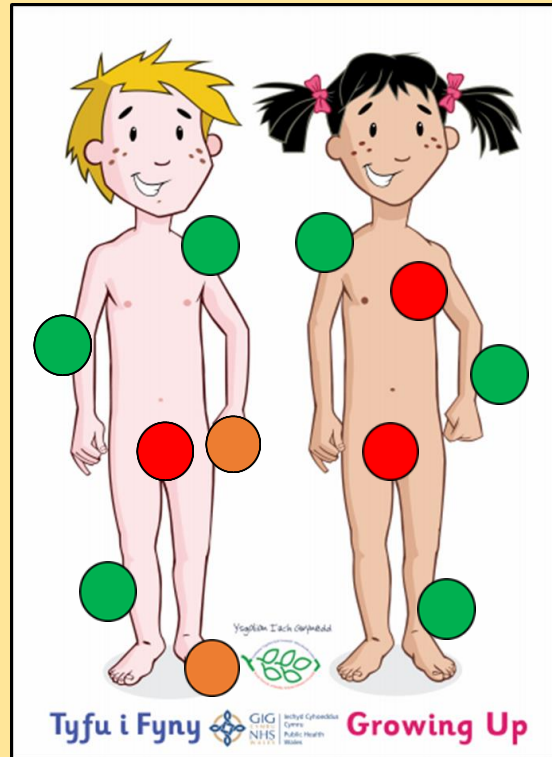
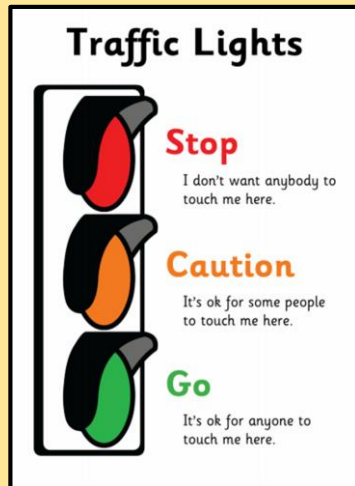
[curriculum-for-wales-relationships-sexuality-education-code.pdf \(gov.wales\)](https://curriculum-for-wales-relationships-sexuality-education-code.pdf)

Phase 1 – Progression Steps 1 and 2

The first section of this leaflet provides you with information about how and what will be covered through our RSE curriculum from Progression Step 1-2.

RSE will be taught through:

- The Curriculum for Wales Areas of Learning and Experience, e.g. Health and Wellbeing, Humanities, Science and Technology, Languages, Literacy and Communication
- Cross-cutting themes, e.g. Growing and Learning Together, People Who Help Us
- Circle time activities
- Storybooks
- Welsh Government and Public Health Wales approved resources, e.g. Tyfu i Fyny / Growing Up, Making Sense of Growing Up and Keeping Safe
- Informal opportunities that arise in the classroom



This is what your child will learn during Phase 1:

NB All learning will be developmentally appropriate.

Relationships and identity

Children will:

- ✓ act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships;
- ✓ develop an awareness of how to communicate wants and needs in relationships, and begin to respect those of others;
- ✓ develop an awareness of how needs relate to rights;
- ✓ develop an awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important;
- ✓ develop a sense of themselves, in the context of families, friends and communities;
- ✓ recognise how people value different things and have different families, friends and communities;
- ✓ experience inclusive behaviours, language and role modelling that show respect for others, whatever their gender;
- ✓ recognise learners' rights to be treated fairly, kindly and with respect.

Sexual health and wellbeing

Children will:

- ✓ use accurate terminology for all body parts, i.e. **penis** and **testicles** for males and **breasts** and **vagina** for females;
- ✓ develop an awareness of the human life cycle and that reproduction is a part of life;
- ✓ develop an awareness of how human bodies change as they grow;
- ✓ develop an awareness of the importance of personal self-care and hygiene;
- ✓ recognise that everyone's body is unique and special to them;
- ✓ develop an awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own;
- ✓ recognise trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.

Empowerment, safety and respect

Children will:

- ✓ recognise harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination;
- ✓ be able to interact with others in a way that is fair;
- ✓ recognise the right to be free from harmful, abusive and bullying behaviour;
- ✓ develop an awareness of how to recognise positive and harmful behaviours, including bullying;
- ✓ be able to share with a trusted adult when faced with harmful behaviours;
- ✓ beginning to recognise that other people have thoughts, feelings and opinions that are different;
- ✓ develop an awareness of the need to seek agreement in order to share, for example toys;
- ✓ develop an awareness of everyone's right to privacy, personal boundaries and which parts of the body are private;
- ✓ be able to communicate if someone is touching them in a way that makes them feel uncomfortable;
- ✓ develop an awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared;
- ✓ develop an awareness that everyone has the right to be safe and no one is allowed to harm anyone else;
- ✓ be able to speak up for each other.

If you wish to see a copy of our school RSE Policy, resources or for more information please contact the school.

Welsh Network of Healthy School Schemes



Cynlluniau Ysgolion Iach - Rhwydwaith Cymru

Phase 2 – Progression Step 3

The second section of this leaflet provides you with information about how and what will be covered through our RSE curriculum within Progression Step 3.

RSE will be taught through:

- The Curriculum for Wales Areas of Learning and Experience, e.g. Health and Wellbeing, Humanities, Science and Technology, Languages, Literacy and Communication
- Cross-cutting themes, e.g. Goals and Aspirations, Citizenship
- Circle time activities
- Storybooks
- Welsh Government and Public Health Wales approved resources, e.g. Tyfu i Fyny / Growing Up, Making Sense of Growing Up and Keeping Safe
- Informal opportunities that arise in the classroom



The body sweats more.



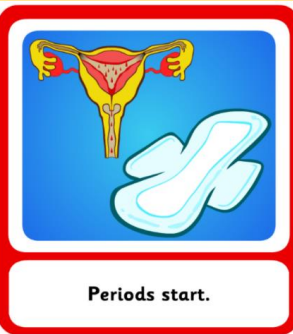
Hips grow wider.



Hormones tell the body it's time to change.



Hair grows on the face.



Periods start.



Hair grows thicker on the arms and legs.



This is what your child will learn during Phase 2:

NB All learning will be developmentally appropriate.

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Relationships and Identity

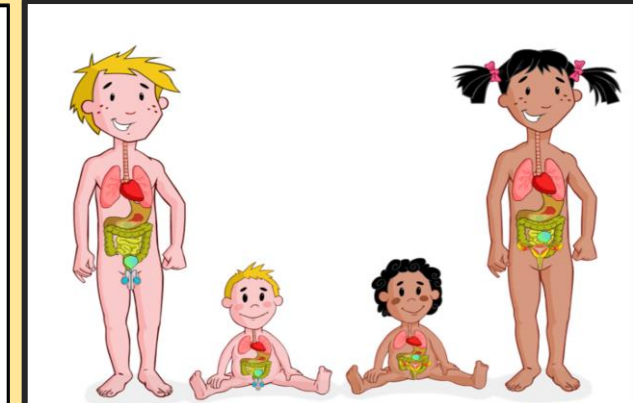
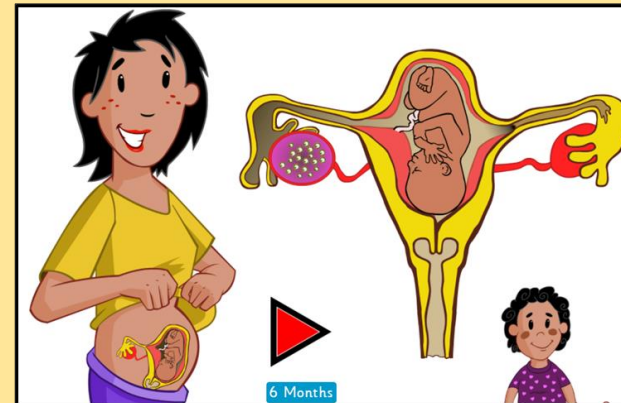
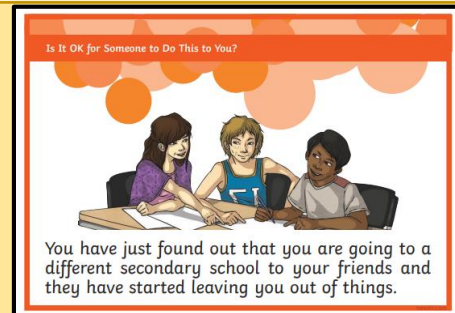
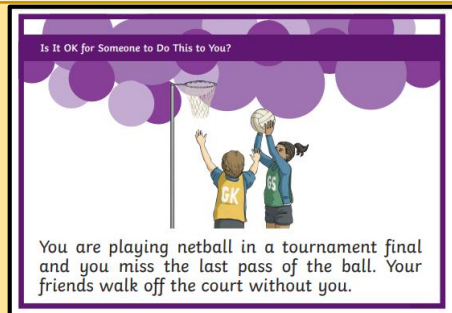
Children will:

- ✓ be able to form and maintain relationships which are equitable, respectful and kind with a range of others;
- ✓ understand and use effective communication, decision-making, managing conflict and refusal skills as part of ensuring their own and others rights and part of friendships and relationships;
- ✓ recognise the characteristics of different families, friendship and peer relationships and the diversity of these;
- ✓ understand positive behaviours in relationships and what can happen when relationships breakdown;
- ✓ develop an awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time;
- ✓ recognising how people's relationships with others shape who they are and their happiness;
- ✓ develop an awareness of how identity can be expressed in different ways;
- ✓ value and recognise the contributions of everyone; and the importance of sex and gender equality;
- ✓ recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour;
- ✓ develop an awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours

Sexual health and wellbeing

Children will:

- ✓ develop their knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being;
- ✓ recognise the process of pregnancy and birth;
- ✓ develop knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty;
- ✓ develop knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being;
- ✓ develop an awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people's bodies;
- ✓ develop an awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses;
- ✓ be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults



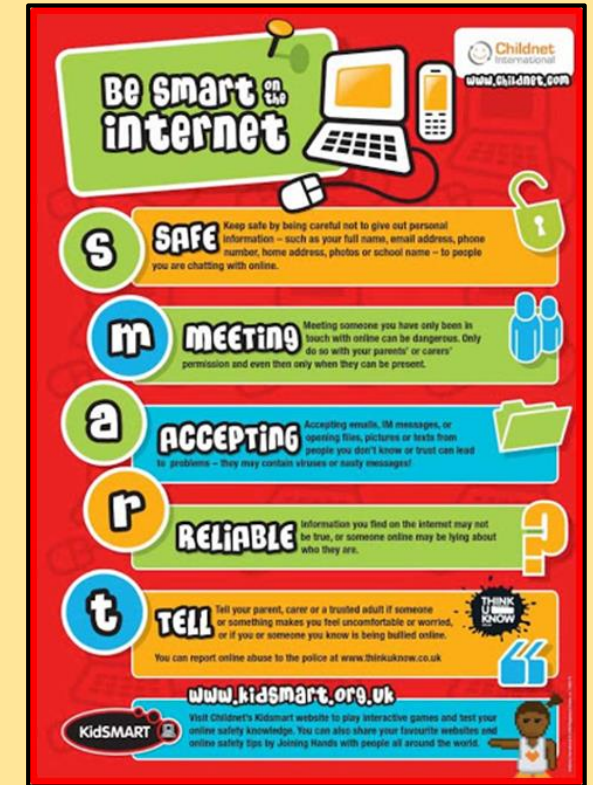
This is what your child will learn during Phase 2:

NB All learning will be developmentally appropriate.

Empowerment, safety and respect

Children will:

- ✓ understand of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online;
- ✓ recognise the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours;
- ✓ understand the right for everyone to be free from harm or abuse;
- ✓ develop an awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play;
- ✓ know how to seek support for oneself and offer support to others;
- ✓ know how to be a good friend and advocate for others;
- ✓ understand of the right to bodily privacy, personal boundaries including online;
- ✓ understand how behaviours may be perceived by others offline and online;
- ✓ recognise which steps to take to keep safe from harm both in offline and online friendships;
- ✓ understand the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms;
- ✓ develop the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online;
- ✓ know how and when digital media can be shared safely, with permission and when it can be a source of harm;
- ✓ develop an awareness of the benefits and dangers of the internet and social media in forming friendships online;
- ✓ explore the motives behind fabricated and digitally-altered media;
- ✓ develop an understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable;
- ✓ develop an awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment



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