

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

This policy is a	EAS Template Policy
This policy is	Statutory
Key references	
Staff Area / Subject Leader	Chris Jackson / Jenny Munslow / Sarah Lane
Link Governor	Stephen Morris
Key Personnel in Policy	Head Teacher, RSE lead
Training / Accreditation	
Published / located	School website, HT office

## Aims of Policy:

- To outline the functioning of the curriculum in school.

Previous review date	September 2021
Review date	September 2022
Next review date	September 2024
Reviewed by	Sarah Lane

## 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

The purpose of this policy is to provide all stakeholders (learners, staff, parents/carers, governors, and external organisations) at Glasllwch Primary School information about our Relationships and Sexuality Education (RSE) provision.

High quality RSE is fundamental in creating a safe school environment where learners grow and develop positive, healthy relationships for life. Fostering positive attitudes towards gender diversity, equality and respectful relationships. This policy supports our approach to preventing violence against women, domestic abuse, and sexual violence (VAWDASV). At Glasllwch Primary School we believe all learners have the right to receive high-quality, holistic, and *inclusive* education about relationships and sexuality.

At Glasllwch Primary School we recognise that the world around us is evolving rapidly and significantly. We are inclusive of diversity. We fully comply with our duties under the Equality Act 2010 and the [RSE Code](#).

Glasllwch Primary School actively participates in the Welsh Network of Healthy Schools Scheme (WNHSS) which 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.

### Working with Parents and Carers

We support parents and carers in understanding why high quality, inclusive RSE at Glasllwch Primary School is important to the development and learning of every young person. Parents and carers are encouraged to discuss concerns they may have with their class or teacher in the first instance or the RSE Lead, Sarah Lane.

### Legislation

RSE is a **statutory** requirement in the new Curriculum for Wales framework and is mandatory for all learners.

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The RSE: statutory guidance (2022) sets out statutory guidance in relation to RSE and is published under section 71 of the Curriculum and Assessment (Wales) Act 2021 (the Act); it is designed to assist those responsible under the Act to design RSE as part of the curriculum. The Curriculum for Wales - Relationships and Sexuality Education code contains mandatory requirements for RSE. It sets out the themes and matters that must be encompassed for learners from 3 to 16 years old.

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.

### UNCRC

At Glasllwch Primary School we discuss RSE in the context of children's rights as protected by the United Nations Convention on [The Rights of the Child](#) .

The rights below underpin and shape our RSE curriculum and school policy:

- non-discrimination (Article 2)
- be heard and involved in decision-making (Article 12)
- freedom of expression (Article 13)
- follow your own religion (Article 14)
- have privacy (Article 16)
- access information to make informed decisions (Article 17)
- not be harmed and should be looked after and kept safe (Article 19)
- experience the highest attainable health, access to health facilities, and preventative health care (Article 24)
- education that prepares children to understand others (Article 29)
- protection from sexual abuse and exploitation (Article 34)
- get special help if they have been abused (Article 39)

Everyone who works with children at Glasllwch Primary School should always do what is best for each learner, as part of our Whole School Approach to RSE (Article 3).

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## Period Dignity

Our school fully supports the Welsh Government Period Dignity Strategy Action Plan, which aims to end the stigma and shame associated with periods.

We will support the plan by ensuring the following:

1. Provision of free resources, including environmentally friendly resources that learners can access from the Year 5 and 6 classroom cupboards or by asking a member of school staff at any time.
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/parents/carers informing them of the available free resources on site, and how they can access them.

## Aims of RSE

Glasllwch 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 to be able to understand themselves and others.

Equipping learners to challenge harmful stereotypes and perceptions and be able to seek help and support.

## Management of the RSE Programme

The Head teacher and Deputy/Acting Head teacher, Christine Jackson and Jenny Munslow are the strategic lead for RSE and Sarah Lane (RSE lead) is responsible for identifying any training needs of staff, resources, listening to

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learner activities and keeping up to date with developments by attending appropriate training. Sarah Lane will audit RSE in line with the review of this policy and/or considering any new developments, using the audit tool in **Appendix 1**.

The Governing Body is responsible for ensuring that the RSE policy is up to date, monitored, consulted upon, effectively implemented and is widely disseminated throughout the whole school community.

### **RSE Curriculum**

RSE is taught by class teachers through discreet lessons and cross-cutting themes.

Teaching strategies and techniques will vary according to the needs of learners.

The school seeks to give quality education on RSE to all learners.

The 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.

RSE will be taught through the Health and Well-being AoLE and cross-cutting themes and will incorporate all five statements of what matters.

RSE in the curriculum focuses 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.

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Glasllwch Primary School uses the following resources:

Resources & Services	Details
<p><b><u>EAS RSE Toolkit</u></b></p> <p>R / S / T</p>	<p>A regional toolkit, created by practitioners, to support schools in planning an effective whole school approach to Relationships and Sexuality Education.</p>
<p><b><u>Growing Up Resource</u></b></p> <p>B / R / S / T / W</p>	<p>Resource to support the delivery of RSE. This can only be accessed through HWB.</p>
<p><b><u>Gwent Safeguarding</u></b></p> <p>B / I / In / R / S</p>	<p>Safeguarding adults and children in Gwent.</p>
<p><b><u>NSPCC Learning</u></b></p> <p>I / R / S / T</p>	<p>Training and resources to help you protect children from neglect and abuse.</p>
<p><b><u>SchoolBeat</u></b></p> <p>R / S / T / W</p>	<p>Providing information and resources for pupils, teachers, parents and partners to reinforce the key messages delivered by our School Community Police Officers in primary and secondary schools as well as alternative educational settings.</p>
<p><b><u>Sense Interactive Resource</u></b></p> <p>R</p>	<p>Resource to support the delivery of RSE.</p>
<p><b><u>Spectrum Project</u></b>  <b><u>Spectrum@hafancymru.co.uk</u></b>  <b>01267 225563</b>            B / I / In / R / S / T / W</p>	<p>Educating schools, pupils and parents in Wales about healthy relationships by taking a whole school approach to tackling domestic abuse.</p>

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## Key:

- B - Bilingual
- I - Information website
- In - Offer 1-1 / Group intervention work
- R - Class resources to support the RSE curriculum
- S - Support and professional advice
- T - Provide staff training
- W - Deliver pupil workshops

## Involving Outside Agencies:

When outside agencies provide sessional learning opportunities for learners, the school will ensure that:

- The school and the external provider have agreed the aims, content and approach to be adopted.
- The school has checked that the work of the agency is known to them and is considered appropriate in respect of safeguarding/child protection procedures and equality.
- The school has made the provider aware of any relevant school policies.
- The school has planned for the provider to be actively and always supported by a teacher throughout the visit.

## Understanding the nature of progression in RSE

At Glasllwch Primary School we follow the Progression Step 1, 2 and 3 approach, as outlined by the Welsh Government's Code in terms of what content is covered by each age range. The principles of progression across the [Health and well-being Area](#) offer 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. Please see the breakdown of the RSE lessons taught at Glasllwch Primary School in Appendix 2.

## RSE for learners with additional needs.

We consider how best to meet the needs of learners whose additional needs means that their understanding of sexual health and well-being may not match their chronological age.

All our staff, including key worker learning assistants are aware of the school's approach to RSE when working with learners with additional learning needs.

### **Safeguarding and Confidentiality**

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 our Safeguarding Policy if there are child protection concerns.

***If a learner under the age of 13 discloses that they are sexually active or contemplating sexual activity, then this is a child protection issue and the school's Safeguarding Procedures will be followed.***

Learners can access a range of information and advice through:

- Speaking to their teachers/ staff within their classroom setting
- The school's wellbeing team.
- The C Card Scheme (ABUHB Aneurin Bevan University Health Board).
- [ABUHB School Nursing](#).

### **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, 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.



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At Glasllwch 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. During the first jigsaw lesson of the year each class creates a class charter, where they agree and develop rules for conversations within the RSE curriculum and Health and Well-being Area of Learning. This charter is then referred to at the start of every Jigsaw and RSE lesson. (Please see example jigsaw charter in Appendix 3)

This helps to maintain professional boundaries and keep learners and practitioners safe. For example, children are made aware of anonymity and are also made aware that anything said within RSE lessons, remains confidential to the class, unless a safeguarding issue were to arise.

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. Sometimes an individual learner may ask an explicit or inappropriate question. If this situation arises, the learner will be reminded of the class agreement.

As part of the RSE programme in Glasllwch Primary school all teachers will use the correct biological terminology.

### **Harmful Sexual Behaviour**

We will provide sufficient, cumulative, and beneficial learning opportunities for learners across the whole age range about harmful sexual behaviours. This includes providing a safe, enabling, and supportive environment for open and honest discussions.

We will ensure all school staff receive regular and purposeful professional learning opportunities on, for example, relationships, sexuality, diversity, gender transitioning and harmful sexual behaviours.

### **Equality Statement**

Under the provisions of the Equality Act, schools must 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*

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*characteristics*). Schools must also make reasonable adjustments to alleviate disadvantage.

Our 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, staff, governors/management committee members and partners.

### **Monitoring and Evaluation**

The RSE curriculum will be monitored and evaluated by Sarah Lane annually using the audit tool in **Appendix 1** to ensure that it remains relevant and up to date.

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### **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.

Success Criteria	<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 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.			

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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 UNCRC.			
<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.			
Secondary aged learners have access to appropriate local information, support and advice.			
The school actively engages with specialist services e.g. school nurse.			
<b>Learning Environment</b>			
Learners feel safe in RSE lessons.			
Learners can access support and advice in designated areas in the school.			
<b>Curriculum</b>			
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.			

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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.			
Assessing learners achievement in RSE is planned into the programme.			
<u>Next steps</u>			
Completed by: _____ Date: _____			

*(Adapted from Welsh Government Circular No: 019/2010, Sex Education Forum 'Whole School RSE Audit Tool': 2018, WNHSS National Quality Award by Monmouthshire Healthy Schools Scheme May 2022)*

## Appendix 2- Content of RSE lessons 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

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

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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

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





