

Relationships and Sexuality Education

**Hywel Dda Primary School
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Introduction

This policy has been developed in line with guidance from the Welsh Assembly Government. Hywel Dda Primary School is committed to delivering a Whole School Approach to high-quality provision of Relationships and Sexuality Education (RSE) for all learners. The curriculum is carefully planned to ensure that learners will develop the skills and knowledge appropriate to their age, understanding and development.

As a Rights-Respecting School, we are committed to fulfilling the rights of children in the United Nations Convention on the Rights of the Child (UNCRC). It states that all children have the right to accurate information, to think for themselves and be listened to, to healthcare, to an education and the help to develop physically, morally, mentally, socially and spiritually. They have the right to be protected from violence, sexual abuse, exploitation and any activities which could harm their wellbeing and development.

Our policy and RSE curriculum will be based on our school's values of:

- Equality
- Honesty
- Respect
- Kindness
- Friendship
- Resilience

What is RSE?

Our Relationships Sexuality and Education curriculum aims to 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

Schools are recognised as playing an important role in having a positive and sustained impact on children and young people's health and wellbeing. 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 and, as they get older, make responsible decisions about their relationships, sexual health and well-being.

High quality 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.

Aims of RSE

At Hywel Dda 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 pupils.

At the end of Progression Step 2 (Year 3) pupils should be able to:

- value themselves
- recognise and communicate feelings
- form friendships and relationships
- name the parts of the body in order to distinguish between male and female (see the lesson overview for vocabulary covered for each year group)
- Understand the difference between appropriate and inappropriate touch

At the end of Progression Step 3 (Year 6) 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
- the importance of personal safety and what to do or who to go to when feeling unsafe
- name the parts of the body in more detail to distinguish between male and female (see the lesson overview for vocabulary covered for each year group)
- the difference between appropriate and inappropriate touch

Hywel Dda 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.

We aim to deliver good quality RSE lessons which:

- 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 to be able to 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.
- Provide information on where learners can access help and support services in relation to RSE.

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 are no longer 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.

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.

Hywel Dda fully complies with the legal statutory duty stated in the RSE Code from Welsh Government.

Hywel Dda 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.

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.

As a Rights Respecting School, we link 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 Hywel Dda Primary School will always do what is best for each learner, as part of our Whole School Approach to RSE (Article 3).

Children's rights that our RSE curriculum will cover are (taken from the draft RSE statutory guidance and code):

- non-discrimination **(Article 2)**
- a freedom of expressions **(Article 12)**
- to follow your own expression **(Article 13)**
- to follow your own religion **(Article 14)**
- to have privacy **(Article 16)**
- not to be harmed and should be looked after and kept safe **(Article 19)**
- to experience the highest attainment health, access to health facilities, and preventative health care **(Article 24)**
- to protect from sexual abuse and exploitation **(Article 34)**
- to get special help if they have been abused **(Article 39)**

We will use eight guiding principles for our RSE curriculum:

- Provide a curriculum that is relevant and developmentally appropriate. That is responsive to learners' capacity and need and is evolving with the pupils. **(Article 12 – the right to be listen to and take seriously.)**
 - Take a holistic approach and provide cross curricular experience linked to RSE. **(Article 17 – I have the right to get information in lots of ways, so long as it's safe.)**
 - Ensure that learners learn that rights and gender-equity links to relationships, freedom, equity, dignity, well-being and safety. **(Article 1 – Everyone under 18 has these rights.)**
 - Create a co-produced curriculum with all stakeholder's involvement. **(Article 3 – adults must do what is best for me.)**
 - Empower our practitioners to create a transformative RSE curriculum that enhances learner voice and agency. **(Article 6 – I should be supported to live and grow.)**
 - Provide creative approaches that create ethical, safe and engaging spaces for learners to feel, think, question, embody and share their thoughts on sensitive topics. **(Article 17 – I have the right to get information in lots of ways, so long as it's safe.)**
 - We will be inclusive to ensure all learners see themselves and each other in what they learn about RSE. **(Article 12 – the right to be listen to and take seriously.)**
-
- We will be protective and preventative so that learners are supported to understand and cope with change, conflict and pressure; the knowledge to recognise discrimination and violence; and have the confidence to seek support and advice on equalities and equity, health and violence regarding relationships, sex, gender and sexuality. Work with partnership with specialist services and expertise. **(Article 29 – I have the right to**

an education which develops my personality, respect of other's rights and the environment.)

Related Policies

This Policy is not to be read in isolation. All staff at Hywel Dda Primary School are aware and adhere to relevant school policies which complement RSE. These include:

- Confidentiality
- Safeguarding and child protection
- Anti-bullying (including procedures for dealing with homophobic, biphobic and transphobic bullying)
- Substance Use and Misuse
- Equality and Diversity
- Internet Safety
- Positive Relationships

Responsibilities for RSE

In line with a Whole-School Approach, RSE is everyone's responsibility at Hywel Dda Primary School. However, the Governing Body, Headteacher, Senior Leadership Team, and RSE Lead have specific roles to ensure the successful implementation of RSE and a safe environment for all learners.

Role of the School/Provision Governing Body

The role of the Governing Body at Hywel Dda 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 widely disseminated throughout the whole school community.

Role of the Headteacher and Senior Leadership Team

The role of the Headteacher and Senior Leadership Team at Hywel Dda Primary School is to:

- Co-ordinate the formulation of Hywel Dda Primary School RSE Policy by involving all relevant stakeholders.
- Allocate a named member of staff to lead on RSE
- 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 challenges 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.

Role of the RSE Lead

The role of the RSE Lead at Hywel Dda 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.
- Take part in professional learning networks to share good practice and disseminate to all staff
- 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 monitored and evaluated by the RSE Lead annually to ensure that it remains relevant, up to date and is meeting the needs of all learners.

RSE Curriculum

RSE is a broad and complex area that includes biological, social, psychological, spiritual, ethical and cultural dimensions. Hywel Dda Primary School aims to provide a high quality 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 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.

The delivery of the RSE programme

The programme is taught by either class teachers, a higher-level teaching assistant (HLTA) responsible for teaching Health and Wellbeing lessons during PPA cover. Some aspects online safety are taught by a teacher who delivers ICT lessons. Lessons are taught in mixed gender groups.

As part of the RSE programme 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 videos again if they wish to. The teachers will attempt to answer questions in a sensitive, frank and matter of fact way.

The content of the RSE programme

An overview of the lessons that will be delivered in each year group can be found in the appendix.

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.

Inclusivity

Our RSE curriculum 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 sexuality inclusivity.

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.

The RSE curriculum has six themes that are interwoven into the above strands.

- **Sex Gender and Sexuality**
- **Bodies and Body image**
- **Relationships**
- **Rights and Equity**
- **Sexual Health and Well-being**
- **Violence, Safety and Support**

Understanding the nature of progression in RSE

The RSE Curriculum must be developmentally appropriate for learners. At Hywel Dda Primary School we will broadly follow the Phases below 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:

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

Hywel Dda 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.

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, Hywel Dda Primary School will consult learners and involve them in the curriculum content for RSE. 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.

Learners will be given opportunities to express their views or needs at different progression steps and will participate in class 'Creative Audits' where they will share knowledge of what they already know and what they would like to find out.

Following the delivery of RSE lessons, pupils in Years 4-6 will have the opportunity to comment on the appropriateness of it, making suggestions about the timing, content and delivery of the programme. This feedback will be used to monitor and review the programme regularly. Where appropriate, pupils will complete questionnaires to provide feedback.

The RSE Lead will undertake regular evaluation with learners to ensure the RSE Curriculum is as robust, purposeful, responsive and engaging as possible using creative and participatory methods to do this where possible. The [CRUSH Resource](#) is used to help with ideas on how to do this.

Responding to Pupil Needs

Hywel Dda 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.

Ground rules

At Hywel Dda 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.

For example, creative approaches can help learners share their questions, views and experiences anonymously, allowing more open, honest discussion. In discussing ground rules, the children will be asked not to discuss the content of the lessons with younger pupils. Also we will encourage children not to ask personal questions of each other or the staff involved. (see Appendix 2)

Dealing with questions

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 and issues will be dealt with by the teachers involved, as stated below.

If staff are asked questions by learners during RSE lessons (which may be of a sensitive nature) they 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 explicit or inappropriate question. If this situation arises, the learner will be reminded of the class agreement/ ground rules. 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.

Pupils will be encouraged to discuss the lessons with their parents/ carers and parents/carers will be encouraged to instigate discussions about the lessons with their children. Before the programmes are shown to the pupils, parents/carers will be given reasonable notice that they are about to take place so that they can discuss it with their children if necessary. Resources used during the RSE programme are available on request for parents/carers to view and comment on.

RSE for Learners with Additional Learning Needs

The RSE Curriculum must be provided for learners with additional learning needs. Staff at Hywel Dda 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.

Use of local, national and school level data

At Hywel Dda 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 includes data captured through surveys such as the School Health Research Network (SHRN).

RSE resources

It is vital that the RSE Lead uses RSE resources which are relevant, reputable, developmentally appropriate, inclusive and sensitive to learners' need where possible to support the RSE Curriculum. Hywel Dda Primary School the following key resources are used:

- SENSE resources
- Primary school Growing Up resource
- NSPCC
- Include curriculum resources/ SOW **
- Hafan Cymru (Spectrum Project)
- AGENDA
- CRUSH
- School Beat – Wales Police Schools Programme

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.

Partnerships and Engagement with Stakeholders

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 lessons.

Hywel Dda Primary School fully acknowledges that parents 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.

We see RSE as a shared responsibility and seek to keep parents /carers informed about this RSE Policy, the RSE Curriculum, and resources where possible. Parents / carers may request a paper copy of the 'full' School RSE Policy from the school.

We support parents / carers in understanding why high quality, inclusive RSE at Hywel Dda 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 or form teacher in the first instance or the RSE Lead Hannah Steele.

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 Hywel Dda Primary School or contact the Headteacher Karen Flynn with their complaint.

External partnerships

Whilst Hywel Dda 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/education provision and delivery of RSE. If the school/educational provision 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 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 as they are responsible for the learners and behaviour management.

Welsh Network of Healthy School Schemes (WNHSS)

Hywel Dda 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.

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:

- Provision of free period products, including environmentally friendly resources, that learners can access in the cupboards outside the toilets in progression step 3. Spare clothing will be available. Period products will be taken so that they are available on school trips

- A robust RSE Curriculum that covers the menstrual cycle and periods for all genders.
- A safe and suitable environment for applying/changing products.
- Provision of sanitary bins in learner toilets to support the safe and environmental disposal of products.
- Clear communication to learners and parents/carers informing them of the available free products on site, and how they can access them.

Safeguarding and Confidentiality

The RSE curriculum at Hywel Dda 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.

Staff receive annual Safeguarding Training and understand that they have a duty to follow the School Safeguarding Policy and Procedures at Hywel Dda Primary School, which will follow the All Wales Child Protection Procedures / LEA 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.

For pupils' in progression step 2, lessons on 'consent' will refer to children having the right to say 'no' if they do not want someone to touch them (e.g. give them a hug, touch their hair etc).

The school and staff are fully aware of confidentiality issues if a child divulges information which is of a safeguarding concern. Staff have a professional responsibility to share relevant information about child protection 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 people that need to know in order to be able to help. Staff should reassure the child and tell them that their situation will not be common knowledge.

Harmful Sexual Behaviour

[Peer-on-peer sexual harassment](#) is taken very seriously at Hywel Dda 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/education provision 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.

Signposting to services

Learners can access a range of information and advice through:

- The school's wellbeing team
- Cardiff and Vale School Nursing Team
- Childline
- [Meic](#)

Equality Statement

This RSE Policy aligns with the [Equality Act 2010](#). Under the provisions of the Equality Act, schools must not unlawfully discriminate against learners on the basis of:

- Age
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation (collectively known as the *protected characteristics*).

Schools/education provision must also make reasonable adjustments to alleviate disadvantage. All materials used must be carefully checked to ensure that they promote equal opportunities and that groups are not stereotyped.

Monitoring and Evaluating RSE

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 RSE programme through feedback questionnaires and discussions, which in turn feed into whole school self-evaluation.

Access to the Policy

A shortened 'Summary' version of this policy will be available to parents /carers via the school website on request. A paper copy is available on request from the Head teacher/ Health and Wellbeing Lead. If parents wish to see this 'full' version of the policy a copy will be provided on request.

Annual RSE meetings will be held with parents to ensure their knowledge and understanding of the RSE curriculum. School governors will be kept informed in Governors meetings of any developments to the delivery/content of the curriculum.

Cardiff 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.

Success Criteria	<i>Fully in place</i>	<i>Partly in place</i>	<i>Not in place</i>
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Leadership and Commitment			
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.			
Understanding the Needs of Learners and the School Community			
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.			
Engagement			
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.			
Workforce			

All staff involved in the delivery of the RSE programme receive appropriate training and support.			
RSE is taught by trained, knowledgeable and confident staff.			
Relationships			
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.			
Support Services			
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.			
Learning Environment			
All staff ensure a safe learning environment for RSE, using class agreements.			
Learners can access support and advice in designated areas in the school.			
Curriculum: 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.			
Assessing learners' achievement in RSE is planned into the programme.			
<u>Next steps</u>			

Add when reflective: The policy has been developed in consultation with a range of stakeholders including the active engagement of learners.

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: 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.

If the teachers / staff believe you are at risk of harm, they have a responsibility to share the information with the Safeguarding Lead. (Personalise with a name of Safeguarding Lead if required)

Please personalise to reflect your class / group.

