

# **Relationships and Sexuality Education Summary Policy**

This policy has been developed in line with guidance from the Welsh 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.



## **What is RSE?**

Our Relationships Sexuality and Education (RSE) 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 to make responsible decisions about their relationships, sexual health and well-being.

Our RSE curriculum 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 in 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 in 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.

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

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

**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 delivery of the RSE programme**

The programme is taught by either class teachers, or by a higher-level teaching assistant (HLTA) responsible for teaching Health and Wellbeing lessons during PPA cover. 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.

### **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 from the legislation and clearly states the legal 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.

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

### **Enabling Human Rights**

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.](#)

We 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). 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.

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:

- 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**)

### **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.

### **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 recognises 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 Summary RSE Policy, the RSE Curriculum, and resources where possible. A 'full' copy of this RSE Policy is also available on the website.

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 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.

### **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 also be available.
- 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**

All 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. These procedures 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.

### **Harmful Sexual Behaviour**

Any harmful sexual behaviour, such as peer-on-peer sexual harassment, is taken very seriously at every school. Our whole school approach to RSE ensures that a preventative and proactive approach is adopted to tackle the issue.

If ever instances of such behaviour did occur, we assure learners and parents/carers that school staff would take it very seriously and work in partnership with the learners, parents/carers, and external agencies.

### **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 the following 'protected characteristics':

- Age
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

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

### **Access to the Policy**

This policy will be available to parents /carers via the school website. A paper copy is available on request from the school. A 'full' version of the policy is also available on the website. Annual RSE meetings will be held with parents/carers to ensure their knowledge and understanding of the RSE curriculum. School Governors will be kept informed of any developments to the delivery/content of the curriculum.