Model Policy

Tonysguboriau Primary School

Relationships and Sexuality Education (RSE) Policy

Written in line with Welsh Government Statutory Guidance, the RSE code and legislative summary (January 2022)

Author	Mrs Powell based on model policy from LA
Consultees	RCT, Healthy Schools team, SLT
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Name of school staff responsible for maintaining this policy	Mrs Powell
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1. Introduction

Tonysguboriau Primary School is committed to adopting a Whole School Approach to high-quality provision of Relationships and Sexuality Education (RSE) for all learners. Therefore, it is important that this policy has been developed in consultation with a range of stakeholders including the active engagement of learners.

The purpose of this policy is to provide all stakeholders (learners, staff, parents/carers, governors, and external organisations), information about the provision of RSE in our school.

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.

2. Aims of RSE

Tonysguboriau 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.

Good quality RSE should also:

- Provide accurate facts.
- Use correct biological terminology during all 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 be able to keep themselves safe, 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.

3. 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 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.

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.

Tonysguboriau Primary School fully complies with the legal statutory duty stated in the RSE Code from Welsh Government.

Tonysguboriau Primary School recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relationships 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.

4. 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.

Our school also links 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 **Tonysguboriau Primary School** will endeavour to do what is best for each learner, as part of our Whole School Approach to RSE (Article 3).

5. Related Policies

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

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

6. What is RSE?

RSE encompasses the knowledge, skills, dispositions, and values that will 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 and advocate for these

7. Responsibilities for RSE

In line with a Whole-School Approach, RSE is everyone's responsibility at **Tonysguboriau 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.

7.1 Role of the School/Provision Governing Body

The role of the Governing Body at **Tonysguboriau 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 disseminated throughout the whole school community through established communication channels

7.2 Role of the Headteacher and Senior Leadership Team

The role of the Headteacher and Senior Leadership Team at **Tonysguboriau Primary School** is to:

- Co-ordinate the formulation of **Tonysguboriau 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 questions 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.

7.3 Role of the RSE Lead

The role of the RSE Lead at **Mrs Z Powell** 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.
- 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 (suggested annually) to ensure that it remains relevant, up to date and is meeting the needs of all learners.

8. RSE Curriculum

RSE is a broad, interdisciplinary, and complex area that includes biological, social, psychological, spiritual, ethical and cultural dimensions.

Tonysguboriau Primary School seeks to provide a high quality pluralistic 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 appropriately trained 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. This will also help to avoid a 'single issue' approach where each lesson covers a different RSE issue, isolated from other learning.

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, and 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 domestic abuse.
- Seek help and advice where appropriate.

Children will be made aware that they have a right to pass during circle time discussions. Class agreements/ charters will be made and then will be read at the start of each RSE lesson. This will ensure that students have a safe and nurturing environment where they feel they can share their worries and ensure they know what their rights and responsibilities are. **(See appendix 2)**

Inclusivity, Including LGBTQ+ inclusivity

In line with the mandatory requirements of the RSE Code, RSE will be realised in a way that 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 LGBTQ+ inclusivity.

The RSE Code 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 Welsh Government is committed to covering the following themes in RSE: relationships, rights and equity, sex, gender and sexuality; bodies and body image, sexual health and wellbeing; violence; safety and support. These themes are interwoven into the above strands.

8.1 Understanding the nature of progression in RSE

The RSE Curriculum must be developmentally appropriate for learners. At **Tonysguboriau Primary School** we reflect upon the Phases 1, 2 and 3, 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.

Tonysguboriau 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.

9. 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, **Tonysguboriau Primary School** will consult learners and involve them in the curriculum content for RSE and retain flexibility to address the issues learners identify. 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.

10. Responding to Pupil Needs

Tonysguboriau 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.

10.1 Ground rules

At **Tonysguboriau 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. (See Appendix 2)

10.2 Dealing with questions

If staff are asked questions by learners during RSE lessons (which may be of a sensitive nature) the member of staff 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 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. In some cases the Safeguarding Policy may need to be followed (see Section 15).

10.3 RSE for Learners with Additional Learning Needs

The RSE Curriculum must be provided for learners with additional learning needs. Staff at **Tonysguboriau 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.

11. Use of local, national and school level data

At Tonysguboriau 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) and PERMA.

12. RSE resources

It is vital that the RSE Lead uses RSE resources which are relevant, reputable, developmentally appropriate, inclusive and sensitive to learners' needs to support the RSE Curriculum. **Tonysguboriau Primary School** the following resources are used:

- SENSE resource
- Primary school Growing Up resource
- NSPCC
- Include curriculum resources/ SOW **
- The Cwm Taf Morgannwg Primary School Collection of Lesson Plans
- Hafan Cymru (Spectrum Project)
- Agenda
- School Beat

Parents/ Carers are invited to view the above resources or discuss any of 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. An overview of what will be covered within each year group is in an information booklet on the school website.

13. Partnerships and Engagement with Stakeholders

13.1 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 in line with the roll-out of the curriculum in each year group. However, **Tonysguboriau Primary School** acknowledges that parent 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. RSE is a shared responsibility and as such schools seek to keep parents /carers informed about this RSE Policy, the RSE Curriculum, and resources where possible.

We support parents / carers in understanding why high quality, inclusive RSE at **Tonysguboriau 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 Mrs Z Powell and Headteacher.

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 **Tonysguboriau Primary School** or contact the school with their complaint.

13.2 External partnerships

Whilst **Tonysguboriau 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 and Health & Safety 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

13.3 Welsh Network of Healthy School Scheme (WNHSS)

Tonysguboriau 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.

14. <u>Period Dignity</u>

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

We will support the plan by ensuring the following:

1. Provision of free period products, including environmentally friendly resources that learners can access from the year 5 & 6 toilets.
2. A robust RSE Curriculum that covers the menstrual cycle and periods for all learners.
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 and parents/carers informing them of the available free products on site, and how they can access them.

15. Safeguarding and Confidentiality

The RSE curriculum at **Tonysguboriau 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.

It is important that all school staff receive the appropriate Safeguarding Training. Staff understand that they have a duty to follow the School Safeguarding Policy and Procedures at **Tonysguboriau Primary School**, which will follow the All Wales Child Protection Procedures / LA 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.

16. Signposting to services

Learners can access a range of information and advice through:

- Class teachers
- Childline
- Meic
- School based ELSA
- Eye to Eye (RCT): 01443 202940 or www.eyetoeye.wales

17. Equality Statement

This school/provision recognises the Equality Act 2010. Under the provisions of the Equality Act, schools must promote equality and 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 characteristics*). Schools/education provision must also make reasonable adjustments to alleviate disadvantage.

18.Monitoring and Evaluating RSE

Please see Roles and Responsibilities 7.0

19. Access to the Policy.

This policy will be located on the school website, www.tonysguboriauprimary.com and disseminated via the website and other communication we use with parents.

Aspects of this Policy will be replicated in the School Prospectus, shared areas on the school network and staff handbook. Parents / carers may request a paper copy of the Policy from the school.

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	*Fully in place*	*Partly in place*	*Not in place*
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>

To complete action plan with learner groups. To discuss the jigsaw role out with staff to see if tweaks are needed. All staff have now completed PERMA (KS2) RSE lead to evaluate data and provide key areas and action plan for the staff to use as part of their reactive RSE curriculum.

Completed by: Zara Powell Date: *October 2023*

(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 to our peers.
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.
6. 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.

Review

The governing body reviews this policy every three years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Headteacher:	T. Hames.	**Date:**	20.10.23
Chair of Governing Body:		**Date:**	20.10.23
Nominated Governor:		**Date:**	