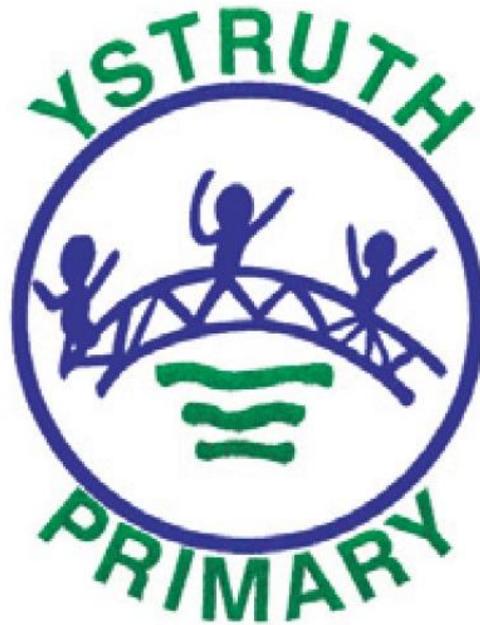


Relationships and Sexuality Policy 2024



Ystruth Primary School Ysgol Gynradd Ystruth

Adopted by Governing Body: November 2024
Date to be reviewed: September 2026

Chair of Governors: Mrs K Evans

A handwritten signature in black ink, appearing to read "K Evans".

Headteacher: Mrs M Miller

A handwritten signature in black ink, appearing to read "Melanie Miller".

Written in Reference to the Welsh Government Draft Guidance (February 2019)

Preface

This policy brings together in one document the provision and support in place for the teaching of RSE within Ystruth Primary School.

Legislation

Relationships and Sexuality Education (RSE) is a statutory requirement in the new Curriculum for Wales's framework and is mandatory for all learners. The Relationships and Sexuality Education (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 these 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.

Rationale

The purpose of this policy is to provide all stakeholders (pupils, staff, parents/guardians, governors and external organisations) at Ystruth Primary school information about our RSE provision. We recognise that all learners have rights under the 54 Articles of the United Nations Convention of the Rights of the Child (UNCRC).

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 Ystruth Primary school should always do what is best for each learner, as part of our Whole School Approach to RSE (Article 3).

UN Conventions on the Rights of the Child (UNCRC)

The Welsh Government has also adopted the United Nations Conventions on the Rights of Children in 2004 as a means of promoting the well-being of children and young people. This underpins all the work it takes with, and on behalf of children and young people. As a result of this the Welsh Government identified Seven Core Aims which are a translation of the rights within in the UNCRC:

- Having a flying start in life.

- Have a comprehensive range of education and learning opportunities.
- Enjoy the best possible health and are free from abuse, victimisation, and exploitation.
- Have access to play, leisure, sporting, and cultural activities.
- Are listened to, treated with respect, and have their race and cultural identity recognised.
- Have a safe home and community which supports physical and emotional wellbeing; and
- Are not disadvantaged by poverty.

(Children and Young People's Wellbeing Monitor for Wales, 2011, p.3)

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 class teachers or school clerk.
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 and expected outcomes of RSE

RSE at Ystruth Primary School aims to teach learners about the ways in which society, culture, technology and biology influence and affect the ability to form and maintain positive, healthy relationships. That healthy relationships are fundamental to our sense of belonging and can influence our physical, mental and emotional health. We hope that through our inclusive RSE curriculum learners will be able to develop the values, skills and attitudes to establish respectful and fulfilling relationships throughout their lives. To enable our learners to make responsible and informed decisions now and as they grow from childhood through adolescence and into adulthood.

At Ystruth Primary School we aim to develop age appropriate RSE in the context of a broad and balanced curriculum that is integral to 6 AoLE's and encourage pupils to achieve towards the Four Core Purposes of the Curriculum for Wales.

Management of the RSE Programme

The Headteacher is the strategic lead for RSE and Well-being lead and RSE lead is responsible for identifying any training needs of staff, resources, listening to learner activities and keeping up to date with developments in the subject area by attending appropriate training. Well-being lead and RSE lead will audit RSE every two years using the audit tool in the appendix.

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. Mr Graeme Kerr is the named governor for RSE.

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.

With the introduction the new Curriculum for Wales, RSE will be taught through the Health and Well-being AoLE, and cross-cutting themes and using the JIGSAW Programme, 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.

Ystruth Primary School uses the following resources:

Growing Up resource
NSPCC
JIGSAW
Hafan Cymru (Spectrum)
Thrive
ELSA
Appropriate literature

Teaching Sensitive Issues

Some aspects of the RSE programme will be sensitive to pupils and adults and we will endeavour to lessen any concerns through our well planned programme; with access to balanced factual information. Each class will establish clear ground rules to create a balance between pupils feeling respected and safe, and protecting individual privacy. The personal beliefs and attitudes of teachers will not influence the teaching of RSE and both pupils and teachers will avoid sharing personal information. Distancing techniques will also be used to help pupils to discuss sensitive issues and develop their decision-making skills in a 'safe' environment. Sometimes an individual child may ask an explicit or inappropriate question. These questions do not have to be answered and can be addressed later. Any information that the teacher feels would support the class will be followed up in a later activity.

As part of the RSE programme in Ystruth Primary school all teachers will be consistent with the terminology used.

Safeguarding and Confidentiality

Our RSE curriculum should support learners to be able to build their knowledge and understanding of how to recognise discrimination, abusive relationships and violence and develop an understanding of issues regarding consent. As a result learners may disclose information to school staff that cannot remain confidential. When this occurs school staff will follow the guidelines below:

- Remind learners that they cannot offer unconditional confidentiality;
- Inform learners first if staff are going to break confidentiality;
- Encourage learners to talk about any worries and concerns they have with parents/carers;
- Always follow the school's Safeguarding Policy, that includes **Prevent Duty**, if there are child protection concerns.

If a primary aged pupil 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.

Working with families and the wider community

At Ystruth Primary School we recognise that families are crucial in the success of our RSE curriculum. We will work with families to build positive and supporting relationships in relation to the teaching of RSE. To promote this we will:

- Inform families about contents of the RSE policy, curriculum planning and resources via school newsletters, school prospectus and school website.
- Discuss any issues that parents may have in relation to this policy or the delivery of RSE

Under the new RSE code parents/guardians do not have the right to withdraw their children from all or part of the RSE programme due to its mandatory element. We at Ystruth Primary School would always wish to discuss any worries or concerns that parents/guardians may have, and would encourage them to talk to the headteacher or the AOLE lead for Health & Wellbeing.

Listening to Learners

The RSE curriculum at Ystruth is flexible and responsive to the issues and questions that may arise during lessons. School staff will respond in an age appropriate and respectful way.

Monitoring and Evaluation

The RSE curriculum will be monitored and evaluated by Well-being lead and RSE lead annually using the audit tool in the appendix to ensure that it remains relevant and up to date.

Date of Policy: October 2024

Review Date of Policy: October 2025

Date of Audit: October 2024

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Appendix

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 place</i> | <i>in Partly in place</i> | <i>Not in place</i> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------------------------------|---------------------|
| Leadership and Communicationg | | | |
| 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. | ✓ | | |
| The school has an up-to-date RSE policy which has been developed by staff in consultation with learners and parents governors and has been agreed by the governing body | ✓ | | |
| The RSE policy has been disseminated to all members of the school community, including parents/carers and visitors involved in the delivery of RSE. | | ✓ | |
| All staff involved in the delivery of the RSE programme receive appropriate training and support. | | | ✓ |
| The school shows flexibility in the RSE programme to respond to locally and nationally identified needs. | ✓ | | |
| 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 learner's achievement in RSE is planned into the programme. | | | ✓ |
| Ethos and Environment | | | |
| Learners' views are taken into account regarding what is taught and how RSE is delivered. | | | ✓ |
| Learners feel safe in RSE lessons. | ✓ | | |
| The diverse experience of learners, such as vulnerable groups and those with additional learning needs are acknowledged and their RSE needs met. | | ✓ | |
| RSE is taught by trained, knowledgeable and confident staff. | | ✓ | |
| Family and Community | | | |

| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|---|
| 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. | | | ✓ |
| 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. | | | ✓ |
| <p><u>Next steps</u></p> <p><u>RSE Lead:</u></p> <ul style="list-style-type: none"> • To develop Mrs R. Keefe as RSE lead under direction of Mrs S. Hulbert. • Continue to monitor planning/teaching of RSE via book looks, planning scrutinies and talking to learners. • Arrange links with parents to share teaching materials and provide support for parents in their role as educators. <p><u>Staff</u></p> <ul style="list-style-type: none"> • Ensure age appropriate content of delivery of RSE • Familiarise themselves with using the JIGSAW Programme <p>Completed by: Melanie Miller, Graeme Kerr and Sarah Hulbert Date: October 2024 (initial review and refinements made November 2024)</p> | | | |

(Adapted from Welsh Government Circular No: 019/2010, Sex Education Forum 'Whole School RSE Audit Tool': 2018 and WNHSS National Quality Award)