

BRYN DERI PRIMARY SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY (RSE)



A Community Developing Happy Confident Caring Creative Children with a Positive Attitude to
Life and Learning

OUR VISION

RSE is a positive and protective part of the Curriculum for Wales. It plays a central role in supporting learners' rights to enjoy fulfilling, healthy and safe relationships throughout their lives. Central to the Curriculum for Wales is an aspiration for every child and young person to achieve the four purposes of the curriculum.

A rights and equity based RSE curriculum helps ensure that all learners can develop an understanding of how people's faith, beliefs, human rights and cultures are related to all aspects of RSE and how these rights can contribute to the freedom, dignity, well-being and safety of all people. Therefore, RSE should be discussed in the context of the Rights protected by the United Nations Convention on the Rights of the Child. Bryn Deri is an RRS (Rights Respecting School) and understands the value in using the rights to underpin the RSE curriculum.

RSE should support learners to develop the knowledge, skills and values to understand how relationships and sexuality shape their own lives and the lives of others. Learners should be equipped and empowered to seek support on issues relating to RSE and to advocate for self and others. A whole school approach is the single most important element for high quality and effective RSE

High quality RSE starts early, is adaptable and needs-led; offers a spiral curriculum; collaborates with external providers; is of sufficient duration; engaging and participatory; and creates a safe, respectful and confidential learning environment (Pound et al. 2017).

We have developed a Values based Curriculum at Bryn Deri based on our core school values of Respect, Empathy, Honesty and Integrity, Responsibility, Kindness, Curiosity, Perseverance and Determination. This frames all learning across the school. We will aim to provide a holistic approach to RSE by using these values to underpin learning throughout the school year. We aim for a spiral curriculum approach that ensures that concepts and knowledge are revisited with increased sophistication as children progress through the school.

AIMS

RSE at Bryn Deri is led by the mandatory RSE Code which supports schools to design their RSE curriculum. The content is set within the context of broad and interlinked learning strands, namely: relationships and identity; sexual health and well-being; empowerment, safety and respect. These strands provide the basis for a curriculum tailored to our learners, making connections and developing authentic contexts for learning across the curriculum.

We are committed to covering the following thematic areas in RSE (as informed by UNESCO's 2018 international technical guidance on sexuality education.): relationships; rights and equity; sex, gender and sexuality; bodies and body image; sexual health and well-being; and violence, safety and support in a developmentally appropriate way and through a spiral approach which develops children's understanding over time.

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POSITIVE, PROTECTIVE AND PREVENTATIVE

Building on the Code, our approach to RSE will aim to be positive, protective and preventative. We will aim to do this by;

- *Providing children with strategies to understand and cope with change, conflicts and pressure through restorative approaches, mindfulness and high-quality transition.*
- *Helping children to recognise potentially harmful behaviours in relationships and know how to seek support through introducing characteristics of a healthy and unhealthy relationship and understanding this with increasing sophistication.*
- *Providing, in a developmentally appropriate way, the knowledge to recognise all forms of discrimination, violence, abuse and neglect, including violence against women, domestic abuse and sexual violence through explicitly planned lessons with the support of*

- *Discovery Education*
- *Brook training & courses*
- *Spectrum Resources*
- *Youth and policing education Hub*
- *<https://schoolbeat.cymru/>*
- *<http://www.crucial-crew.org/>*
- *<https://www.welshwomensaid.org.uk/>*
- *NSPCC – Pants & Speak out stay safe*
- *Supporting children to understand who might be a trusted adult and where to seek help and advice externally where appropriate.*

Through this approach, we hope that children will develop the skills and values to lead successful, inclusive and equitable lives. We want children to be given the language to be able to explain and uphold their rights. The use of Restorative approaches at Bryn Deri is fundamental in ensuring children are able to develop these healthy relationships and empathy skills. We expect that by embedding RSE into our curriculum in a cross curricular approach through all areas of learning experience, children will have the opportunity to enquire, question and explore these themes in a safe, inclusive environment.

STATUTORY REQUIREMENTS

RSE is a mandatory requirement in the Curriculum for Wales for all learners from age 3 to 16 (“the Act”). This means that all learners must receive this education. There is no right to withdraw from RSE in the new curriculum.

The Code contains mandatory requirements, the legal basis for which is set out in the legislation summary of The Curriculum for Wales framework guidance. It sets out the themes and matters that must be encompassed in RSE. The RSE leader has a responsibility to ensure the curriculum encompasses the mandatory element of RSE outlined within the RSE Code.

<https://gov.wales/sites/default/files/publications/2022-01/curriculum-for-wales-relationships-sexuality-education-code.pdf>

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ROLES & RESPONSIBILITIES

It is the responsibility of the Governing Body under the guidance of the Headteacher to ensure that staff and parents/carers are informed of the Relationships and Sex Education Policy.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school.

Class teachers are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils in a developmentally appropriate way.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

In line with statutory guidance from the Welsh Government, from September 2022 Parents cannot remove their children from relationships and sexuality education.

Materials used in the RSE Programme will be available to parents on request.

Every child is entitled to receive RSE. It is our intention that all children have the opportunity to experience a programme of RSE at a level that is developmentally appropriate with differentiated provision if required.

There will be a designated RSE leader who will oversee the programme of learning and ensure professional development needs are met through continuous professional development.

DEVELOPMENTALLY APPROPRIATE RSE

The Act requires that the RSE schools provide, must be developmentally appropriate for learners. This means schools and settings must 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 development.

RSE must be developmentally appropriate for each learner, meaning that learners' needs of similar ages may differ. The phases have been designed to give practitioners an understanding of what is likely to be developmentally appropriate. For example, in phase 1 and 2, learners will be taught about the principles of general consent as pre-requisites for learning about sexual consent at the developmentally appropriate time in phase 3. In practice, this means learners in phases one and two developing an awareness of asking for permission to share materials, for example toys; or learning about respecting personal boundaries.

RSE at Bryn Deri will be guided by these principles and class teachers will differentiate learning accordingly, ensuring learners are kept safe from information for which they are not sufficiently mature to process.

ALN & CHILDREN WITH DISABILITIES

The school will ensure that pupils with additional educational needs (ALN) receive Relationships and Sexuality education that appropriately matches their stage of development. Relationships and Sexuality Education will help all pupils to understand their physical and emotional development and enable them to make positive decisions in their lives.

Some parents of children with ALN may find it difficult to accept their children's developing sexuality. Some vulnerable pupils may be more confused about what is acceptable public behaviour. These children will be given more support to develop an understanding of what sorts of behaviour are, and are not, acceptable. This may need to be delivered as additional 1-1 or group support.

In order to meet the individual needs of children with ALN or learning difficulties teachers may need to be more explicit and plan work in different ways. The school will take care not to marginalise relationships and sexuality education.

CONFIDENTIALITY & DISCLOSURE PROCEDURES

Teachers, pupils and parents/carers should be aware of the boundaries regarding confidentiality within the curriculum. Pupils must be made aware that confidentiality cannot be guaranteed and that they will be informed of all actions relating to their disclosure.

Health professionals are bound by their own codes of conduct to maintain confidentiality. When working within a classroom they are also bound by the school's policies. Teachers cannot offer or guarantee absolute confidentiality but should ensure pupils are informed of sources of confidential help, e.g. school nurse, counsellor, GP, advice services.

If a pupil discloses information which is sensitive, and which the pupil asks not to be passed on, the request will be respected unless this is unavoidable, in order for the teacher to fulfil their professional responsibilities. Only in the most exceptional circumstances will information be handled without parental knowledge. Where younger pupils are involved, this will be grounds for serious concern and child protection issues should be addressed.

LINKS TO EXISTING POLICIES

We recognise the link RSE has with other areas such as:

Local Authority Confidentiality Agreement

See the school's Safeguarding/Child Protection Policy for further details.

Whole school staff and governors undertake regular training in these areas.

EXTERNAL PROVIDERS

Healthy relationships is a fundamental part of learning in RSE and we endeavor to enhance this through our partnerships with;

- Community Police Liaison sessions
- Spectrum
- Transition (Cardiff City mentors)
- NSPCC

Digital safety will be supported through;

- Google Internet Legends
- Internet Safety Week
- Hwb resources
- Childnet.com
- NSPCC

To ensure our curriculum is inclusive we will:

Ensure staff are trained and understand appropriate terms and language

- Use AGENDA to support creative approaches
- Use a wide range of books, videos and resources which represent a range of identities which are developmentally appropriate

To support learning and understanding around violence and safety we will use;

- *ESpectrum Resources*
- <https://schoolbeat.cymru/>
- <http://www.crucial-crew.org/>
- <https://www.welshwomensaid.org.uk/>

TEACHING & LEARNING

HOLISTIC APPROACH TO RSE

At Bryn Deri we believe that progression in RSE should be a continuous process aiming to improve overall learner well-being and safety and to realise the four purposes. As learners progress, they should build on previous learning: consolidating and strengthening the same dispositions; knowledge and skills and applying them in new, relevant contexts. The approach to RSE should therefore ensure that all learning and educational experiences will be sequenced and reinforced across the continuum linked to our spiral approach to disciplinary concepts.

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At Bryn Deri, we have Area of Learning and Experience (AoLE) maps which inform our long-term planning. These maps cover the skills which each year group teaches to ensure breadth and depth across our curriculum. The RSE code key skills have been included within these maps to ensure they are purposefully linked and are appropriate for each year group. The content is set within the context of broad and interlinked learning strands, namely:

- ❖ **Relationships and identity**
- ❖ **Sexual health and Well-being**
- ❖ **Empowerment, safety and respect.**

The content from these 3 strands has been strategically mapped across our curriculum to ensure links to the wider curriculum is purposeful and genuine. As we adapt and address the needs of our children and as this is part of our living curriculum, these maps are subject to change. The most current curriculum map is available below which demonstrates how RSE is taught across our curriculum.

It is important to us that the learning experiences throughout our curriculum are genuine and led by the children. Therefore, we will be teaching these themes and topics holistically throughout the year. It will be a living part of our curriculum which changes depending on the cohort and will meet the needs of those individual children.

PROFESSIONAL DEVELOPMENT OF STAFF

Teachers are provided with training as required to support their delivery of RSE and extend their confidence in doing so. Training needs are identified for individual staff through the performance management cycles and by the RSE lead. The personal attitudes and beliefs of teachers will not influence their delivery of the RSE curriculum within the PSHE education framework.

PUPIL VOICE AND THE USE OF DARTA

Pupil voice is an integral part of the learning journey at Bryn Deri. RSE lessons will be delivered with this in mind and children will be involved in their learning journey through the use of creative audits (DARTA method (Renolds and Mcgeeney)) in order to deliver a developmentally appropriate curriculum. This has framed the Welsh Government's approach to transforming RSE allowing teachers to collect data through creative means and ensuring this is used to inform teaching and learning. There will be opportunities for confidential question boxes in each classroom so children are able to share questions, worries and concerns which will be addressed appropriately.

MONITORING

RSE will be monitored through a combination of work scrutiny, listening to learners and discussion with staff members. Staff and children's views will be collected to ensure the provision is meeting the needs of the children and that staff are in a position to provide learning which is appropriate and well resourced.

RESOURCES

https://www.stonewall.org.uk/system/files/lgbt_history_home_learning_pack_-_primary.pdf

<https://learning.nspcc.org.uk/safeguarding-child-protection-schools/promoting-healthy-relationships>

<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

<https://www.stonewall.org.uk/resources/home-learning-pack-different-families>

<https://hwb.gov.wales/zones/keeping-safe-online/>

<https://spectrumproject.co.uk/>

<https://www.childnet.com/>

KS2

<https://agenda.wales/>

APPENDIX

RSE code

<https://gov.wales/sites/default/files/publications/2022-01/curriculum-for-wales-relationships-sexuality-education-code.pdf>

Guidance for schools

<https://gov.wales/sites/default/files/consultations/2019-02/relationships-and-sexuality-education-in-schools-guidance.pdf>

VIOLENCE AGAINST WOMEN DOMESTIC ABUSE AND SEXUAL VIOLENCE (WALES) ACT 2015 - EDUCATION PROGRAMME


<https://gov.wales/sites/default/files/publications/2019-05/primary-schools-educational-resources.pdf>

Guidance for Governors

https://gov.wales/sites/default/files/publications/2019-06/guidance-for-governors_0.pdf

Guidance for education settings on peer sexual abuse, exploitation and harmful sexual behaviour

<https://gov.wales/sites/default/files/publications/2020-10/guidance-for-education-settings-on-peer-sexual-abuse-exploitation-and-harmful-sexual-behaviour.pdf>

The Designated Person(s) for hate crime, hate incidents and Harassment is:	Mrs C Davies	
The Senior Members of Staff with responsibility for this policy area is:	Mrs C Davies Mr I Russell Miss P Evans	
The Governor with oversight of this policy is:		
Agreed by the Governing Body		Date: 12-03-2025
Head Teacher		Date:
To be reviewed		Date: March 2026