

Llwydcoed Primary School

Relationships and Sexuality Education Policy March 2024



Growing, Striving,
Achieving and Believing

INTRODUCTION- RELATIONSHIPS AND SEXUALITY EDUCATION POLICY

The objective of sex and relationships education (RSE) in Llwydcoed Primary School is to help and support pupils through their physical, emotional, moral and spiritual development. Effective RSE is essential if young people are to make responsible and informed decisions about their lives. A successful programme will help pupils learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It should prepare them to develop considered attitudes, values and skills which influence the way they behave. At Llwydcoed Primary School Relationships and Sexuality Education (RSE) involves the delivery of lessons that aim to prepare and support all pupils to build safe and healthy relationships throughout their lives and equip our learners to develop the skills, knowledge and values for the opportunities, responsibilities and experiences of life in a diverse society. RSE is about understanding the importance of stable and loving personal relationships. It involves an understanding of how respect, care and the building of successful relationships with friendship groups, family and the wider community is essential to forming these stable relationships.

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, including LGBTQ+ lives (annotate depending on school/ age of learners).

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.

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

Llwydcoed 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.

A number of documents have been used to inform our schools RSE policy:-

- Sex and Relationships Education in Schools (Welsh Assembly Government Circular No. 019/2010)
- Education Act 1996
- Equality Act 2010
- AoLE for Health and Wellbeing
- The requirements of the Personal and social education framework for 7 to 19-year-olds.
- Relationships and Sexuality Education in schools (Guidance document)

Links with other Policies and Curriculum Areas:-

- Health and Wellbeing Policy
- SEAL (PSE)
- Safe Guarding Policy
- Anti-bullying Policy
- Equality and diversity
- Assessment Policy

WE ARE A RIGHT RESPECTING SCHOOL

In 1991 our Government signed up to the United Nations Convention on the Rights of the Child (UNCRC). In signing the Convention, the 54 articles laid down have become enshrined in UK law. The Convention applies to everyone. At Llwydcoed Primary School we aim to work within the spirit as well as the letter of the Convention and our school policies are based around these rights and responsibilities. At Llwydcoed Primary School we work together so that the rights of the child are ensured and their responsibilities are clear.

OUR RSE VISION AND AIMS

Our vision developed for RSE at Llwydcoed primary is:

'At Llwydcoed Primary together we will share our thoughts on how we feel, think and act to protect each other, know when to ask for help and build the skills we need to deal with changes to ourselves and our lives.'

'Inspiring bright futures together!'

At Llwydcoed Primary School our aims and objectives for RSE are:

- To provide developmentally appropriate RSE to all learners within a broad and balanced curriculum.
- To support and develop kindness, empathy and compassion through relationships built both in and outside of the school environment.
- To develop an understanding of different relationships and families within a diverse society while exploring the benefits and challenges this brings.
- To raise pupils' self-esteem, mental health and emotional wellbeing to learn to manage emotions and relationships in a confident and safe way.

- To support learners to form positive friendships and relationships.
- To help gain access to reliable and accurate information and support, including within the school, family, wider community and online
- To name parts of the body using correct terminology
- To respect and care for their bodies including body autonomy and the importance of consent; understanding the difference between appropriate and inappropriate touch.
- To be prepared for puberty and adulthood including learning and understanding of physical development, reproduction and emotional changes.
- To value and respect difference and commonly held beliefs, in people's religion, culture, sexual orientation, physical and mental ability and social background whilst being mindful of the influences of the media, stereotypes and discrimination and being sensitive to the needs of culture and religion.

RESPONSIBILITIES FOR RSE

In line with a Whole-School Approach, RSE is everyone's responsibility at Llwydcoed 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 Governing Body

The role of the Governing Body at Llwydcoed 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

Role of the Headteacher and Senior Leadership Team

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

- Co-ordinate the formulation of Llwydcoed 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.

Role of the RSE Lead

The role of the RSE Lead at Llwydcoed 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).
- Secondary School/Provision only: Liaise and make appropriate links with feeder schools to ensure continuity and development.
- 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.

TEACHING AND LEARNING

DELIVERY OF RSE

Delivery of RSE The RSE programme is taught by class teachers in mixed gender groups wherever possible. Involvement of external agencies such as the school nursing team helps to enrich the delivery of RSE but does not replace RSE within the taught curriculum. Outside agencies are made aware of their role within the delivery of RSE and are provided with a copy of the school's RSE policy.

RSE PROGRAMME

Personal and social development, wellbeing and cultural diversity is at the heart of the foundation phase. The Foundation Phase curriculum allows schools to ensure that any RSE is age-appropriate, and tailored to the specific needs of pupils. In the Foundation Phase, there is appropriate emphasis on helping pupils to understand how they develop in early childhood. The focus is on encouraging pupils to value themselves and to develop positive attitudes. Pupils also learn about relationships with peers, friends and family and how to recognise and communicate their feelings. At Key Stage 2 the RSE programme will enable learners to understand the physical and emotional changes that take place during and to understand the importance of keeping the mind and body safe and healthy. In Key Stage 2 Science, pupils should be given opportunities to study the names, positions, functions and relative sizes of a human's main organs

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. As part of the RSE programme in Llwydcoed primary school all teachers will be consistent with the terminology used. The school has agreed to use the following terminology penis and testicles for males and breasts and vagina for females.

Llwydcoed Primary School uses a variety of teaching and learning skills to deliver all aspects of RSE across the school. We put emphasis on active learning by including the children in discussions and collaborations and children will have opportunities to ask questions throughout. Questions asked will be answered in sensitive, age appropriate and informative manner.

At Llwydcoed Primary School we recognise that children are developmentally different in all our classes. We provide developmentally appropriate learning opportunities within RSE for all children by matching the content of the lesson to the child. We achieve this by:

- Identifying where our children are and what is developmentally appropriate
- Planning lessons and activities of increasing maturity when next steps have been identified
- Providing a range of activities with different resources
- Having more adults to support individual children or small groups

PLANNING

RSE is one of the cross-cutting themes in the New Curriculum for Wales. At Llwydcoed Primary learners will have an opportunity to develop their knowledge, skills and values in RSE through cross curricula links in a range of overarching topics. Planning will facilitate and incorporate the following:

- **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.

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.

Llwydcoed 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.

The content of RSE taught throughout the school is set out below:-

Year group	Content
Nursery	<ul style="list-style-type: none"> • Expressing likes and dislikes • Showing awareness of differences between themselves and peers • Begin to understand simple emotions and how to express them.
Reception	<ul style="list-style-type: none"> • Understanding the differences between themselves and peers; showing an awareness of differences between boys and girls bodies. • Showing an awareness of different types of families based on class members • Care routines, personal hygiene and keeping clean • Life cycles and awareness that living things grow and change • NSPCC- PANTS • Building positive relationships with peers
Year 1	<ul style="list-style-type: none"> • An awareness of how they grow and change and an understanding of differences between girls and boys bodies. • Understanding and using correct terminology for body parts • Who can help us/ staying safe • NSPCC- PANTS • Building positive relationships with peers
Year 2	<ul style="list-style-type: none"> • Appropriate and inappropriate touch • Biological differences between males and females • Understanding and using correct terminology for body parts • Gender stereotypes • Building positive relationships with peers • Staying safe online
Year 3	<ul style="list-style-type: none"> • Understand differences in people and begin to show awareness of equity. • Different families and relationships • Right to say what you like and dislike/ stereotyping • Personal space and unwanted touch

Year 4	<ul style="list-style-type: none"> • Staying safe online • Human life cycle/ How our bodies change • Personal space and unwanted touch • How to seek help and support • Positive and negative characteristics in relationships/ Building relationships both in and out of the school environment. • Staying safe online
Year 5	<ul style="list-style-type: none"> • Exploring the emotional and physical changes that occur during puberty • how to manage physical and emotional changes during puberty • Caring for personal hygiene • Positive and negative characteristics in relationships/ Building relationships both in and out of the school environment. • Stereotypes/ body image/ behaviour and health • Staying safe online • Understanding and beginning to use reliable information sources.
Year 6	<ul style="list-style-type: none"> • Exploring the emotional and physical changes that occur during puberty • how to manage physical and emotional changes during puberty • Caring for personal hygiene • Body changes in preparation for reproduction in the context of relationships • Different types of adult relationship • Conception and pregnancy • Positive and negative characteristics in relationships/ Building relationships both in and out of the school environment. • Stereotypes/ body image/ behaviour and health • Staying safe online • Understanding and beginning to use reliable information sources.

RSE for Learners with Additional Learning Needs:

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

RESOURCES

The resources used to support the teaching of RSE are:-

- Growing up resources (Tyfu y fyny) Healthy Schools Wales
- NSPCC (PANTS)
- SENSE
- SEAL (PSE scheme)
- PERMA (Well-being tool)
- CRUSH- (Transforming relationships and sexuality education)

We have a range of resources that are made available to children from the scheme SEAL that our school follows and that class teachers prepare, we also have equipment such as worry monsters, feelings stones and personal care equipment such as the toothbrush buses. Further to this we have resources that are used to run the ELSA scheme within the school. A range of digital media is also available for children to use to support their own research further up the school and to support development of decision making and allow them to consider possible safety risks and implications when using technology.

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, Llwydcoed 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.

PARTNERSHIPS AND ENGAGEMENT WITH STAKEHOLDERS

Working with Parents / Carers and the wider community

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, Llwydcoed 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.

To promote this we will:

- Inform parents/carers about contents of the RSE policy, curriculum planning and resources.
- Consult with parents/carers about the content of the policy and involve them in the reviewing process.

External partnerships

Whilst Llwydcoed 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

Welsh Network of Healthy School Scheme (WNHSS)

Llwydcoed 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.

SAFEGUARDING AND CONFIDENTIALITY

Teachers cannot offer pupils unconditional confidentiality. On the rare occasions when a pupil discloses information to a teacher / member of school staff directly the following confidentiality policy will be followed:

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

EQUAL OPPORTUNITIES AND ALN

Each and every child in the school - regardless of age, gender, ability, social and cultural background - has an equal entitlement to RSE lessons. We aim to teach a broad and balanced curriculum for all children and provide learning opportunities matched to the needs of the individual pupils. We also provide learning opportunities matched to the needs of children who are more able and talented and

we seek to stretch their ability. ALN pupils are supported, where appropriate, with differentiated work and through appropriate use of IDPs. Those with ALN are provided with detailed IDPs which describe the child's ALN and the ALP required to meet those needs.

ASSESSMENT

Assessment for RSE will be carried out by the class teachers and they will produce evidence of achievement at the end of a period of study. This will clearly show what a child has learnt to identify developmentally appropriate next steps. As a school we also have PERMA assessments. These are carried out throughout the school and monitored. We are also aware that RSE and Health and Well-being progress is non-linear and follows different pathways within and between progression steps. Personal concerns, interests, maturity and circumstances may have an impact on the pathways along which a learner makes progress, particularly in the context of feelings, emotions and relationships; learning may take place at different rates at different times and this is all taken into consideration.

MONITORING AND REVIEW

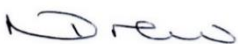
All staff are involved in discussion and planning of RSE.

The subject leader:

- Supports colleagues in their teaching, by keeping informed about current developments in all elements of RSE and by providing direction for the subject.
- Uses allocated time to review evidence of the children's work, evaluating strengths and weaknesses in all elements of RSE, indicating areas for further improvement.
- Uses allocated time for 'listening to learners' to evaluate pupil's knowledge and identify next steps.
- Uses allocated time to monitor lessons and children's work as part of the M.E.R. cycle.

The quality of teaching and learning in RSE is monitored and evaluated by the Headteacher as part of the school's agreed cycle of lesson observations and Triads.

Natalie Drew (Headteacher)



Signed Chair of Governors:



Rhian Grundy

Date: March 2024

Review: March 2026