



Health Education Policy - Relationships and Sexuality Education

Relationship and Sexuality Education (RSE) is a mandatory component of the Curriculum for Wales. It will be rolled out to replace Sex and Relationships Education (SRE) from September 2022, starting with Year 7. The responsibility for RSE lies predominantly within the Health and Wellbeing AOLE but is integral within the other 5 AOLEs. The Head of the Health and Wellbeing AOLE is therefore supported by the Health and RSE co-ordinator.

The Assistant Head in charge of Personal and Social Education (PSE) has oversight of RSE at senior management level.

1. Introduction

Relationship and Sexuality Education (RSE) has a positive and empowering role in learners' education and plays a vital role in supporting learners to form and maintain a range of relationships, all based on mutual trust and respect, which is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and equity empowers learners to understand themselves, take responsibility for their own decisions and behaviours, and form relationships that are fully inclusive, reflecting diversity and promoting respect.

The Welsh Government RSE Code 2022 contains the mandatory requirements. The teaching and learning within our whole school RSE programme encompass the mandatory elements outlined within the Code.

Ysgol Friars has therefore planned and developed a comprehensive, inclusive, developmentally appropriate whole school teaching and learning programme for RSE which conforms with the Code. This policy details our whole school approach to RSE.

RSE will 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 will be equipped and empowered to seek support on issues relating to RSE and to advocate for themselves and others.

The school will ensure that RSE is embedded in the school's values, rights and moral framework e.g. by showing respect for all learners, staff and the wider community, by celebrating differences, building healthy relationships and inclusion of sexual diversity.

This policy is in alignment with the latest guidance:

Welsh Government:

- [Curriculum for Wales Guidance](#)
- [The Curriculum for Wales – RSE Code, 2022](#)
- [Keeping Learners Safe](#)
- The Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015

UK Government

- [Equality Act 2010](#)

This policy is created in conjunction with other policies, including: Confidentiality, Safeguarding, and Child Protection.

The School's Governing Body has agreed that our RSE programme will be rolled out to replace the existing SRE programme as follows:

- 2022: RSE will be mandatory for Year 7
- 2023: RSE will be mandatory for Year 7 and 8 learners
- 2024: RSE will be mandatory for Year 7, 8 and 9 learners
- 2025: RSE will be mandatory for Year 7, 8, 9 and 10 learners
- 2026: RSE will be mandatory for all learners.

2. Monitoring Process Sex and Relationships Education

The teaching and learning standards will be monitored annually by the Health and RSE Co-ordinator. The school will consult with pupils when updating the policy and the schemes of work.

The school will provide opportunities for learners to evaluate RSE lessons in order to express their views on the content of the lessons. The school will consider learners' opinions when revising the teaching programme.

3. Responding to sensitive matters:

The school will ensure that teachers' beliefs and attitudes will not influence the delivery of RSE. Class agreements/rules will be established in order to set boundaries, appropriate languages used and respect differences. Teachers will attempt to answer questions sensitively, respectful and non-judgmental.

4. Parents' Right to Withdraw

RSE is a mandatory requirement in the New Curriculum for Wales for all learners. It is specified within the RSE Code that there is no right to withdraw learners from any part of RSE. However, as the new curriculum rolls out, some learners may still be withdrawn from RSE pending the roll out of the new curriculum (see section 1 for timeline). Where parents still have the right to withdraw and wish to do so, they must notify the Head of Year in writing.

The school believes that RSE should be a shared responsibility and learners will be encouraged to discuss content of lessons with parents/carers. The school will provide parents/guardians with information regarding the policy, the programme of study and the resources used if requested. If parents/guardians have any concerns regarding RSE, they may request an appointment with the Head of Year or Health and RSE Co-ordinator.

5. Safeguarding and Child Protection

The School has ensured that all staff who deliver aspects of RSE are familiar with the Safeguarding and Child Protection procedures. All staff members who become aware of or have concerns of a learner's welfare or safety must raise these with the Child Protection Co-ordinator.

6. Confidentiality

If a member of staff or outside visitors who delivers aspects of RSE hears or sees something in lessons that suggests a learner is at risk of serious harm or of causing serious harm to others, they must share the information with the Child Protection Co-ordinator.

All members of staff will ensure all learners are aware that teachers, and other professionals, cannot offer or guarantee unconditional confidentiality, particularly in relation to personal disclosures.

The school will:

- Encourage learners, where possible, to talk to their parents/carers and give them support to do so.
- Make sure that learners are informed of sources of confidential help, for example the school nurse, school counsellor, GP or young person's sexual health services.
- Promote the use of ground rules in lessons to establish boundaries.
- Instigate the school's safeguarding and child protection procedures where necessary.
- Ensure that all teachers/providers discuss confidentiality with learners at the beginning of the lesson in order to establish boundaries

7. Role of the Health and RSE Co-ordinator

- Co-ordinate the formulation of the school's RSE policy by involving all relevant stakeholders.
- Inform all staff and adults involved with the delivery of RSE within the school, of the contents of the policy and its implications for them as providers.
- Monitor and evaluate the scheme of work in order to ensure that all statutory requirements are met.
- Liaise with Heads of Department to ensure appropriate coverage, continuity and progression.
- Monitor and evaluate the policy and scheme of work annually and provide a written statement for the Governing Body at the end of each academic year.
- Assess training needs of school staff involved with the programme and seek to respond to these needs.
- Ensure that all staff who deliver aspects of RSE are aware of their contribution to the whole school programme.

- Ensure that staff inform the subject leader if any aspect of RSE has not been delivered in order to make alternative provision.
- Review and update the resources used in the RSE programme at least annually and evaluate their effectiveness and suitability for all learners.
- Liaise with outside agencies and co-ordinate their involvement within the RSE programme.
- Ensure that a member of staff is present throughout the lesson when outside agencies are delivering aspects of the programme.

8. Primary and Secondary Links

The school makes appropriate links and liaises with its feeder primary schools in order to ensure continuity and development in the provision of RSE. There are three broad developmental phases:

- Phase 1: from age 3
- Phase 2: from age 7
- Phase 3: from age 11

The Health and RSE co-ordinator and the Head of the Health and Wellbeing AOLE will communicate with each primary feeder schools as learners move from Phase 2 to Phase 3 to ensure that our whole school RSE curriculum is developmentally appropriate in terms of:

- age, knowledge and maturity
- additional learning needs
- social, physical, emotional and cognitive development and needs

9. Role of External Providers

The school recognises the value of involving appropriate outside agencies and visiting speakers within the RSE programme. **When outside agencies or individuals are used to deliver parts of the RSE programme a member of staff will always be present throughout the sessions.**

These agencies will be carefully selected and the Health and RSE co-ordinator will check:

- They are adequately trained to speak with young people.
- They work/are registered with a reputable organisation/charity.
- Their contribution coincides with the aims and objectives of the curriculum.
- The validity of their Disclosure and Barring Service (DBS) status.
- All resources/presentations that will be used.
- They have been made aware of any additional needs that some learners may have.
- They have been made aware that a member of the school staff will be present throughout the lesson/activity/presentation.

If parental consent is needed for any delivery by outside agencies, the school will co-operate.

The school will ensure there is an appropriate and suitable room for the School Nurse and the School Counsellor

10. Advertising Supporting Agencies:

The school will make learners aware of the various agencies which exist to support them, and in particular:

- The local sexual health and contraceptive service.
- Childline.
- NSPCC.
- Stonewall.
- Viva.
- School Nurse.
- CEOP for internet safety issues.

11. Delivering Relationships and Sexuality Education

The school aims to provide a whole school co-ordinated programme of RSE lessons taught by trained members of staff. RSE will be delivered within Health and Wellbeing, Science, Religious Education, Drama, and ICT as well as cross-curricular and extra-curricular activities. Some aspects of RSE may be delivered in assemblies or carousel style activity days. The RSE curriculum is interlinked within all six Areas of Learning and Experience (AOLEs) as appropriate. This allows learners to make connections between their learning in RSE and the wider curriculum, understanding historical, cultural, geographic, physical, political, social and technological perspectives and influences on RSE issues.

The mandatory content of the RSE Code is set within three broad and interlinked learning strands, namely:

a) Relationships and identity - this strand focuses on:

- the range of relationships that human beings have throughout their lives
- how identity can be shaped by our relationships and sexuality
- the importance of human rights in securing healthy, safe and fulfilling relationships in an inclusive society.

b) Sexual health and well-being - this strand focuses on:

- learning about how living things grow, reproduce and have a life cycle
- developing an understanding of the human body, including people's feelings about their bodies and how these can be represented
- the health issues related to relationships and sexuality
- an understanding of how sexuality and sexual health affects our well-being.

c) Empowerment, safety and respect - this strand focuses on:

- learners' rights to safety and protection and freedom from harm and discrimination
- how and where to seek information, help and support
- how to support and advocate for the rights, fair treatment and respect of all.

The themes which are interlinked into the three learning strands are:

- **Relationships** - Learners will develop an understanding of how different types of safe, consensual, healthy and fulfilling relationships can be formed and maintained.

- **Rights and equity** - Learners will develop an understanding of how rights related to sex, gender, sexuality and relationships contribute to the freedom, equity, dignity, well-being and safety of all people.
- **Sex, gender and sexuality** - Learners will develop an understanding of how aspects of identity and individuality, including LGBTQ+ diversity, sex, gender and sexuality, develop and change over time.
- **Bodies and body image** - Learners will develop an understanding of the human body and how it changes over time, including people's feelings about their bodies, and their sexual and reproductive capacities and functions.
- **Sexual health and well-being** - Learners will develop an understanding of the positive role of sexuality in human life and a gradual awareness of personal sexual health and well-being.
- **Violence, safety and support** - Learners will develop an understanding of the social, emotional, physical and legal nature and impact of gender-based and sexual violence, including online.

Welsh Government, Curriculum for Wales Guidance 2020

12. Consultation with learners

In order to support learners to realise the four purposes within the Curriculum for Wales, learner voice is central in developing our RSE curriculum. Learners will be consulted at the end of lessons, activities and units in order to ensure our provision and resources and those of any outside agencies are relevant, developmentally appropriate, inclusive and sensitive for learners' needs. We will act upon any recommendations and amend as appropriate.

13. Answering learners' questions

Learners will have opportunities to ask confidential/anonymous questions when appropriate by using an anonymous question box. Questions are a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. Questions are answered sensitively and in a developmentally appropriate manner for learners.

Our staff are not be expected to answer all questions if they believe some to be inappropriate. They will not be expected to answer any personal questions about themselves and they will not ask learners direct personal questions that could make either party vulnerable.

14. Staff professional development

Ysgol Friars recognises that professional learning is a key requirement for high-quality RSE. The school is committed to facilitating that all teaching and associated members of staff receive appropriate RSE training in order to ensure our whole school RSE programme is effective, includes cross curricular elements, is developmentally appropriate and meets the needs of our learners.

The Health and RSE Co-ordinator and the Head of the Health and Wellbeing faculty will support all teaching and associated members of staff to access professional learning opportunities, which will assist to develop their confidence, knowledge and skills needed for RSE.

15. Partnerships with parents/carers and the local community

The school recognises that parents/carers are crucial to the success of the RSE programme. The school therefore provides information about what is delivered via the website and messages via School Gateway. There will also be opportunities for parents/carers to comment on policy and practice through parental voice surveys. The RSE policy is available to view on the school's website.

Adopted by Resolution of the Governing Body on 11th July, 2022. Next Review Summer Term 2025

