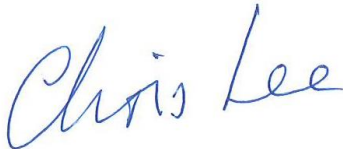




St Cyres School

Strive Together. Challenge Yourself.
Realise Everyone can Succeed.

St Cyres School	
Policy: G34-Relationships and Sexuality Education Policy	
Committee: Pupil Progress & Provision	
Member of staff responsible:	SMD
Date Adopted/approved:	March 2026
Signature of Headteacher:	
Signature of Chair of Governors:	
Date to be reviewed:	March 2027

G34-Relationships and Sexuality Education Policy

INTRODUCTION

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. St Cyres is an Anti-Racism 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).

Our school vision for Curriculum for Wales is to create a curriculum that places learners at its heart and ensures that they are challenged, engaged and successful. We strive together to create ambitious and capable learners, who are enterprising and creative, healthy and confident and ethical and informed individuals. Everyone can succeed at St Cyres and this frames all learning across the school. We aim to provide a holistic approach to RSE by using the vision to underpin learning throughout the school year. We aim for a spiral curriculum approach that ensures that concepts and knowledge is revisited with increased sophistication as children progress from Year 7 to Year 13.

AIMS

RSE at St Cyres is led by the mandatory RSE Code which supports schools to design their RSE. 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 all 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 developmentally appropriate ways and through a spiral approach which develops children's understanding over time.

Positive, protective and preventative

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

- *Providing children with strategies to understand and cope with change, conflicts and pressure through restorative approaches, high quality transition, and developing stress management techniques such as breathing exercises.*
- *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*
- *Expect Respect - Women's Aid education toolkit*
- *Spectrum Resources*
- *Youth and policing education Hub*
- *<https://schoolbeat.cymru/>*
- *<http://www.crucial-crew.org/>*
- *<https://www.welshwomensaid.org.uk/>*
- *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. Restorative approaches at St Cyres are 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 and through all Areas of Learning and 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 Curriculum for Wales.

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>

ROLES AND 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 Sexuality 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 is a designated RSE leader who oversees the programme of learning and ensures professional development needs are met through continuous professional development. This role is supported by the Head of Department for Health and Wellbeing, the Area of Learning Lead for Health and Wellbeing and the named designated Leadership link for Health and Wellbeing.

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 prerequisites 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 St Cyres is guided by these principles and class teachers differentiate learning accordingly, ensuring learners are kept safe from information for which they are not sufficiently mature to process.

ALN AND CHILDREN WITH DISABILITIES

The school ensures 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 will 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 are given more support to develop an understanding of what sorts of behaviour are, and which 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 AND 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:

- Confidentiality
- Safeguarding / child protection
- Anti-bullying (including procedures for dealing with homophobic, biphobic and transphobic bullying)

- Substance Misuse
- Online Safety
- Behaviour for Learning Policy

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 endeavour to enhance this through our partnerships with;

- Police Liaison sessions for all years
- School Nurse
- Transition
- NSPCC assemblies

Digital safety is supported through;

- Google Internet Legends
- Internet Safety Week
- Hwb resources

To ensure our curriculum is inclusive we:

- Ensure staff are trained and understand appropriate terms and language
- Use AGENDA to support creative approaches (ALN pupils)
- 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 use;

- *Expect Respect - Women's Aid education toolkit*
- *Spectrum Resources*
- *Youth and policing education Hub*
- <https://schoolbeat.cymru/>
- <http://www.crucial-crew.org/> (primary resource but good for ALN pupils)
- <https://www.welshwomensaid.org.uk/>

TEACHING AND LEARNING

Holistic approach to RSE

We believe at St Cyres 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.

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

- **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 content from these 3 strands have been strategically mapped across our curriculum to ensure links to the wider curriculum are purposeful and genuine. As we adapt and address the needs of our children and this is part of our living curriculum, these maps are subject to change.

In the most part, strands of RSE are overtly taught by Learning Coaches at 7-9 through the guise of Health and Wellbeing lessons once a fortnight. The teaching, in line with the Curriculum for Wales, Relationships and Sexuality Education (RSE) for Year 9 and Year 10, is integrated into our broader Health and Well-being provision, alongside essential life and employability skills. These sessions are co-delivered by a multidisciplinary team across various Areas of Learning. Year 11 learners are currently completing their eSweet modules, transitioning in upcoming academic years toward a combined pathway of RSE and Skills for Work and Life qualifications. St Cyres also uses subject teaching to supplement the work undertaken in the lessons above, exploring the various aspects of healthy relationships across the curriculum. Key messages about healthy relationships are embedded across the curriculums and communicated regularly. As a last instance, DACW and Head of Year's assemblies are also used to disseminate key messages around RSE.

It is important to us that the learning experiences throughout our curriculum are genuine and led by the children. Therefore we teach these themes and topics holistically throughout the year. It is a living part of our curriculum which changes depending on the

class we have and will meet the needs of those individual children.

Inclusivity, Including LGBTQ+ inclusivity

In line with the mandatory requirements of the RSE Code, RSE is 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.

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 support the plan by ensuring the following:

1. Provision of free period products, including environmentally friendly resources, that learners can access from an office in the PE corridor, Reception and the Hub.
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.

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 through data collection by the RSE lead. The personal attitudes and beliefs of teachers do 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 St Cyres. RSE lessons are 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 are opportunities for confidential question boxes in each classroom to be used so children are able to share questions, worries and concerns which are addressed appropriately.

Monitoring

RSE is monitored through a combination of work scrutiny, listening to learners and discussion with staff members. Staff and children's views are 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://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-](https://www.stonewall.org.uk/resources/home-learning-pack-different-families)

[families](https://www.stonewall.org.uk/resources/home-learning-pack-different-families) <https://hwb.gov.wales/zones/keeping-safe-online/>

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

<https://agenda.wales/> (relevant resource for ALN)

<https://www.childcomwales.org.uk/coronavirus-our-work/coronavirus/>

<https://www.childcomwales.org.uk/resources/secondary-teachers/>

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>

Future of Sex and Relationships Education

<https://gov.wales/future-sex-and-relationships-education-curriculum>

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

<https://gov.wales/sites/default/files/publications/2019-05/secondary-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>