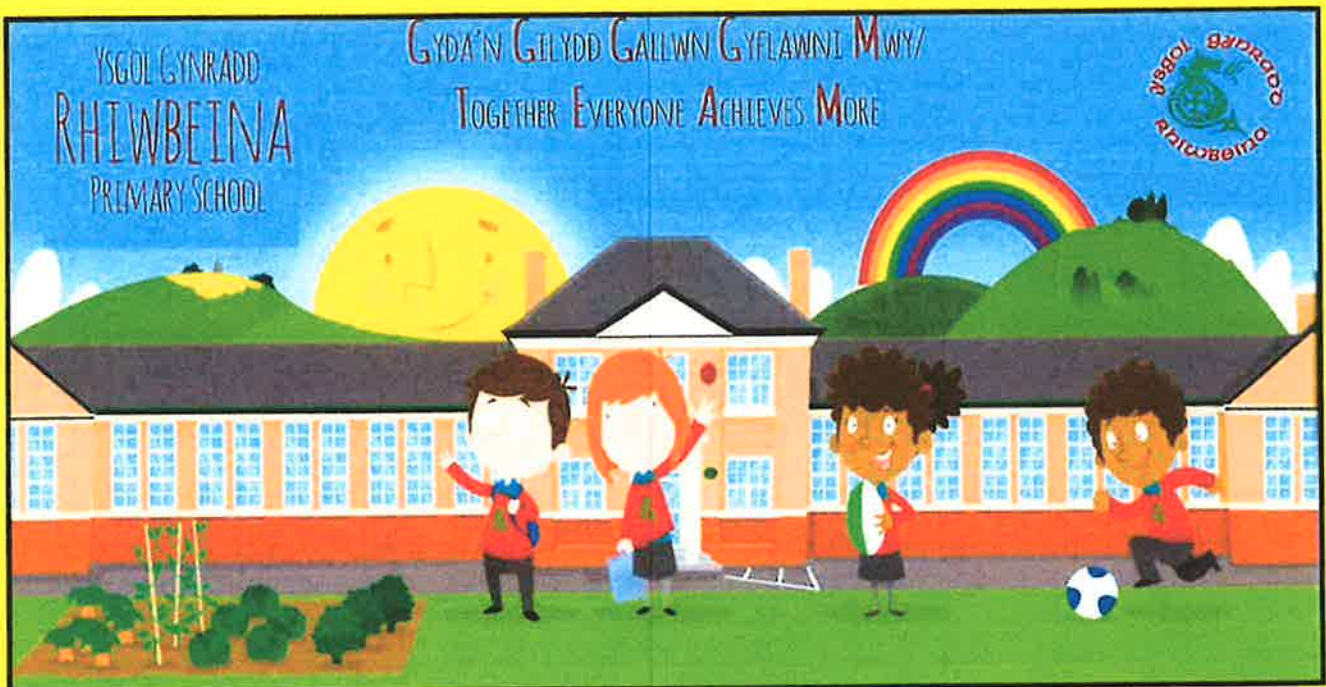


Rhiwbeina Primary School



R.S.E. Policy

Rhiwbeina Primary School

Relationships and Sexuality Policy (RSE)

Introduction:

Our school's Relationship and sexuality education policy has been developed within the LEA and National framework. It follows the guidance set out in The curriculum for Wales Relationships and sexuality Education Code 2021.

This mandatory code is structured around 3 learning strands, namely:

- relationships and identity.
- sexual health and wellbeing.
- empowerment, safety and respect.

Our curriculum content has been developed around these strands and tailored to our learners.

Our RSE curriculum content is developmentally appropriate for our learners and takes in a range of factors including the learner's age; knowledge and maturity, any additional learning needs and emotional development.

The learning for RSE refers to both what is taught explicitly and what is embedded throughout the curriculum and in the school environment. This includes work relating to the rights of the child and internet safety which is taught to all year groups at an appropriate level.

Aims and Objectives:

The aim of the Relationships and sex policy is to provide children with age appropriate information, explore attitudes and values and develop strategies in order to empower them to make positive decisions about their health and relationships.

Children will be taught to develop their understanding and behaviours that will support them to develop and maintain healthy, safe and fulfilling relationships throughout their lives. Children will be taught to develop empathy, compassion and communication skills. These are essential to develop learners' relationships now and the relationships they will form in the future. These skills will promote respect, understanding and equitable treatment for others, whatever their sex, gender, sexuality, faith or belief. Learners also need to develop both their sense of self and their sense of everyone being unique.

Context:

We teach RSE education in the context of the school's aims and values which underpin all aspects of our curriculum. In particular, we teach RSE education in the belief that:

- RSE will be taught in the context of relationships and family life.
- RSE education is part of a wider social, personal, spiritual and moral educational process.
- The importance of building positive relationships with others.
- Creating an atmosphere of mutual trust and respect encouraging pupils to participate in discussions.
- To generate thoughtful responses to the agreed UN rights of the child.

Organisation:

We teach RSE education throughout the curriculum but particularly in the areas of learning experience of Science and Technology and Health and Wellbeing.

The RSE curriculum content is outlined on our long term plans and is relevant to the age and stage of the children in our care. The children are taught about healthy relationships, personal hygiene, respect for other people, appropriate and inappropriate touch, knowledge about the body and the changes that take place during puberty and reproduction. The children will be taught in mixed gender groupings.

A girls only session to further develop understanding of the menstrual cycle and personal care needs is undertaken with the girls in year 5 and year 6.

Our policy reflects the context outlined in strand 1 for children under 7 and strand 2 for children aged between 7 to 10. This is outlined below:

Relationships and identity: This strand focuses on: e 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.

At Phase 1 the learning supports:

- The ability to act with kindness, empathy and compassion in interactions with others immediate to themselves including family, friendship and peer relationships.
- An awareness of how to communicate wants and needs in relationships, and begin to respect those of others.
- Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.
- Developing a sense of themselves, in the context of families, friends and communities.
- Recognising how people value different things and have different families, friends and communities.
- Experience inclusive behaviours, language and role modelling that show respect for others, whatever the gender, ethnicity or religious beliefs.
- Recognising learners' rights to be treated fairly, kindly and with respect.

At Phases 2 the learning supports:

- The ability to form and maintain relationships which are equitable, respectful and kind.
- Develop an understanding and use of effective communication, decision-making, managing conflict and refusal skills ensuring personal and others rights within friendship and relationship groups.
- Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.
- Understanding positive behaviours in relationships and what can happen when relationships break down.
- Develop an awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.
- Recognising how people's relationships with others shape who they are and their happiness.
- Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.

Sexual health and wellbeing:

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.

At Phase 1 the learning supports:

- Developing an awareness of the human life cycle and that reproduction is a part of life.
- Developing an awareness of how human bodies change as they grow.
- Developing an awareness of the importance of personal self care and hygiene.
- Developing a recognition that everyone's body is unique and special to them.
- Developing an awareness of the different feelings one can have, recognising other people's feelings and how these may differ from their own.
- Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.

At Phase 2 the learning supports:

- The use of accurate terminology for all body parts.
Knowledge and understanding of how reproductive organs develop in the human body. This includes understanding the process of reproduction, including what supports menstrual health and wellbeing.
- The knowledge and understanding that people experience significant physical, emotional, social and cognitive changes during puberty.
- The knowledge and skills needed to manage personal self care and hygiene, including the importance of menstrual well being.
- Develop an awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.
- Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.

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 for all.

At phase 1 the learning supports:

Developing the ability to interact with others in a way that is kind and fair.

Recognising the right to be free from harmful, abusive and bullying behaviour.

An awareness of how to recognise positive and harmful behaviours, including bullying.

- Develop the ability to share concerns with a trusted adult when faced with harmful behaviours.
- Begin to recognise that other people have thoughts, feelings and opinions that are different.
- Develop an awareness of the need to seek agreement in order to share.
- Develop an awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.
- Develop the ability to communicate if someone is touching them in a way that makes them feel uncomfortable.
- Develop an awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.
- Develop an awareness that everyone has the right to be safe and no one is allowed to harm anyone else.
- Develop the ability to speak up for each other.

At phase 2 the learning supports:

- Understanding the importance of fair treatment for all and of respect in all interpersonal interactions off and online.
- Recognising the value of non discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.
- Understanding the right for everyone to be free from harm or abuse.
- Developing an awareness of different kinds of harmful or abusive behaviour including physical, sexual and emotional abuse and neglect.
- How to seek support for oneself, and offer support to others.
- How to be a good friend and advocate for others.
- Understanding of the right to bodily privacy, personal boundaries including online.
- Recognising which steps to take to keep safe from harm both in off and online friendships.
- Understanding the social and emotional norms and pressures that lead to non consensual behaviours, friendships and relationships.
- Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non- consensual behaviours and relationships off and online.
- Know how and when digital media can be shared safely, with permission and when it can be a source of harm.
- Develop an awareness of the benefits and dangers of the internet and social media in forming friendships online.
- Developing an understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is upsetting or uncomfortable.

An example of some of the year group curriculum content is outlined below:

Nursery:

Keeping clean. How and why we keep clean.

Reception:

Keeping clean. How and why we keep clean. Body parts to keep private. (swimsuit area.)

Year 1:

NSPCC Pants rule. Body parts to keep private.

Year 2:

NSPCC Pants rule. Body parts to keep private. Secrets and people you can trust.

Year3:

What makes a good friend? Secrets and people you can trust. Similarities and differences. Stereotypes. Appropriate touch.

Year 4:

Names of key body parts. Physical differences between male and female. Appropriate touch. Growing up and keeping safe. Revision of NSPCC pants rule.

Year 5:

Physical changes at puberty. The importance of hygiene.

Year 6:

The importance of physical hygiene and emotional changes and how the body changes during puberty and reproduction.

The role of parents:

We wish to build a positive and supporting relationship with our parents through mutual understanding, trust and cooperation. In promoting this objective we:

- Inform parents about our practice with regard to sex education, to ensure that the teaching in school supports the key messages that parents give to children at home.
- We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

The role of other members of external professionals:

We involve external health and social care professionals to work with us to provide advice and support for individual children and families.

Confidentiality:


The lessons will be delivered by some of the teaching staff within the school setting. The lessons will follow the county guidelines as outlined above in accordance with WG advice. The Safeguarding procedures will be adhered to following any personal disclosure from a child.

The role of the Headteacher and Governors:

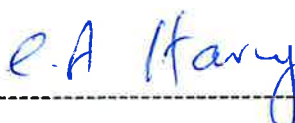
It is the responsibility of the headteacher and governors to ensure that both staff and parents are informed about our RSE policy and curriculum content. The headteacher will report to governors on RSE policy development and the effectiveness of the curriculum content.

Monitoring and review:

The governing body reviews the RSE provision on an annual basis.

Signed:  Chair of Governors.

Date: 21/6/2023

Signed:  Headteacher.

Date: 21.6.2023