Together we care, Together we learn, Together we achieve.
Gyda'n gilydd rydym yn gofalu, dysgu a chyflawni.



Ysgol Gynradd
COEDPENMAEN
Primary School

Relationships and Sexuality Education (RSE) Policy

Policy written:	**Summer 2026**
Headteacher signature:	
Chair of Governor's signature:	
Policy review date:	**Summer 2028**

At Coedpenmaen Primary School we aim to provide children with the knowledge, skills and experiences they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Relationships and Sexuality Education (RSE) is a core part of this development and forms a part of our wider Curriculum provision. By providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At Coedpenmaen Primary School, RSE is taught within the Health and Wellbeing area of learning and experience. In addition, some aspects of the RSE programme will be covered through:

- Science sessions
- ICT
- Circle times
- Assemblies
- Class Stories
- PE in the context of health and hygiene

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

1. <u>What is RSE?</u>

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. As a school we discuss RSE in the context of the Rights protected by the United Nations Convention on the Rights of the Child.

Within our schools, RSE supports 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 self and others.

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

2. Vision for our RSE Curriculum

The vision for Relationships, Sexuality Education at our school consists of 10 key aspects that we aim to promote and develop with our pupils. This is to:

- Provide a consistent standard of relationships, sexuality and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour; including both online and offline behaviours
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Give pupils an understanding of reproduction and sexual development
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation and violence/abuse against Women and Men alike

3. Aims of our RSE Curriculum

Our RSE curriculum is embedded within our Health and Wellbeing AoLE and is set out as per Appendix 1, however, this will be adapted when necessary. We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online. There are 3 National elements that the RSE curriculum is based on. These are;

- Relationships and identity
- Sexual health and wellbeing *(at an developmentally appropriate level)*
- Empowerment, safety and respect

Within our school, in order to progressively teach these areas, we utilise the 'Jigsaw Mindfulness PSHE' approach to delivering RSE within our schools. This forms part of a wider delivery of Health and Wellbeing across the School. The aim of our RSE curriculum at Coedpenmaen Primary School is to develop the 3 above elements through the following Pupil friendly themes. This is done in a progressive way across the School (*see appendix 1 for a breakdown of what is covered in individual year groups*);

- **Being me in my World** - covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.
- **Celebrating Difference** - focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber bullying

- **Dreams and Goals** - aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via teamwork skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.
- **Healthy Me** - covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic.
- **Relationships** - has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this theme is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All lessons are delivered in a developmentally appropriate way so that they meet children's needs.
- **Changing Me** - deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are diverse subjects for children to explore. Each year group thinks about looking ahead, moving year groups or the transition to secondary school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. All year groups learn about how people and bodies

change. This theme particularly links with the Science & Technology AoLE when teaching children about life cycles, babies and puberty.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

4. <u>Roles & Responsibilities</u>

- *The governing body*

The governing body has delegated the approval of this policy and will review its arrangements and effectiveness on a regular basis.

- *The Headteacher*

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

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Resources are readily accessible to support teaching and learning
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

- *Staff*

All staff are responsible for:

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

Class teachers are responsible for teaching RSE at Coedpenmaen Primary School. Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of RSE,

as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date.

- *Pupils*

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils' views, as always, will be sought as part of our ongoing monitoring and planning for RSE within the school and this will be established through the usual channels already established within the school.

- *Parents*

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's RSE policy and practice (available on the website)
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school

5. Developmentally Appropriate Teaching

Welsh Government requires that the RSE provided must be 'developmentally appropriate' for learners. Therefore, within our schools, we will always take account of a range of factors such as the learners age, knowledge and maturity and any additional learning needs. RSE needs to be developmentally appropriate for each learner. The age of learners should be one of the criteria by which teachers decide upon the appropriateness of content; however, there will be other factors they will need to consider when planning for this element of the Curriculum.

Factors such as the physical and mental and emotional development of learners should also be taken into account. This is essential to ensuring learners are kept safe from information for which they are not sufficiently mature to process. This, however, should not be a reason for not providing children with the essential information they need as they develop physically, mentally and emotionally; developmentally appropriate RSE requires the coverage of subjects that are integral to learners' development.

6. Whole School Organisation of RSE within our School

Our RSE curriculum will support and build on each learner's knowledge, skills and values in appropriate ways throughout their development and create safe and empowering environments

which build on learners' experiences both within and beyond the educational setting providing positive alternatives to some learners' experiences.

Set out below are the key principles regarding how RSE is organised and embedded at our Schools:

- RSE is part of a whole-school approach and effectively integrated and coordinated across the curriculum. Effective RSE requires specialist expertise, time and resources which the school will regularly evaluate to ensure are in place. This will ensure a supportive environment is created to ensure learners and practitioners are safe to discuss and learn about issues which may be sensitive or challenging.
- RSE will be interdisciplinary and cross-curricular in its approach to content, knowledge and understanding and in the way it is explored. RSE is a broad and complex area that includes biological, social, psychological, spiritual, ethical and cultural dimensions that evolve over the lifespan.
- All practitioners contribute to the school's RSE priorities and professional learning is a key requirement for delivery of high quality RSE. As a school we enable all practitioners to access learning that can support them to develop confidence and knowledge regarding RSE.
- RSE will always be delivered in a way that is inclusive. 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.
- Provision draws on specialist services and expertise, and we engage with local communities. Our curriculum will always be mindful of the different perspectives and backgrounds within our local community.
- Our approach to RSE will be protective and preventative, considering how learners might need to be supported to:
    - understand and cope with change, conflicts and pressure;
    - have the knowledge to recognise discrimination and violence, including Violence against Women and Domestic Abuse and Sexual Violence;
    - seek help and advice where appropriate.
- The teaching of RSE will respond to and be respectful of the lived experiences of learners. The approach to RSE involves recurring themes and topics which reinforce and build on the learners' developing understanding and changing needs and encourages learners to take increasing responsibility for their own learning. Practitioners recognise learners' social, physical, emotional and cognitive development and needs, as well as their evolving knowledge and experience.
- Progression in RSE is a continuous process aiming to improve overall learner well-being and safety and to realise the four purposes. As learners progress, they will build on previous learning: consolidating and strengthening the same dispositions; knowledge and skills and applying them in new, relevant contexts.

7. Delivery of RSE Curriculum

Our Relationships and Sexuality Education programme will be delivered in an developmentally appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes. Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson.

As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way. In Junior classes, a question box will be available for pupils to ask anonymous questions. If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class. If needed the school can provide additional support links to external agencies or resources that can better support Pupils and their families.

The monitoring and evaluation of delivery of RSE within our school is overseen by the Health and Wellbeing lead who is identified in both schools. This person will be a first point of contact regarding any issues with Curriculum or wider issues that may arise relating to the area of RSE. Monitoring is carried out on an annual basis, in line with the schools wider MER timetable of activities and Governing Body Annual Curriculum Evaluation.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

8. In-School Counselling & Support

As a school, we work in partnership with Eye2Eye in providing our Pupils with access to a Counsellor. This support allows Pupils to be able to access the necessary advice and guidance that may be needed in addition to the work being carried out in class. Likewise, Pupils can opt to attend drop-in sessions with our School ELSA should they have any queries or personal issues that they want to discuss with someone outside of the classroom environment. There are set policies in place should anything be disclosed of a safeguarding nature and, if it is felt necessary.

The advice and sessions provided by our School ELSA is confidential and children know that they can discuss things in our ELSA space, which may be personal to them, in a safe environment. Our School ELSA will also be in a position to provide any additional support or resource, or direct Parents/Carers to external agencies that may be able to help.

External agencies, including health, can also enrich the area of RSE and ensure that Pupils receive a balanced and well supported experience of RSE at our schools. Health professionals and specialist external agencies who are involved with our school will enhance the RSE programme.

Our School website also has a wealth of information and links that Parents/Carers and Pupils can access should they wish to discuss things further or seek further treatment regarding anything that may require it.

9. Confidentiality

Teachers conduct RSE lessons (or lessons that incorporate RSE principles) in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

10. Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our

community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

11. Monitoring & Review

The delivery of RSE is monitored by the Senior Leadership Team through, for example, planning scrutinies, learning walks and lesson observations. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

RSE will be monitored and evaluated, in line with all AoLE areas within the school, as part of our annual MER cycle. This policy will be reviewed on a 2 year cycle and approved by the Governing body in line with statutory guidance.

Appendix 1 - Content of RSE at our Schools

Within our schools, our Curriculum for RSE develops progressively as Pupils move from Nursery to Year 6. Our aim is to promote and deliver an RSE curriculum that is developmentally appropriate to the Pupils within the class. The table below highlights the concepts and topics that are covered within the various Year groups across the school;

Year Group	Topics Covered
Nursery	● Their own self-identify including goals and dreams ● Understanding feelings including those of others ● Being part of a community (incl. Class Community) and the area they live in, celebrating the diversity that is found there. ● Relationships – including families and friends and dealing with bullying; and the importance of personal safety. ● The importance of keeping a healthy body and the importance that healthy food, sleep and exercise can have on maintaining a healthy lifestyle. ● Growing and changing and how this affects them at a personal level.
Reception	● Their own self-identify including goals and dreams and an early understanding of their rights and responsibilities ● Understanding feelings including those of others ● Being part of a community (incl. Class Community) and the area they live in, celebrating the diversity that is found there. ● Relationships – including families and friends and dealing with bullying; and the importance of personal safety. ● The importance of keeping a healthy body and the

	importance that healthy food, sleep and exercise can have on maintaining a healthy lifestyle. ● Growing and changing and how this affects them at a personal level.
Year 1	● Being part of a community (both local and school) and understanding the importance of rules. ● Developing an understanding of feeling special and safe; incl. rights and responsibilities. ● Consequences for actions, as well as rewards ● Similarities and differences between people and celebrating this diversity. ● Positive Relationships – including friendships, family, working with others and people who help us ● Setting goals and taking on new challenges, including overcoming obstacles ● Healthy lifestyle choices and the importance of keeping safe and clean. ● Linking growing and learning and the changes associated with this

Year 2	● Exploring rights and responsibilities and how these affect the choices that we make ● Family, relationships and feelings, identifying how these are different or similar to their own ● Assumptions and stereotypes (incl. Gender) and standing up for others; including dealing with bullying. ● Team work and group co-operation ● Making healthier choices in life and how this includes healthy eating & snacks, including balanced diets. ● Beginning to understand in basic terms the changes that occur within their own bodies (growing), and recognising that these are different for different genders.

Year 3	● Rules, Rights and responsibilities; including rewards and consequences where these are not followed ● Families and how these differ for everyone; including family conflict (tackling stereotypes) ● Friendships and bullying; understanding how to solve it ● Managing feelings, including understanding how words can be hurtful, as well as giving and receiving compliments. ● The importance of healthy living, including exercise and healthy eating. ● Understanding dangerous substances to our bodies, making safe choices. ● Changes to their bodies; including how babies grow and the needs of babies.
Year 4	● Their own hopes and dreams and holding a positive attitude ● Being part of a wider community; school, community, class team ● Rights, responsibilities and democracy (having a voice) and how this impacts on our everyday life. ● Importance of making decisions and choices, and the rewards and consequences of doing this. ● Accepting self and others; challenging assumptions and judging by appearance. ● Understanding bullying and how this impacts on a person. ● Healthy relationships and importance of values/resisting peer pressure; including love and loss, memories of loved ones. ● Identifying what impacts on a healthy lifestyle; including the effects of alcohol and smoking. ● The ongoing changes in their bodies including having a baby, early puberty and accepting change.
Year 5	● Importance of being a citizen; identifying rights and responsibilities and associated rewards and consequences. Also exploring democracy. ● Cultural differences, enjoying and respecting other cultures but also how this can be used to cause conflict; racism. ● Effects of bullying and the various types of bullying that exist;

	including rumours and name calling. ● Goals and dreams and the importance of jobs and careers in supporting living. ● The factors that can impact on maintaining a healthy body/lifestyle; alcohol, antisocial behaviour, smoking (including vaping) ● Building their own self-esteem and self-worth, including the impact of social media and online screen time on body image and mental health ● Understanding the impact of grooming online and the importance of staying SMART online ● The changes in their body as they get older including puberty, conception (including IVF) and coping with change.

Year 6	● Global citizenship and the place of children's universal rights including the Importance of democracy and having a voice. ● Choices, consequences and rewards; including feeling welcomed and valued. ● The importance of role modelling, and discouraging anti-social behaviour ● What makes us unique including challenging perceptions of 'normality' and understanding disabilities ● Understanding bullying and the importance of inclusion both in school and wider world ● Making a difference in the world, and knowing how this is often achieved through voluntary work and charitable causes. ● How substances can affect the body and taking personal responsibility for actions that affect us. ● Exploitation of people, including 'county lines' and gang cultures ● Promoting own mental health and managing stress; particularly around transition ● Relationships that have an impact on us including; love and loss, power and control, assertiveness and identifying sources of support. ● Importance of staying safe online and taking responsibility when using technology; including the area of sexting ● Aspects of maintaining a healthy body and changes that occur as you grow up; including puberty, conception to

	birth, Physical attraction, respect and consent, girlfriend/boyfriends.