

**Ringland Primary School**  
**Relationships and Sexuality Education Policy**



**'Compassion, Curiosity and Courage'**

Policy Written	September 2023
Initial Review Date	September 2024
Review Date	September 2025
Reviewed By	

Our Vision for all children at Ringland Primary school is "to offer a safe, nurturing environment for every child to thrive and learn. We believe that a physically and mentally healthy community is not about being happy all the time but about working together to feel supported, accepted, valued, and empowered"

Ringland Primary School is committed to the teaching of Relationships, Sexuality Education (RSE) This will be taught as part of the Health and Wellbeing Area of Learning and Experience, Personal and Social Health Education programme (PSHE) with areas of overlap into the Literacy and communication Area of Learning, Science and Technology Area of learning with some aspects of the Humanities Area of learning.

Within our school, 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 be an advocate for self and others.

Relationships and Sexuality Education is part of the new curriculum in Wales and schools in Wales must teach RSE from September 2022 on a phased basis. Education settings must follow this guidance in the delivery of Relationships and Sexuality Education. 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.

## **What is RSE?**

RSE is a positive and protective part of the Curriculum for Wales. It plays a leading 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. In Ringland primary we discuss RSE in the context of the Rights protected by the United Nations Convention on the Rights of the Child. Young people should have the right to access information that keeps them safe from harm. This includes learning about healthy relationships, keeping safe, online, and offline and being confident to raise issues with responsible adults.

RSE is designed to safeguard all our children and young people, supporting them to develop knowledge, skills and behaviours that will assist in protecting them throughout their lives. It should be clear that RSE does not simply mean 'Sex Education' as can often be misunderstood, rather developing an understanding of what healthy relationships are and using this understanding to stay safe. Learning in RSE will also include recognising, understanding, and speaking about all forms of discrimination, violence, abuse, and neglect and seeking support and advice on a range of issues from trusted sources.

## **Children's Commissioner for Wales**

The Children's Commissioner for Wales supports the inclusion of RSE, Relationships and Sexuality Education in the Curriculum and Assessment (Wales) Act 2021. *'This law will make sure all children and young people have opportunities to develop their understanding of relationships and sexuality. This will help empower children and young people with the understanding and skills they need to make informed choices and to be happy, healthy, and safe'*

Relationships and sexuality education (RSE) are an innovative part of the new Curriculum for Wales. All learning provided under RSE will be appropriate to the age and developmental stage of the learner. Every year the group will

be engaged differently, and only ever in ways suitable for their age and understanding - for example, for younger learners this will simply mean talking about self-esteem and how to communicate and regulate their feelings.

## **Rights of the Child**

**Article 2-** All children have these rights no matter what.

**Article 3-** Everyone who works with children should always do what is best for each child.

**Article 6-** You have the right to life and to grow up to be healthy.

**Article 12-** Your right to say what you think should happen and be listened to.

**Article 19-** You should not be harmed and should be looked after and kept safe.

**Article 28-** Your right to learn and go to school

**Article 34-** The government should protect children from sexual abuse

**Article 36-** You should be protected from doing things that could harm you

## **The RSE Code**

Within Ringland Primary School, we follow the guidance set out in the '[RSE Code](https://www.gov.wales/curriculum-wales-relationships-and-sexuality-education-rse-code)' which provides details about schools and settings on what must be taught in school and when. We have included a link to the RSE code below, to give Parents/Carers clarity about what their children will learn and when. We have also shared below an outline of the skills in JigsawPSHE that our Pupils will be taught at different points during school, so you have a clear understanding of what your child will learn and when.

<https://www.gov.wales/curriculum-wales-relationships-and-sexuality-education-rse-code>

## **Our Aims**

At Ringland Primary School we aim to develop age and stage appropriate RSE in the context of a broad and balanced curriculum and through the medium of JigsawPSHE programme. The school aims to achieve the following outcomes for all pupils. Our RSE curriculum is embedded within our Health and Wellbeing AoLE (Area of Learning), however, this will be adapted when necessary. We developed our curriculum considering the age, needs and feelings of pupils.

There are 3 National elements that the RSE curriculum is based upon.

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

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

### **1. 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.

2. **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.

3. **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.

Within our school, to progressively teach these areas, we utilise the 'Jigsaw Mindfulness PSHE' approach to delivering RSE within our school. This forms part of a wider delivery of Health and Wellbeing across the School. The aim of our RSE curriculum at Ringland Primary is to develop the 3 above elements through the following Pupil friendly themes.

**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 has a right to 'difference,' and most year groups explore the concept of 'normality.' Anti-bullying, including cyber and homophobic bullying, is an important aspect of this Puzzle.

**Dreams and Goals** aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work 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 diverse cultures/countries, and their dreams for their community and the world.

**Healthy Me** covers two fundamental areas of health: Emotional/mental 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).

**Relationships** will begin with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to

deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups and consider stereotypes.

**Changing Me** deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect, and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction will be taught in a sensitive manner.

Across the three progression steps we will deliver a balanced and consistent standard of RSE across the school.

We wish for all our children to:

- Value themselves
- Recognise, regulate, and communicate their feelings
- Form friendships and relationships
- Feel supported and develop self-respect, and confidence by showing compassion and empathy towards others.
- To be responsible for their behaviour which includes both online and offline conduct
- Create a positive culture of communication around issues of 'relationships'
- Learn and know the correct vocabulary to describe themselves and their bodies positively
- Be prepared for puberty, which includes the importance of health and hygiene
- Be provided with an understanding of reproduction and sexual development and the reasons for the physical and emotional changes that take place at puberty
- To know the importance of personal safety and what to do or to whom to go when feeling unsafe
- Be able to name the parts of the body to distinguish between male and female

### **Stage appropriate teaching of RSE in Ringland primary**

The Welsh Government requires that the RSE provided must be 'developmentally appropriate' for learners. Therefore, within Ringland, we will always take account of a range of factors such as the learner's age, knowledge and maturity and any additional learning needs. RSE needs to be developmentally, and stage appropriate for each learner. Factors such as the physical, mental, and emotional development of learners should also be considered. This is essential to ensure learners are kept safe from information for which they are not sufficiently mature to process.

### **The delivery of the RSE programme in Ringland Primary**

RSE is part of a whole-school approach and effectively integrated and coordinated across the curriculum. Schools, just like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Our school is open to everyone. We will not discriminate in providing education and access to any benefit, service, or facility either directly or indirectly, against anyone with a protected characteristic.

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.

We will not discriminate on the grounds of:

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- the Welsh language in Wales.

Age is a further protected characteristic. In a school context it applies to everybody except pupils. It is important that all parties are aware of equal opportunities for males and females and that race and cultural beliefs are duly considered. All materials used must be carefully checked for this and all visitors and outside agencies must be informed of the school's policies.

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 such as our Jigsaw Charter and class promises across the school are essential when discussing sensitive subject matter and teaching RSE.

*We take turns to speak*

*We use kind and positive words*

*We listen to each other*

*We have the right to pass*

*We only use names when giving compliments or when being positive*

*We respect each other's privacy (Confidentiality)*

A pupil's questions will be dealt with honestly and sensitively and in an age-appropriate way. The monitoring and evaluation of delivery of RSE within our

school is overseen by the Health and Wellbeing lead and the team. If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead, Mr. Prewett, and in his absence deputy safeguarding lead Mrs. Robertson-Stannett.

We recognise that 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 to us all that staff understand they are responsible for implementing this policy and promoting the school's aims when dealing with children.

### **Monitoring and reviewing Ringland's RSE curriculum**

The delivery of RSE is monitored by the Senior Leadership team, for example, Jigsaw Planning, learning walks and lesson observations within the monitoring cycle. Pupils' development in RSE is monitored by class teachers as part of our ongoing whole school approach to recording pupils' work. RSE coverage will be monitored and evaluated, in line with all AoLE areas within the school using a mapping system.

The governing body has delegated the approval of this policy and will review its arrangements and effectiveness regularly.