



YSGOL RHOSNESNI

## Relationships and Sexuality Education (RSE)

Date Reviewed	December '23
Version 2	Reviewed Bi-annually

## **RELATIONSHIPS AND SEXUALITY (RSE) POLICY**

### **RATIONALE**

At Rhosnesni High School, we are clear that RSE is intended to keep children safe and to promote respect and healthy relationships. We want our RSE provision to:

- help increase learners' understanding of and participation in healthy, safe, and fulfilling relationships
- help young people recognise abusive or unhealthy relationships and seek support
- help reduce all bullying, including homophobic, biphobic and transphobic bullying, and increase safety and well-being for all learners
- help all learners make informed decisions about sexual intimacy and reproductive health
- help promote equality and equity of sex, gender and sexuality
- increase awareness, knowledge and understanding of gender-based and sexual violence

This policy is based on the mandatory Welsh Government RSE Code (WG21-92) which supports schools to design their RSE provision.

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

- relationships and identity
- sexual health and well-being
- empowerment, safety and respect

Across the learning strands, curriculum content in RSE must be inclusive and reflect diversity. It must include learning that develops learners' awareness and understanding of different identities, views and values and a diversity of relationships, gender and sexuality, including LGBTQ+ lives. Learning about rights and equity runs through all the strands, as well as embedding learning and experience through a rights-based approach to the learning.

### **AIMS AND PURPOSE OF THE RSE POLICY**

Rhosnesni High School is committed to covering the following themes in RSE: relationships; rights and equity; sex, gender and sexuality; bodies and body image; sexual health and well-being; and violence, safety and support.

### **CONTENT APPROPRIATE TO LEARNER DEVELOPMENT**

The Welsh Government 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.

### **LINKS WITH OTHER POLICIES**

This policy is linked with our PSE Policy, Safeguarding Policy, Equality Policy, ALN Policy, Anti-Bullying Policy and Curriculum for Wales approach.

### **PROCESS**

The individuals involved in the formulation and review of this policy are the Headteacher, the school Governors, the school nurse, the Safeguarding DSP, the ALNCo and the school's PSE Co-ordinator

and Wellbeing Co-ordinator. In addition, the WCBC colleagues (Prevention and Support) have been consulted.

## **LEGAL AND VALUES FRAMEWORK**

- The school recognises that there is not one definite moral framework which is in accord with all individual, cultural and religious perspectives
- Teachers at our school will be aware of different cultural or religious perspectives and sensitivities in relation to RSE, however;
- A number of legal frameworks - such as The Equality Act (2010), Section 71 of The Curriculum and Assessment (Wales) Act (2021) and The Wales Safeguarding Procedures - are at the heart of our provision

## **CULTURE AND ETHOS OF THE SCHOOL – CURRICULUM FOR WALES VISION**

Within the AoLE of Health and Wellbeing, Personal and Social Education (PSE) can be defined as everything that our school does to promote the personal and social development of our pupils. In addition to planned learning experiences, there are opportunities to explore attitudes and values, develop life skills and increase knowledge and understanding of a variety of personal and social issues in every area of school life. The school's cultural and curricular commitment to holistic wellbeing and PSE are embodied in our three big questions approach:

- Why is it important to promote rights and responsibilities?
- Why are cynefin, culture and identity important?
- Why are health and wellbeing essential?

## **ORGANISATION AND DELIVERY**

The school aims to provide a well-co-ordinated programme of RSE lessons taught by members of staff who will be supported by outside speakers, WCBC and the school nurse.

All outside speakers are vetted and approved by the relevant staff and are expected to work within the school's guidelines and safeguarding procedures.

Classroom arrangements for delivery of RSE lessons will often be on an assembly or form class basis, with mixed sex groups. Occasionally there may be a need for single sex lessons/assemblies. Our school believes its RSE programme should support pupils as they develop physically, intellectually, emotionally and morally, helping them to make responsible and well informed decisions about their lives. Content and delivery should always be appropriate to the developmental needs of learners.

Teachers should be able to deal sensitively with the issues covered in RSE. Many of the issues to be discussed are controversial, in that the class may contain a wide range of attitudes and opinions reflecting the spectrum of attitudes in our society.

Whilst open and honest debate will help pupils to develop and refine knowledge, skills and understanding in PSE, this approach should be handled with particular care in RSE where issues such as separation, termination of pregnancy, gender identity, sexually transmitted infections, domestic abuse and many others, may impact directly on the lives of individual pupils, their family and/or friends. It is important to remember that teaching staff will often be unaware of the specific issues which have significantly affected certain pupils.

The following principles are recommended when dealing with sensitive issues in order to ensure a safe environment for teacher and pupils:

- The personal beliefs of teachers should not influence the teaching of RSE
- Teachers should set clear ground rules/agreements and the class should be encouraged to respect the views and lifestyles of others. They should not express views or use language which could be offensive or unlawful
- If a pupil breaks the ground rules, the teacher should intervene and remind the individual of the agreement
- The teacher should set clear parameters for any discussion and avoid creating a debate which allows pupils' views to become polarised
- The teacher should always avoid using groups or individuals as spokespeople.
- Appropriate support should be given to any teacher experiencing difficulty in the delivery of any aspect of RSE
- If a pupil wishes to opt out of a specific session because of personal circumstances, the school should be sensitive and supportive
- Disclosures should be dealt with according to the school's safeguarding policy

At Ysgol Rhosnesni, RSE is delivered in the following ways:

- Planned teaching sessions within National Curriculum Science and PSE slots
- Interactive and experiential approaches which promote discussion and reflection during PSE/Wellbeing Days
- Links with, and support from WCBC approved community groups
- Health education sessions with our school nurse/youth workers/counsellors
- Our Curriculum for Wales wellbeing vision and bespoke approach
- Use of pastoral support/hub, ALN staff and our Wellbeing Co-ordinator
- Building self-esteem and mutual respect through a range of enrichment and extra-curricular opportunities
- Providing information and advice sessions, with signposting to appropriate local services which can provide further support and guidance

## **CONFIDENTIALITY**

Teachers must follow the procedures outlined in the school's safeguarding policy, if pupils disclose that they are being abused/exploited, or if teachers believe that they are at risk of being harmed.

Pupils/parents/carers will be informed of the boundaries regarding confidentiality in RSE. The boundaries will be explained when class agreements are drawn up. Pupils will be reminded that disclosures of a personal nature should be made in a more appropriate setting. Sharing information of a personal nature in the classroom will be discouraged, but never ignored. Distancing techniques such as case studies, problem pages, letters and role play will be used to promote discussion of 'real' issues.

Pupils will be informed of sources of confidentiality e.g. the school nurse, the Info Shop, the Sexual Health Clinic, their GP and help line numbers.

Representatives from these groups will be invited to participate in our school Health/Wellbeing Days.

## **EQUAL OPPORTUNITIES**

At Ysgol Rhosnesni, in line with our WCBC Equal & Diversity Policy and Equality Objectives, young people are encouraged to understand the Equality Act 2010 and celebrate diversity.

Under this umbrella, children and young people at our school learn to value and respect the diversity of sexuality and relationships within contemporary society.

All visiting speakers will be made aware of our school's Equal Opportunities & Diversity Policy and will be asked, before participating in SRE Programmes, to respect and adhere to that policy. Checks will be made on the training of providers.

## **RESOURCES**

The resources that our school uses in RSE will be checked on a regular basis to ensure that:

- They give up-to-date information
- They are clear, effective and accessible
- They give a balanced and lawful view, reflecting the WG RSE Code
- The language used is appropriate to the age and development of the learner
- Language and communication needs are considered, particularly for ALN or EAL learners

## **MONITORING AND EVALUATION**

Monitoring of this policy will be the responsibility of the school Governing Body in conjunction with the Headteacher. As a part of the monitoring process, colleagues will encourage the involvement of pupils, staff, parents and governors. This policy will be made publically available to parents on the website or in paper form on request. It shall be reviewed every two years.

The Headteacher and Governors at Ysgol Rhosnesni acknowledge that there may be occasions when unrelated topics may lead to discussions about sexuality and relationships. There may be times when pupils question staff about sensitive issues and when they require advice. The Headteacher and Governors fully support teachers and other professionals who, when contributing to the RSE agenda, use their professional judgement and training to respond to such issues within the guidelines set by this policy and the expectations of the headteacher/EWC.

The school makes appropriate links with partner primary schools to ensure continuity and effectiveness of provision.

This policy meets the statutory requirements and recommendations as outlined in Welsh Government Documentation RSE Code WG21-92.