

**CEF N SAESON COMPREHENSIVE
SCHOOL**



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

Aims/Objectives

Our aim is to create, through the school ethos, an environment where young people are able to acquire knowledge, and develop essential social skills and gain emotional confidence in a safe and caring environment, to enable them to form and maintain positive, meaningful relationships.

Rationale

School recognises that our young people are growing up in a society where sexual exploitation is increasingly prevalent, and where they are under increasing pressure to experiment with a variety of relationships, including ones of a sexual nature.

School further recognises that some young people are able to discuss issues of relationships, puberty, growing up and sex openly with their parents. Equally, school is aware that for a significant proportion of the young people within its community this will not be the case. In particular, boys are much less likely than girls to fall within the former group. Additionally, issues of culture, parental understanding, and a child's additional learning needs may also mean that the school curriculum is the main source of information on these matters for some young people.

Relationships and Sexuality Education (RSE) is a statutory requirement in the new Curriculum for Wales Framework and is mandatory for all learners aged 3-16.

School Culture

Relationships and Sexuality Education (RSE) is a lifelong process, and we aim to develop/improve a young person's physical, mental and emotional health and wellbeing, through the delivery of RSE and Health and Wellbeing lessons/sessions. It explores the interconnected ways in which a wide and diverse range of society, cultural, technological and biological influences affect the ability to form and maintain positive relationships. This learning process encompasses the understanding of the importance of family life including, marriage and bringing up children, as well as recognizing that there are strong and mutually supportive relationships outside of marriage. This includes the teaching of sex, sexuality and sexual health. It is important that our practitioners and pupils recognise and respect diversity, including gender identity and expression or sexual orientation, and take responsibility for their own decisions and behaviours.

Additional Learning Needs. Learning Difficulties and Pupil Referral Units

All learners will have the opportunity to access the RSE curriculum and school will ensure that learning within the RSE curriculum, in particular Sex Education, is relevant for all young people including those with a disability or additional learning need(s). School/staff should consider how best to meet the needs of all learners whose understanding of sexual health and well-being issues may not match their development. In common with their peers the development of this aspect of their education is important to enhance the development of social skills that reduce the risk of abuse and exploitation.

RSE should be a planned part of the curriculum (whole school approach – Health and Well being AOLE, Science and Technology, PSE days and assemblies) to ensure progression in learning is made across both the What Matter Statements and progression steps, as well as across the Key Stages. For pupils with additional learning needs, staff should decide and plan the specific content and strategies to adopt when teaching RSE. Therefore, young people should not be withdrawn from this aspect of the curriculum in order to focus on National Curriculum Subjects. All staff, ancillary, nurses, teachers and outside agencies, must follow the school policy when working with these pupils.

Child Protection

Young people cannot learn effectively if they are concerned or frightened about being abused, or being the victims of violence. They have a right to expect school to provide a safe and secure environment. Staff need to be aware that effective relationships and sexuality education, can improve the pupils understanding of what is not acceptable in a relationship, and this could lead to a disclosure of a child protection issue.

Staff at Cefn Saeson are familiar with the guidance set out in the ***Child Protection Procedures*** for Neath Port Talbot and has a designated person who is responsible for these issues.

Within Cefn Saeson the designated person is Mrs Sian Humphries

Confidentiality

Pupils within school should be reassured that their best interests will be maintained at all times. It is not possible for teachers or any member of staff within school to provide pupils with an unconditional guarantee of confidentiality. Where confidentiality is to be breached by a teacher then the **pupil will be advised before it happens**, by the teacher, who will arrange support as appropriate. Where abuse is suspected then **CHILD PROTECTION** procedures will be followed.

Pupils will be provided with information on local sources of confidential advice and help, for example, school nurse, school based counsellor, general practitioner, NSPCC, CHILDLINE or youth advice service. Where disclosures occurs in an inappropriate place or time, the teacher should speak again with the young person before the end of the school day.

Parents and pupils will be assured that personal beliefs and attitudes of teachers will not influence the teaching of Relationships and Sexuality Education within the school's RSE curriculum.

All those contributing to the RSE programme within the school are required to work within the school's agreed values. Appropriate training and support in delivering the programme sensitively and effectively will be provided as necessary.

Ground rules to support RSE within the PSE curriculum

Clear ground rules will be set to allow the establishment of a safe environment, eliminating embarrassment anxiety.

Such ground rules include:

No one (teacher or pupil) will be expected to answer a personal question

No one will be forced to take part in a discussion

Only the correct names for body parts will be used

Meanings of words will be explained in a sensible and factual way.

Dealing with questions:

Teachers will establish clear parameters of what is appropriate and inappropriate. Having clear ground rules will support them in doing this. Where unexpected questions are raised by pupils then teachers will respond by:

Where a question is too personal, reminding pupils of agreed ground rules. If particular support is required then the pupil can be referred to an appropriate person e.g. school based counsellor, nurse helpline, or outside agency.

If the teacher does not know the answer to a question, it is important to acknowledge this and to suggest that the pupil or teacher research the question later.

If the question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns of sexual abuse, the teacher should acknowledge it and deal with it on an individual basis.

If there is concern over sexual abuse the teacher must follow the school **CHILD PROTECTION** procedures, **AND INFORM THE DESIGNATED PERSON IMMEDIATELY.**

Teachers/external agencies will provide information on the range of contraception available. They can also provide information on how to access contraception, confidential advice, counselling and where necessary to obtain treatment. Teachers are not health professionals and cannot provide advice on which method of contraction to use.

Young people need to be made aware of the law relating to sexual activity and how they may gain confidential advice. Ideally, they should talk to adults they can trust, but there may be cases when a teacher learns that a pupil is sexually active. In such circumstances, the school should be in a position to ensure that:

- The young person is persuaded to talk to their parents/guardians, or an appropriate adult
- Any child protection issues are addressed
- The child has been adequately counselled
- School should not have to handle such information without parental knowledge

School Culture

Educating pupils about relationships is an essential part of every pupil's development as it provides the basis for young people to learn about and understand themselves and others, and to develop ideas, which will make their lives more caring, harmonious and well balanced. The school will endeavor to enable pupils to make informed and responsible decisions regarding relationships and sex.

Education Programme

The school is committed to educating all pupils in responsible and healthy personal relationships. RSE is a broad and complex area that includes, biological, psychological, social, ethical, spiritual and cultural dimensions. This means that each AOLE has an opportunity to contribute to the learning in RSE. This will allow learners to make connections between RSE and the wider curriculum. RSE will be placed within a clear framework of values, attitudes and skills and an awareness of the law on sexual behaviour. Topics that will be covered include, Bodies and Body Image; Relationships; Sex, Gender and sexuality; Rights and Equity; Sexual Health and Wellbeing; Violence, Safety and Support. Within these topics, areas such as family life in all its different forms, sexual behaviours, parenthood, and sensitive areas such as abortion and STI's, LGBTQ+, domestic abuse and VAWDASV need to be presented in a balanced way and ethical issues discussed objectively. School will encourage young people to take responsibility for their behaviour in their personal relationships.

A co-ordinated approach to RSE is necessary, building gradually on knowledge from year to year. The presentation of RSE within the classroom is a matter for the professional judgement of the Headteacher

and designated staff. Teachers where necessary will deliver some aspects of the RSE curriculum, however, this will be enhanced by the support of external agencies who have expertise in specific areas e.g. school nurse, Spectrum, Stonewall Cymru. PSE will be taught during 'drop down days', as well as school assemblies, form times and Health and Well being lessons. Some topics will also be covered during curriculum time, for example, reproductive organs are covered in science. Pupil's views are welcomed from various pupil voice/school council groups as well as feedback collected following each drop down day. This information is reviewed by the Health and Well being coordinator to inform and enhance future planning and learning. The Health and Well being curriculum will be monitored yearly and reviewed bi annually, to make sure that up to date and relevant information is being conveyed as well as appropriate learning is being achieved.

School governors are responsible for ensuring that pupils are offered a programme of high quality, inclusive and holistic education for RSE.
Copies of the school's policy on RSE can be made available upon request.

RSE Programme Overview:

Yr 7 & 8 Tutorial Lessons

These lessons will take place once a week and will be delivered by a member of teaching staff



Snapshot Jigsaw PSHE 11-16

Shows the summary of subject content in each Puzzle (unit)

(updated Sep 2021)

Year/age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others, Marriage, Protected characteristics, Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions, Stand up to bullying, the golden rule, Organ and blood donation	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour

Yr 7 & 8 Health and Wellbeing lessons:

These lessons are once a week and on rotation with Food practical, Nutrition theoretical knowledge and Wellbeing. During their wellbeing lessons they will cover topics such as:

1. Racism in sport
2. Sportsmanship
3. Gender Equality
4. Sustainability
5. Welsh Culture
6. Careers

During these lessons, outside agencies will support pupils learning. The following organisation's are often used:

ORGANISATION	TOPIC
Adferiad	Drugs and Alcohol Awareness
School Police Liaison	Drugs and Alcohol, bullying
Youth Service	Body Parts and Adolescence
NPT Road Safety	Travelling to school safely
Careers Advisor	Options

Yr 9 Tutorial lessons:

Wellbeing lessons take place once a fortnight and are facilitated by teaching staff in the format of discussions and research around topics based on the curriculum and pupil voice. These topics will include:

Drugs
Alcohol
Exercise and healthy eating
Food hygiene
Money management
Careers
CV writing
First aid
Relationships/friendships
Mental health
Exam preparations
Risky behaviour
Domestic Violence

Outside agencies support this learning with their expertise:

ORGANISATION	TOPIC
Adferiad	Drugs and Alcohol Awareness
School Police Liaison	Drugs and Alcohol, Safer Relationships /Domestic Abuse
Youth Service	Body Parts and Adolescence
NPT Road Safety	Ghost Street
School Nurse	Contraception, STIs
Youth Service	Young Carers, Food Hygiene

Year 10 & 11 RSE lessons

These sessions will take place in the format of drop down days and assemblies.

Within these sessions outside agencies will support and develop the pupils learning and progression

ORGANISATION	TOPIC
Adferiad	Drugs and Alcohol Awareness
School Police Liaison	Drugs, sexual consent
Youth Service	Healthy Relationships, food Hygiene
NPT Road Safety	Domino Effect/VR/Crashed Car package
Post 16 Establishments	Future options e.g. NPTC group, St Josephs,
Spectrum	Challenging Gender Stereotypes, Human Trafficking and Modern Slavery, Domestic Abuse
Llamau	Domestic Abuse
Big Ideas Wales	Future options – careers, entrepreneurship,
Careers Advisor/Careers Wales	Post 16 options, LMI

Adopted by the Governing Body on 16th October 2022

Chair of Governors Signature 