**CEFN SAESON COMPREHENSIVE SCHOOL**



**Health & Wellbeing**

**Curriculum Policy 2024**

**RSE**

**CWRE**

**NUTRITION & PHYSICAL ACTIVITY**

**RELATIONSHIPS AND SEXULAITY EDUCATION**

# 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

Our 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.

Cefn Saeson School further recognises that some young people are able to discuss issues of relationships, puberty, growing up and sex openly with their parents/carer. 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 lessons and days as well as 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 Cefn Saeson/ Neath Port Talbot and has a designated person who is responsible for these issues.

**Within Cefn Saeson the designated person is Miss Lynsey Morris**

# 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 Health and Wellbeing 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, outside agency, or a member of the pastoral team.

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.

Topics covered will include areas from the 3 strands of the Curriculum for Wales RSE code:

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.,

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.

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 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 coordinated 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.

Form Teachers will mainly deliver 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 as a timetabled lesson (for all pupils), however, elements will also be discussed during assemblies, RVE and Health and Wellbeing 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 and school council groups. This information is reviewed by the Health and Wellbeing coordinator to inform and enhance future planning and learning. In addition to this, Pastoral staff and the Health and Wellbeing lead will coordinate topics that a relevant throughout the year to situations that arise within each year group. The school SHRN data is also considered during the planning of PSE, RSE and Health and Wellbeing lessons.

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 -11 Tutorial Lessons

These lessons will take place once a fortnight and will be delivered by form teachers





Throughout the year during PE lessons discussion topics are covered such as:

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

Outside agencies will support pupils' learning. To facilitate this, each year group will have a timetabled lesson throughout the year with the following organisations, depending on the needs of the year group:

Yr 7 & 8

|  |  |
| --- | --- |
| **ORGANISATION** | **TOPIC** |
| Adferiad | Drugs and Alcohol Awareness |
| School Police Liaison | Drugs and Alcohol, bullying, Risky Pics – when required |
| Youth Service | Body Parts and Adolescence, Healthy Relationship |
| NPT Road Safety | Travelling to school safely |
| Careers Wales, school advisor | Options |

Year 9

Outside agencies that may support learning with their expertise:

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

Year 10 & 11

Outside agencies that may support and develop the pupils learning and progression

|  |  |
| --- | --- |
| **ORGANISATION** | **TOPIC** |
| Adferiad | Drugs and Alcohol Awareness |
| School Police Liaison | Drugs, sexual consent – if required |
| Youth Service | Healthy Relationships, food Hygiene |
| NPT Road Safety & Fire Service | 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 |
| Big Ideas Wales | Future options – careers, entrepreneurship, |
| Careers Advisor/Careers Wales | Post 16 options, LMI  |

**CAREERS AND WORK-RELATED EXPERIENCES**

**RATIONALE**

This policy ensures that effective careers guidance and education is provided for all our pupils. Careers and Work-Related Education (CWRE) will help develop the pupils' skills to enhance opportunities within the world of work and challenges their preconceptions and stereotypes by raising ambitions and making them fully aware of the opportunities available to them, both in the education sector and within the world of work.

Every teacher is a teacher of careers!

CWRE is a cross-cutting theme of the new Curriculum of Wales and at Cefn Saeson Comprehensive School we are committed to supporting our pupils to be ambitious, capable learners. Our aim is to embed CWRE across all AOLEs and provide information and advice to enable learners to realise their potential. We will provide support and guidance to help pupils make informed decisions about their future pathways and lifestyle expectations.

The school has previously been awarded the Careers Wales Mark in recognition of ‘demonstrated commitment to continuous improvement in learning for Careers and the World of Work’.

**AIMS**

Our CWRE Programme aims to support learners to: -

* preparing learners to manage their future education and career path throughout adult life through a planned programme of Careers and Work-Related Experiences (CWRE
* Improve self-awareness and understand their own personal development needs.
* Increase general awareness of the changing career opportunities, and opportunities in further and higher education, the world of work, current labour market information, apprenticeship schemes or become an entrepreneur.
* Be able to start planning their career, make informed choices and manage their own career development, based on their Individual needs, sills and lifestyle expectations.
* Encourage lifelong learning – to develop our pupils’ skills to enhance employment/ education opportunities and prepare them for the responsibilities of work and post 16 life

**ORGANISATION AND DELIVERY OF CWRE WITHIN THE SCHOOL**

* CWRE is delivered across the AOLEs by all practitioners.
* In addition to authentic experiences within all AOLEs, our pupils undertake a section of work focussed on careers within the tutorial (Jigsaw) lessons - ‘Dreams and Goals’.
* CWRE involves Careers Wales and other partnerships, e.g., Big Ideas Wales, Morganstone, Morgan Sindall, NPTC group colleges, UWTSD, MPTC, Work Based Learning Road shows, and youth service, alongside other external speakers and drop-down days.
* Students are encouraged to use the Careers Wales website to help map career routes, using a variety of resources to assist them in their personal development and understanding of job roles in the world of work.
* Pupils in year 9 study the Enterprise module of the Skills Challenge Certificate – to create a product/event to benefit Velindre Cancer Charity.
* All Year 11 learners have a one-to-one interview with the Careers Wales Advisor.
* Careers Wales support learners in Year 8 with subject option choices and for Year 10 and 11 inform learners about post 16 options and future job market information.
* During Year 8 and 11 parent’s evenings, our Career Wales advisor attends to give both parents and pupils the opportunity to discuss future options.
* All pupils (and parents/guardians) have access to the CW Advisor, at request.
* Year 11 Students will have access to information about a wide range of opportunities, through assemblies.
* Year 10 pupils can access work experience
* Cynnydd is available for students who would benefit for this alternative provision.
* CWRE is delivered through a variety of methods and encourages use of digital technologies, numeracy and literacy skills.

**CWRE IMPLEMENTATION**

* Tutorial lessons enhance students’ knowledge of themselves, their personalities and interests thus improving their decision-making skills and smart target setting techniques. Pre-options talks and resources are provided to assist pupils with making subject choices for Key Stage 4, to provide awareness of the factors that affect decision making and understand how to make their option choices. Information is provided to parent/carers during the Key Stage 4 Information evening.
* Pupils receive guidance during a Form Time and tutorial lessons on how to explore careerswales.com so that the website can be used as an effective home and school resource to enable students to research information relating to option choices.
* During tutorial lessons and assemblies across year groups, pupils learn about the implications of stereotyping, difference and diversity, this information will help them become ethical citizens.
* Year 10 Princess Trust and Sweet groups are introduced the concept of entrepreneurship and develop their skills in a business scenario.
* Big Ideas Wales provides guest speakers to talk to students about their personal experiences and successes of the business world.
* In Year 10 – there is an opportunity for a targeted individuals to attend Work Experience as an alternative curriculum e.g. Leap to Learn.
* Students receive guidance for interviews, work experience and health and safety in the workplace.
* All students participate in CWRE. In year 10/11 pupils can attend a careers fayre hosted by Careers Wales as well as a roadshow based in school based on local post 16 option providers and an opportunity to visit NPTC group colleges.
* During Year 11, Careers Wales provide sessions relating to post 16 options. Through group work, students look at the main choices available to them: sixth form, college and apprenticeships.
* Occupational Talks are provided as part of the CWRE programme across year groups. Guest speakers from local colleges, industries and public services attend to talk to interested students about specific pathways. Students meet outside speakers from the world of work and are able to listen to individuals reflecting on their experiences.
* During summer term of year 10, all students are given the opportunity to gain knowledge regarding Curriculum Vitae in preparation for a ‘Mock Interview’ that is carried out by representatives from the business world. This assists individuals with making choices where feedback is received and acted upon and having feedback from employers on how they performed during their Mock Interview.
* Year 10 pupils also have the opportunity of a one week work experience to develop their knowledge and skills of the chosen sector.

**PROCEDURES FOR MONITORING AND EVALUATION**

Implementation of this policy will be monitored by the Headteacher, Senior Leadership Team, and CWRE school lead. The views of learners are sought. Discussions take place with facilitators, pupils and parents.

**Nutrition and Physical Activity**

**Aims:**

* To provide a holistic structure for understanding how factors affect physical health and wellbeing. Promoting health and well-being behaviors to our whole school community and equipping pupils with ways to establish and maintain life-long active lifestyles and healthy eating habits.
* To ensure that food, nutrition and physical activity become an integral part of everyday life in school and a common thread of best practice through the AOLE curriculum, the school environment and community links.
* To develop a whole school vision to physical health, enabling our pupils to become healthy, confident individual learners ready to learn and lead fulfilling lives as members of the community. A whole school policy offers a shared vision, coherence in planning and development, and consistency in the delivery of services, curriculum messages and the supporting environment.
* To complete the SHRN data collection biannually, as this will identify our school/pupils needs.

**Objectives**

**1. Ethos**.

* Recognise the significant impact of both the formal and informal curriculum on the social and emotional education of pupils as well as their physical health and well-being.
* Understand and maximise opportunities for social and educational development through the organisation and delivery of health promoting activities throughout the day and promote pupil participation in decision-making. E.g. H&W Senedd, Sport Education - PE designing/co constructing their learning and sessions.
* Ensure that all activities and services related to the health and wellbeing of our pupils provided throughout the school day are consistent with the Health and Wellbeing policy content of the curriculum and appropriate national guidance and regulation.
* Ensure that pupils are involved in the decision-making process relating to health promoting behaviors E.g. H&W Senedd, QA activities such as ‘pupil voice’ within each department, School sport Survey, SHRN, school council.

**2. Curriculum.**

**The school will review the delivery of the curriculum to ensure that it offers pupils**:

* An understanding of the relationship between food, physical activity and short- and long-term health benefits. E.g., eat well plate in Food and Nutrition lesson, Healthy Me work in tutorial lessons.
* The acquisition of basic skills in purchasing, preparing and cooking food and an understanding of basic food hygiene. – KS3 Food technology.
* Opportunities to examine the influences of food choices, including the effects of the media through advertising, marketing, labelling and packaging of food, taught e.g. in nutrition and Healthy Me (tutorial) lessons
* Opportunities to learn about the growing and farming of food and its impact on the environment, both in the classroom and outside in the countryside taught, e.g. in Nutrition and Geography
* During Health and Fitness lessons within PE, opportunities for cross-curricular promotion of physical activity and its relationship to diet and nutrition are promoted/discussed. Also, in Nutrition lessons in Year 8, as part of their Healthy Eating Curriculum pupils learn to follow the ‘Eat Well Guide’ campaign, as recommended by the Food Standards Agency.
* An out of school hours program which includes a broad range of purposeful and enjoyable physical activities for pupils, organised by PE staff.

**3. Environment.**

**The operation, scope and delivery of the food service and the provision of a range of safe, stimulating sport and recreational activities outside the formal curriculum plays a significant role in the pastoral care and welfare of the pupils so the school will:**

* Acknowledge that the effective management of pupils is more, rather than less, challenging during breaks, lunchtimes, before and after school.
* Recognise the importance of the involvement of catering staff and lunchtime supervisors in planning the lunchtime provision and linking with activities available to pupils.
* Work with school caterers and training providers to ensure that all staff supporting pupils in making healthy choices are well informed.
* Offer a broad range of safe, stimulating indoor and outdoor sports, play and recreational activities provided by P.E. department
* Provide opportunities during the school holidays for pupils to continue participation in healthy lifestyle choices through the Food and Fun scheme.

**The school will liaise with caterers so that the food service is supplied on a ‘whole school/whole day’ approach and provides:**

* Healthy, nutritious, affordable and attractively presented choices as described in Appetite for Life; e.g. fruit presented in clear plastic bowls rather than ceramic bowls and the salad bar
* An enjoyable eating experience which underpins the valuing of each pupil, paying careful attention to key factors such as the length of the lunch break and management of queuing.
* Free, fresh, water, to all pupils separate from the toilet areas; - water fountain available near the canteen.
* Displays and marketing materials within and around the food service areas that promote the positive relationship between food and physical activity;
* Procurement and menu planning recognises the importance of purchasing locally, seasonality, and environmental sustainability.

The school will not advertise branded food and drink products on school premises, school equipment or books, and will ensure that any collaboration with business does not require endorsement of brands or specific company products high in fat, sugar or salt. .

The school will also make sure that consistent messages are provided in relation to physical health and wellbeing and will not provide unhealthy food and drink as rewards. e.g. stop the selling of chocolate in the canteen but replace it with a healthier option.

The school will review and develop the out of school hours program of opportunities within food and physical activity to complement and extend those offered in curriculum time and will aim to provide:

* A broad range of safe, stimulating indoor and outdoor play and recreational facilities which incorporates healthy active lifestyle
* Safe equipment and facilities available for recreational use and ensure high levels of maintenance.
* Eye-catching displays around the P.E. dept. and public areas of the school to promote opportunities for sport and physical recreation.

**4. Community**

**Within its broad purpose of ‘education for life’ the school will seek to;**

* Raise awareness of, and promote, the activities and policy of school around physical health and wellbeing in partnership with key community and health agencies.
* Collect, collate and provide pupils with up-to-date information about, and experience of the opportunities and resources available in the community relating to food and nutrition, physical activity and sport.
* Develop alliances and partnerships with local providers (e.g., sports clubs, leisure centres, catering sectors, local businesses & Universities).
* Work with the local community to provide facilities for a sport e.g. Use of the 3G, astro turf, Sports Hall and Dance Studio.

Reviewed and adopted 3rd October 2024



Chair of Governors