

**Cefn Saeson Comprehensive
School**

Ysgol Gyfun Cefn Saeson

**Health & Wellbeing Curriculum
Policy**

2026-2027

RSE

CWRE

NUTRITION & PHYSICAL ACTIVITY



Relationships and Sexuality Education (RSE)

Aims and Objectives

Cefn Saeson School aims to create a safe, caring, and inclusive environment where learners acquire knowledge, develop essential social skills, and build emotional confidence to form and maintain positive, meaningful relationships.

Rationale

We recognise that young people are growing up in a society where sexual exploitation and pressures to engage in various types of relationships are increasingly common. While some pupils are able to discuss these issues openly at home, for many—especially boys—school may be the primary and most reliable source of accurate information. Cultural, social, and additional learning needs may also limit access to such discussions elsewhere.

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

School Culture

RSE is a lifelong process that supports the physical, mental, and emotional health and wellbeing of every learner. It explores how social, cultural, technological, and biological factors influence relationships and personal development. Learners will understand the importance of family life, marriage, parenthood, and recognise the value of strong, supportive relationships in all forms.

The school promotes respect for diversity, including differences in gender identity, expression, and sexual orientation, and encourages learners to take responsibility for their own decisions and behaviours.

Educating pupils about relationships helps them understand themselves and others, make responsible choices, and build harmonious, balanced lives.

Inclusion and Additional Learning Needs

All learners will have access to the RSE curriculum. Teaching will be differentiated to meet the needs of pupils with disabilities or additional learning needs, ensuring lessons are relevant, accessible, and developmentally appropriate.

RSE will form part of a whole-school approach, delivered through the Health and Wellbeing AoLE, Science and Technology, PSE lessons, assemblies, and other cross-curricular opportunities.

Pupils will not be withdrawn from RSE to focus on other subjects. All staff and visiting agencies must adhere to the school's RSE policy when delivering content.

Child Protection

Pupils learn most effectively in a safe, secure environment. Effective RSE can help pupils recognise unhealthy or abusive relationships and may lead to disclosures.

Cefn Saeson staff follow the Child Protection Procedures for Neath Port Talbot. The Designated Safeguarding Lead (DSL) is Miss Lynsey Morris. Any concerns about possible abuse must be reported to her immediately.

Confidentiality

Pupils are assured that their best interests will always be prioritised; however, staff cannot offer unconditional confidentiality. If a teacher needs to share information, the pupil will be informed beforehand, and appropriate support arranged.

Where abuse is suspected, **Child Protection procedures** will be followed.

Pupils will be signposted to confidential sources of help such as the school nurse, school counsellor, GP, NSPCC, Childline, or youth advice services. Teachers will ensure that follow-up conversations occur where sensitive disclosures are made.

Teachers' personal beliefs will not influence the teaching of RSE. All contributors to the programme must uphold the school's values, and training will be provided where needed.

Ground Rules for RSE

To maintain a safe and respectful learning environment:

- No one (teacher or pupil) will be expected to answer a personal question.
- No one will be forced to take part in discussions.
- Correct anatomical terms will be used.
- Meanings of words will be explained in a factual and age-appropriate manner.

Dealing with Questions

Teachers will set clear parameters and use agreed ground rules.

- If a question is too personal, pupils will be reminded of the boundaries and offered private support if needed.
- If the teacher doesn't know the answer, they will research it or direct the pupil appropriately.
- If a question is explicit, inappropriate, or raises safeguarding concerns, it will be addressed privately, and **Child Protection procedures** followed if necessary.

Teachers and external agencies may provide factual information about contraception and how to access confidential advice or treatment. They cannot recommend specific methods.

If a teacher becomes aware that a pupil is sexually active, the school will ensure:

- The young person is encouraged to speak with parents/guardians or another trusted adult.
- Any child protection concerns are addressed.
- The pupil receives appropriate counselling and support.

Education Programme

The school is committed to providing high-quality, inclusive, and holistic RSE that reflects biological, psychological, social, ethical, spiritual, and cultural dimensions. Learning is structured around the **three strands of the Curriculum for Wales RSE Code**:

1. Relationships and Identity

- Understanding the range of relationships people experience throughout life.
- Exploring how identity is shaped by relationships and sexuality.
- Recognising the importance of human rights in promoting healthy, safe, and inclusive relationships.

2. Sexual Health and Wellbeing

- Understanding growth, reproduction, and human development.
- Exploring body image and emotional wellbeing.
- Learning about sexual health, consent, and the impact of sexuality on wellbeing.

3. Empowerment, Safety and Respect

- Understanding rights to safety, protection, and freedom from harm or discrimination.
- Learning how to seek help, support others, and advocate for fairness and respect.

Topics such as family life, sexual behaviours, parenthood, abortion, STIs, LGBTQ+ issues, domestic abuse, and VAWDASV will be presented objectively and sensitively.

RSE will be delivered mainly by form tutors, supported by external specialists such as the school nurse, Spectrum, and Stonewall Cymru. PSE will be taught through timetabled lessons, assemblies, and Health and Wellbeing sessions. Content will be reviewed regularly, informed by pupil voice, SHRN data, and emerging needs identified by pastoral and wellbeing staff.

Governance

The Governing Body ensures that learners receive a high-quality, inclusive RSE programme. Copies of the full RSE policy are 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

Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
11+	Unique me, differences and conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity, online gaming – safety and financial risks	Prejudice and discrimination, equality Act 2010, bystanders, assertiveness, positive and negative influences, challenging attitude and negative behaviours, stereotypes, Human Rights, Inclusion, bullying, exclusion and respect	Defining success, setting dreams and goals, skills for the future, what is failure, coping strategies for when things go wrong, building skills for the future and teamwork, health and wellbeing, gang culture and knife crime, county lines	Nutrition and exercise, managing physical activity and mental health, stress and anxiety, effects of substances (nicotine and caffeine), vaping, nutrition, sleep, health choices, physical illness and medicine, personal hygiene, contributing to your community	Changing relationships, consent, healthy relationships, falling out and friendships, social media vs reality, authenticity online, personal space and setting boundaries, healthy and unhealthy relationships	Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships and families, UN Rights of a child, media and self-esteem, self-image, FGM, factors affecting hormones and moods
12+	Self-identity, influences, online influence, family and identity, managing expectations, active listening skills, <i>persona</i> /beliefs and judgements, <i>first</i> impressions, positive self-talk, marriage, civil partnerships and the law, beliefs and religions, protected characteristics, online and offline identity	Prejudice and persecution, LGBT bullying, the equality act, social justice and hate crimes, multiculturalism and religious tolerance, standing up for what you believe in, celebrating differences	Goal setting, grit and resilience, can money buy happiness? Keeping safe online, income and poverty, budgeting, expenditure, debt and budgeting, poverty, online scams, sextortion, taking risks, staying safe online	Types of health, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin protection, steps to protecting physical health, vaccinations, peer pressure, vaping	AI and media influence, maintaining positive relationships, assertiveness, sexting and sextortion, power dynamics, knife crime, social media platforms, neurodiversity: autism and ADHD, inclusion and equality	Types of close intimate relationships, <i>behaviours</i> in healthy and unhealthy romantic relationships, what makes a healthier relationship? harassment, attraction, love or lust? sexuality, pornography and the law, dealing with unwanted messages. Alcohol, risky behaviour and the law
13+	Being in a group, peer approval, perceptions about intimate relationships, consent and personal safety, sexual exploitation, grooming, radicalisation, county lines, positive and negative self –esteem and self-identity, influences, managing risk online and offline, social media, abuse and coercive control	Power of positive language, prejudice, LGBT+ phobia, banter and bullying, reducing fear and promoting equality, cyber bullying and harassment, bias, discrimination, harassment and victimisation, non-consensual behaviours, changemakers	SMART planning, changing appearances, cosmetic surgery and weight loss products, mental illness and stigma, social media, mental health and self-esteem, deepfakes and AI, harmful and illegal online content, misogyny	The teenage brain, risks and alcohol- physical and psychological effects, belonging, loneliness and inclusion, emergency situations, CPR, cardiac arrest, mental health first aid and support, drugs- the law, safety, classification, supply and possession legislation, health choices (nutrition, stress, sleep)	Equity and equality, healthy and unhealthy relationships, power dynamics, pornography, contraception, pregnancy, STIs, consent, factors to consider in intimate relationships, Gillick Competence Test	Change and managing emotions, importance of sleep in relation to mental health, self-expression, influences, body image, masculinity (positive), online influence, misogyny, incel culture and healthy vs unhealthy online communities, mental health and addiction, the importance of sleep and good routines

14+	Human rights, societal freedom, understanding safety in UK and beyond, stages of grief, loss and bereavement, the law and social media risks, algorithms and use of online data, GDPR the dark web and managing online content/screen time, dealing with disturbing online content (suicide, self-harm, violence), sharing/enhancing of images, risks associated with sharing personal data, AI chatbots and online scams	Human Rights, responsibilities, The European Convention on Human Rights, The European Court of Human Rights, The Human Rights Act 1998, multicultural societies, successful societies, Equality Act 2010, hidden disabilities, discrimination in the workplace, inequality and campaigning for equality, equality in relationships, empowered and disempowered, changing and ending relationships, UK healthcare and accessing a GP	Resilience, nurturing important relationships, achieving your goals and the impact of physical and mental health, taking care of your mind and body, real v online behaviours, social media usage, the impact of social media on future employment, the body and vital organs, blood, organ and stem cell donation, opting out, balanced lifestyles, resilience toolkit	Improving health and good habits, cancer (skin, testicular and breast cancer), common mental health disorders and treatment, substance use and mental health, mental health stigma, sexual health, STIs (transmission, treatment, symptoms) HIV/Aids, safer sex, contraception (barrier/hormonal), threats to health (cancer, diabetes, cardiovascular disease)	Long-term relationships and legal status, the science of attraction, how to have a good relationship with yourself, why do relationships end, unsafe, toxic and unhealthy relationships staying safe and getting help, the law on marriage, cohabitation and the impact on children, the difference between real life and relationships that we see in the media and pornography stalking and harassment, coercion and abuse, free choice and pressure, the law on sex trafficking and modern slavery	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Gaining independence, personal safety, cycling, railway, water safety, transport, alcohol, drink spiking, gender stereotypes in romantic relationships, virginity testing and hymenoplasty, physical and emotional changes, family change, sources of support
15+	Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, domestic abuse, honour based, violence, arranged and forced marriages, county lines, possession of drugs. The risks associated with gambling, AI and algorithms, emergency situations, first aid, the law on internet use, legal age limits and pornography, social media concerns, sexting	N/A	Sleep, anxiety, solutions-focused thinking, money and employment, budgeting, tax, debt, credit cards, gambling, future jobs and employment opportunities, long-term family goals, marriage, civil partnership, parenting, developing resilience, types of technology and how it can help us to reach our future goals	Self-worth, identity. Relationships, consent and power imbalance, being ready for sex, coercion, contraceptives, sexual health, STIs and emergency contraception, male and female reproductive/health/fertility (PCOS, endometriosis, PMS, heavy periods), pregnancy choices including adoption, abortion, bringing up a baby, pregnancy- sources of support, including loss and miscarriage	Stages of a relationship, relationships in the media, our perceptions about sex and relationships, LGBT terminology, gender identity and expression, sexuality, The equality act 2010, perceptions of the LGBT+ community, LGBT+ rights, coming out as LGBT+, unbalanced relationships, domestic abuse and getting help, my body, my choice, FGM, challenging social norms and cultural practices, breast ironing/flattening, power in relationships	N/A

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
Verve	What is a drug? Energy drinks and Vaping. Cannabis awareness
School Police Liaison	Drugs and Alcohol, bullying, Risky Pics – when required
Youth Service	Body Parts and Adolescence, Healthy Relationship
Brook Training	Period dignity, gender stereotypes
NPT Road Safety Team	Road Safety
PHW School Nurses	Puberty and hygiene
Race Equality First	Anti-racism

MAWW Fire Service	Fire Safety
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Year 9

Outside agencies that may support learning with their expertise:

ORGANISATION	TOPIC
Verve	Ketamine awareness
School Police Liaison	County Lines Assembly.
Youth Service	Body Parts and Adolescence
Brook training	Exploring gender stereotypes, pornography
School Nurse	Contraception, STIs
Youth Service	Young Carers
Careers Wales	Options and understanding my skillset.

Year 10 & 11

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

ORGANISATION	TOPIC
Verve	Rate of risk, alcohol and broader effects
School Police Liaison	Drugs, sexual consent – if required
Brook Training	Misogyny, consent
NPT Road Safety	Ghost Street
Post 16 Establishments	Future options e.g. NPTC group, St Josephs,
School Psychologist	Exam stress and Revision techniques
School nurse	Girls only – understanding my body
Careers Advisor/Careers Wales	Post 16 options, Mock Interviews, Employability skills

Careers and Work-Related Experiences (CWRE)

Rationale

This policy ensures that effective careers guidance and education are provided for all pupils. Careers and Work-Related Experiences (CWRE) aim to develop learners' skills, raise aspirations, and challenge stereotypes by helping pupils understand the full range of opportunities available to them in education, training, and employment.

At Cefn Saeson Comprehensive School, we believe that *every teacher is a teacher of careers*. CWRE is a cross-cutting theme of the Curriculum for Wales, supporting our commitment to developing ambitious, capable learners who can make informed decisions about their futures.

The school has achieved the Careers Wales Mark, recognising our commitment to continuous improvement in learning for careers and the world of work.

Aims

The CWRE programme supports learners to:

- Prepare to manage their education, career, and life choices through a planned and progressive programme of careers and work-related experiences.
- Develop self-awareness and understand their personal strengths, development needs, and lifestyle expectations.
- Explore a broad range of career pathways, post-16 education and training opportunities, apprenticeships, and entrepreneurial options.
- Make informed choices and plan for future progression using up-to-date labour market information.
- Embrace lifelong learning, developing employability skills and resilience for post-16 life and beyond.

Organisation and Delivery

CWRE is embedded across all Areas of Learning and Experience (AoLEs) and delivered by all practitioners through a whole-school approach.

Provision includes:

- Authentic, curriculum-linked experiences across AoLEs and within tutorial (Jigsaw) lessons such as '*Dreams and Goals*'.
- Collaboration with Careers Wales and partners including Big Ideas Wales, Morganstone, Morgan Sindall, NPTC Group, UWTSD, MPTC, and local employers.

- Access to digital careers tools, particularly careerswales.com, to support independent research and planning.
- Targeted opportunities such as:
 - Year 10 Enterprise module (Skills Challenge Certificate)
 - Year 10 Work Experience placements.
 - Year 11 one-to-one guidance interviews with the Careers Wales Advisor.
 - Support for Year 9 option choices and Year 10–11 post-16 planning.
 - Many departments are liaising with our Business Engagement Officer from Careers Wales for collaboration projects with local businesses.
- Presence of the Careers Wales Advisor at key events such as Year 11 Parents' Evening.
- Careers Wales advisor will attend every Year 9 PSE class to discuss choosing the correct options to match pupils skillset.
- Availability of careers advice for all pupils and parents upon request.
- Use of digital technologies, literacy, and numeracy to enhance employability learning.
- Alternative provision opportunities, such as Cynnydd, for learners who benefit from more bespoke career pathways.

Implementation

CWRE is delivered through structured tutorial lessons, assemblies, curriculum activities, and enrichment events.

Key elements include:

- **Self-awareness and Decision-Making** – Pupils identify their skills, interests, and aspirations; develop SMART targets; and receive pre-options guidance to inform subject choices.
- **Parental Involvement** – Information sessions and resources support parents/carers in helping pupils make informed choices at key transition points.
- **Digital Guidance** – Pupils learn to navigate *careerswales.com* effectively as a research tool at home and in school.
- **Equality and Diversity** – Lessons explore stereotyping, difference, and diversity, helping learners become ethical and informed citizens.
- **Entrepreneurship** – Programmes such as *The Prince's Trust*, *Sweet*, and *Big Ideas Wales* promote creativity, innovation, and enterprise skills.
- **Work-Related Learning** – Targeted learners participate in *Leap to Learn* and work experience placements to build confidence and workplace understanding.

- **Interview Preparation** – Pupils learn interview techniques, workplace health and safety, and professionalism.
- **Post-16 Pathways** – Careers Wales delivers sessions on sixth form, college, apprenticeships, and employment routes.
- **Occupational Talks** – Guest speakers from business, industry, higher education, and public services share insights and advice.
- **Mock Interviews and CV Workshops** – Conducted with local employers to provide authentic feedback and prepare learners for real-world recruitment.

Monitoring and Evaluation

Implementation of this policy is monitored by the **Headteacher, Senior Leadership Team,** and the **CWRE Lead**.

Evaluation methods include:

- Gathering feedback from pupils, parents, and staff.
- Reviewing participation and outcomes in CWRE activities.
- Regular discussions with Careers Wales and external partners.
- Considering learner voice and destination data to inform continuous improvement.

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

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.

Adopted by the Governing Body 14th September 2026

Signed by Chair of Governors

A handwritten signature in black ink, appearing to read 'Stephen', followed by a long, horizontal, wavy flourish.