

CROESYCEILIOG SCHOOL

YSGOL CROESYCEILIOG

Relationships and Sexuality Education (RSE) Policy



“Learning, Respect, Ambition”

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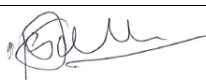
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“At Croesyceiliog School, we strive to provide enriching and engaging learning opportunities, in and out of the classroom, to develop the skills, knowledge and attributes needed to lead successful lives. We learn together to become kind citizens that respect others and make positive choices. Our ambition is to ignite a passion for lifelong learning.”

Welsh Network of Healthy School Schemes



Quantilia Ysgolion Iach - Rhwybodaith Gymru

Author	Croesyceiliog School
Consultees	Teachers, students and parents of Croesyceiliog School
Name of school staff responsible for maintaining this policy	Mr Alun Davies
To be read in conjunction with	Welsh Government Statutory guidance for school governing bodies on school uniform and appearance policies
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Review Date	September 2025
Signed (Head Teacher)	
Signed (Chair of Governing Body)	

1. Introduction and aims

Relationships and Sexuality Education (RSE) is a positive and protective part of the Curriculum for Wales. It plays a central role in supporting students' 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 students can develop an understanding of how people's faith, beliefs, human rights and cultures are related to all aspects of Relationships and Sexuality Education and how these rights can contribute to the freedom, dignity, well-being and safety of all people. Therefore, RSE will be delivered in the context of the Rights protected by the United Nations Convention on the Rights of the Child.

The RSE curriculum will seek to support students to develop the knowledge, skills and values to understand how relationships and sexuality shape their own lives and the lives of others. This will enable students to be equipped and empowered to seek support on issues relating to RSE and to advocate for self and others.

Relationships and Sexuality Education is a mandatory requirement in the Curriculum for Wales for all students from age 3 to 16 ("the Act"). This means that all students must receive this education. There is no right to withdraw from Relationships and Sexuality Education in the new curriculum.

The aims and expected outcomes of RSE Education at our school are to

- Provide a framework in which sensitive discussions can take place;
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help students develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships; and
- Teach students the correct vocabulary to describe themselves and their bodies.

2. Statutory Requirement

Relationships and Sexuality Education guidance is statutory and published under section 71 of the Act and is intended to assist those responsible under the Act for designing Relationships and Sexuality Education as part of the school curriculum. They must consider the guidance when designing the curriculum.

The law already requires that Relationships and Sexuality Education must be objective, critical, and pluralistic as to its content and manner of teaching. The Act does not change that legal position. By pluralistic we mean that where questions of values are concerned, it must not seek to indoctrinate to a particular view but instead should provide a range of views on a

given subject. This means that in practice, all schools and settings must teach Relationships and Sexuality Education in a neutral, factual way. Where questions of values arise, they must present students with different perspectives on a range of views on issues commonly held within society. For example, schools may teach about different perspectives within faiths on matters of relationships and sexuality and this can help students engage and navigate potential tensions. However, this must not be done in a way that seeks to indoctrinate students in a particular view.

RSE expectations also apply to voluntary aided schools with a religious character. These are currently required by Schedule 19 of the 1998 Act to teach religious education (RVE in the Curriculum and Assessment (Wales) Act) in accordance with their trust deed or the tenets of their religion. The same is not true in respect of 'sex education' in the 1998 Act – that position is not altered for what is now called Relationships and Sexuality Education in the Curriculum and Assessment (Wales) Act. The requirement to teach pluralistically applies equally to the content and teaching of Relationships and Sexuality Education for such schools. A voluntary aided school with a religious character, whatever is taught in Relationships and Sexuality Education, can still teach its own denominational syllabus as part of religious education i.e. that which accords with its trust or the tenets of its religion, but it should provide neutral, pluralistic information on other views.

Schools are required to comply with relevant duties under the Equality Act 2010. In particular, schools and other settings should note that compliance with the Public Sector Equality Duty is a legal requirement for local authority-maintained schools (including PRUs) in Wales and makes good educational sense to comply with it. The Senior Leadership Team (SLT) are responsible for monitoring the policy every year, reviewing it, and holding staff and children accountable for its implementation.

The Public Sector Equality Duty helps schools to focus on key issues of concern and how to improve outcomes for all students. The duty includes identifying where we can take action to advance equality of opportunity, eliminate discrimination and foster good relations, and where possible, mitigate negative impacts which may result from decisions. In all schools and settings, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make. Under the provisions of the Equality Act, schools must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage.

Provisions within the Equality Act 2010 allows the school to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This should be taken into consideration in designing and teaching these subjects.

The school considers the makeup of their own student body, including the gender and age range of their students, and whether it is appropriate or necessary to put in place additional support for students with particular protected characteristics (which mean that they are potentially at greater risk). Schools should consider what they can do to foster healthy and

respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on students based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

3. Delivery of Relationships and Sexuality Education

RSE is taught within the Health & Wellbeing curriculum. Biological aspects of Relationships and Sexuality Education are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships and Sexuality Education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including

- Families;
- Respectful relationships, including friendships;
- Online and media;
- Being safe; and
- Intimate and sexual relationships, including sexual health.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them. For example, looked after children or young carers.

Delivery of RSE pays close attention to other key policies at school. These include safeguarding and child protection; and the Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015

4. Roles and responsibilities

The roles and responsibilities in the effective delivery and monitoring of RSE within the school are as follows

- Governing Body

The governing body will approve the Relationships and Sexuality Education policy, and monitor its implementation. The governing board has delegated the approval of this policy to its relevant sub-committee.

- Headteacher

The Headteacher is responsible for ensuring that Relationships and Sexuality Education is taught consistently across the school.

- Leader of Health & Wellbeing / Head of Health & Wellbeing and Public Services is responsible for ensuring there is an appropriate curriculum in place to meet the school's statutory requirements. This includes an audit of provision, as well as programmes of study for each curriculum year group. The Head of Health & Wellbeing and Public Services will produce resources which will be delivered by other staff, as appropriate.

- Staff

Staff are responsible for delivering RSE in a sensitive way; modelling positive attitudes to Relationships and Sexuality Education; monitoring progress; responding to the needs of individual students; and responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of Relationships and Sexuality Education. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

- Students

Students are expected to engage fully in Relationships and Sexuality Education and, when discussing issues related to Relationships and Sexuality Education, treat others with respect and sensitivity.

5. Parents'/Carers' right to withdraw

Parents/carers do not have the right to withdraw their children from RSE as it is developed and introduced as part of the new curriculum.

Some students may still be withdrawn from components of sex education pending the new curriculum arrangements being rolled out to their school year. Requests for withdrawal should be made, in writing, to the Headteacher. Alternative work will be given to students who are withdrawn from sex education.

6. Training

All staff will receive annual training as part of safeguarding to help identify instances of sexualised behaviours (as highlighted by the continuum of sexual behaviours: Hackett 'Children, young people and sexual violence').

The Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

7. Monitoring Arrangements

The delivery of Relationships and Sexuality Education will be monitored by the Leader of Health & Wellbeing/ Head of Health & Wellbeing and Public Services in conjunction with their leadership team line manager.

Students' development of Relationships and Sexuality Education is monitored in class as part of our internal assessment systems.

The policy will be reviewed on an annual basis by the Leader of Health & Wellbeing/ Head of Health & Wellbeing and Public Services and this will be approved by the Full Governing Body.

8. Curriculum Overview

In line with the Relationships and Sexuality Education Code, the curriculum will cover three broad strands that can be inter-linked.

This Code is made under section 8 of the Act and contains mandatory requirements. A curriculum does not encompass Relationships and Sexuality Education unless it accords with the provision in the Relationships and Sexuality Education Code. Teaching and learning also does not encompass the mandatory element of Relationships and Sexuality Education unless it accords with the provision in the Relationships and Sexuality Education Code.

Themes and matters to be encompassed by mandatory element of Relationships and Sexuality Education

- Developing and expressing identity and forming relationships;
- Understanding sexual health and well-being; and
- Fostering safety and respect, being valued and supported.

The strands enable the school to develop a curriculum tailored to the needs of the students, making connections and developing authentic contexts for learning across the curriculum. The content of RSE, set out per strand in table form, reflects a number of themes. These include

- Relationships;
- Rights and equity;
- Sex, gender and sexuality;
- Bodies and body image;
- Sexual health and well-being; and
- Violence, safety and support.

Across these themes, curriculum content in RSE is to be inclusive and reflect diversity. It must include learning to develop students' awareness and understanding of different identities, views and values and a diversity of relationships, gender and sexuality, including LGBTQ+ lives.

Monitoring and review

The school is committed to ensuring that this policy has a positive impact on children's education, behaviour and welfare. When reviewing the policy, the school will taken into account relevant advice from the Welsh Government, the local authority or other relevant organisations.