FLINTSHIRE COUNTY COUNCIL EDUCATION & YOUTH

# Relationships & Sexuality Education (RSE) Policy 2025

CYNGOR SIR YNYS MÔN ISLE OF ANGLESEY COUNTY COUNCIL

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Cyngor sir ddinbych denbighshire County Council

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Rhwydwaith Ysgolion Cymru sy'n Hybu Iechyd a Lles
Welsh Network of Health and Well-being Promoting Schools

# Relationships & Sexuality Education (RSE) Policy 2025

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| Policy owner for | Learning Advisor - Health, Wellbeing & |
| School | Sealand Primary School |
| Date policy approved | This policy was approved by the School's Governing Body on: October 2026 |
| Review frequency | This policy will be reviewed annually by the head teacher, staff and governors, or if any amendments occur in legislation or in consideration of changes in working practices which may stem from incidents or allegations. |
| Review date | September 2027 |
| Chair of Governors | |
| Head teacher Declaration | |

## ACCESSIBLE FORMATS

This document is available in English and Welsh in Microsoft Word and pdf formats in Arial font size 12 as standard. Other accessible formats including large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request. To request a copy of this document in an accessible format contact the school office.

# Contents


| | |
|---|---|
| Relationships & Sexuality Education (RSE) Policy 2025 | 2 |
| Contents | 3 |
| Statement by the Governing Body | 4 |
| Introduction | 4 |
| Right to Withdraw | 5 |
| Curriculum Design | 5 |
| United Nations Convention on the Rights of the Child | 6 |
| Consultation with Learners | 6 |
| RSE Provision | 6 |
| Safe Learning Environment | 7 |
| Period Dignity | 7 |
| Working with Specialist External Agencies | 8 |
| Staff Professional Development | 8 |
| Partnerships with Parents / Carers and Local Community | 8 |
| Safeguarding and Confidentiality | 8 |
| Harmful sexual behaviours | 9 |
| Equality and Diversity | 10 |
| Monitoring and Evaluation | 10 |
| References | 10 |


Cymraeg

Mae'r ddogfen hon hefyd ar gael yn y Gymraeg.
Gweler y dudalen Gymraeg ar ein gwefan.

This document is also available in Welsh.
See Welsh page on our website.

# 1. Statement by the Governing Body

By adopting this policy, the governing body of Sealand Primary School recognises its responsibility for ensuring the policy is implemented effectively, that Relationships and Sexuality Education (RSE) is adequately resourced, staffed and delivered using a cross curricular approach and ensures that the school fulfils its legal obligations.

This policy will be reviewed by the governing body to ensure the policy is in alignment with the latest Welsh Government guidance and statutory regulations.

# 2. Introduction

RSE has a positive and empowering role in learners' education and plays a vital role in supporting learners to form and maintain a range of relationships, all based on mutual trust and respect which is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and equity empowers learners to understand themselves, take responsibility for their own decisions and behaviours, and form relationships that are fully inclusive, reflecting diversity and promoting respect.

The Welsh Government RSE Code contains the mandatory requirements. The teaching and learning within our whole school RSE programme encompass the mandatory elements outlined within the Code.

Our school has therefore planned and developed a comprehensive, inclusive, developmentally appropriate whole school teaching and learning programme for RSE which conforms with the Code. This policy details our whole school approach to RSE.

Our RSE will support learners to develop the knowledge, skills and values to understand how relationships and sexuality shape their own lives and the lives of others. Learners will be equipped and empowered to seek support on issues relating to RSE and to advocate for themselves and others.

The school will ensure that RSE is embedded in the school's values, rights and moral framework e.g. by showing respect for all learners, staff and the wider community, by celebrating differences, building healthy relationships and inclusion of sexual diversity. This policy encompasses the school's approach to RSE. It has been approved by the Senior Management Team through consultation with staff, governors, parents and learners.

This policy is in alignment with the latest Guidance from Welsh Government:

- **Curriculum for Wales Guidance**
- **The Curriculum for Wales - RSE Code, 2022**
- **Keeping Learners Safe**

UK Government:

- **Equality Act 2010**

This policy is created in conjunction with other policies, including:
Safeguarding / Online Safety / Positive Behaviour and Inclusion

## 3. Right to Withdraw

RSE is a mandatory requirement in the Curriculum for Wales 2022 for all learners from age 3 to 16 years, and there is no parental right to withdraw learners from any part of RSE.

## 4. Curriculum Design

Our RSE curriculum will be taught through cross-curricular themes and it will be interlinked within all Areas of Learning and Experience as appropriate. This will allow learners to make connections between their learning in RSE and the wider curriculum, understanding historical, cultural, geographic, physical, political, social and technological perspectives and influences on RSE issues.

The mandatory content of the RSE Code is set within three broad and interlinked learning strands, namely:

1.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.

2. 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.

3. 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.

The learning strands of teaching and learning are set in three broad developmental phases as follows:

- Phase 1: from age
- Phase 2: from age
- Phase 3: from age

Our RSE lead teacher is Mr Seddon. The RSE Lead teacher will communicate with all primary and secondary cluster schools to ensure effective progression from Phase one, two and three and is developmentally appropriate with all our learners.

The planning, teaching, evaluating and monitoring of the school's RSE programme is undertaken by teachers and the Lead RSE in our school.

To ensure that our whole school RSE curriculum is developmentally appropriate we consider a range of factors including learners':

- **age, knowledge and maturity**
- **additional learning needs**
- **social, physical, emotional and cognitive development and needs**
- **needs of similar ages may differ.**

We consider how best to meet the needs of learners whose additional needs means that their understanding of sexual health and well-being may not match their chronological age. All our staff, including ancillary staff, physiotherapists, nurses and carers are aware of the school's approach to RSE when working with learners with additional learning needs.

## 5. United Nations Convention on the Rights of the Child

At Sealand Primary School we discuss RSE in the context of children's rights as protected by the United Nations Convention on the Rights of the Child (UNCRC).

The rights below underpin and shape our RSE curriculum and school policy:

- non-discrimination (Article 2)
- be heard and involved in decision-making (Article 12)
- freedom of expression (Article 13)
- follow your own religion (Article 14)
- have privacy (Article 16)
- access information to make informed decisions (Article 17)
- not be harmed and should be looked after and kept safe (Article 19)
- experience the highest attainable health, access to health facilities, and preventative health care (Article 24)
- education that prepares children to understand others (Article 29)
- protection from sexual abuse and exploitation (Article 34)
- get special help if they have been abused (Article 39)

Everyone who works with children at our school should always do what is best for each learner, as part of our Whole School Approach to RSE (Article 3).

## 6. Consultation with Learners

In order to support learners to realise the four purposes within the Curriculum for Wales, learner voice is central in developing our RSE curriculum.

To ensure our RSE curriculum meets the needs of our Learners we provide opportunities for them to comment on the school's RSE policy, schemes of work and lesson content by undertaking consultation activities.

We continuously consult with our learners at the end of lessons, activities and programmes in order to ensure appropriateness of our provision and that the resources and outside agencies used are relevant, developmentally appropriate, inclusive and sensitive for learners' needs. We will act upon any recommended amendments as appropriate.

## 7. RSE Provision

The RSE Curriculum will be taught through the Health and Well-being AoLE and cross-cutting themes and will incorporate all five statements of what matters. The teaching of topics will be in line with requirements outlined in Phase 1 and Phase 2 of the RSE Code.

We manage, organise and embed RSE throughout our whole school curriculum in alignment with the progression steps within the Curriculum for Wales and the phases within the RSE Code. The resources used are selected for their suitability and are reviewed for their effectiveness following their use by teachers and the lead RSE member of staff.

In addition, staff and learners can access a range of supplementary RSE resources via the Health Promoting Schools Team RSE Padlet: **padlet.com/healthyschools1/adnoddauacrh-cynradd-rse-primary-resources-7ui94tw4ix4t4a2h**

This includes lesson ideas, activities, and external resources to support the whole-school RSE curriculum.

## 8. Safe Learning Environment

Sealand Primary School will ensure a safe learning environment for teachers, staff and learners by establishing and agreeing to the school's class agreements/ rules. The class agreements are noted within the whole school mapping schemes of work document. Learners will be made aware of confidentiality matters and that any safeguarding disclosures will not be kept and will be shared in accordance with our school's safeguarding procedures.

Within our RSE provision learners will be informed of appropriate health and wellbeing support services and how to access them.

### a. Answering learners' questions

Learners will have opportunities to ask confidential/anonymous questions when appropriate by using an anonymous question box. We view questions as a positive sign that learners are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

Questions will be answered sensitively and in a developmentally appropriate manner for learners.

Our staff will not be expected to answer all questions if they believe some to be inappropriate. They will not be expected to answer any personal questions about themselves and they will not ask learners direct personal questions that could make either party vulnerable.

## 9. Period Dignity

Sealand Primary School fully supports the Welsh Government Period Proud Wales Action Plan (updated January 2025), which aims to end period poverty and achieve period dignity in Wales.

We will support the plan by ensuring the following:

1. Provision of free period products, including environmentally friendly resources that learners can access from Accessible toilet near main hall.
2. A robust RSE curriculum that covers the menstrual cycle and periods
3. A safe and suitable environment for applying/changing products
4. Provision of sanitary bins in learner toilets to support the safe and environmental disposal of products
5. Clear communication to learners/parents/carers informing them of the available free products on site, and how they can access them.

## 10. Working with Specialist External Agencies

In order to enhance and enrich our RSE provision, the teaching will occasionally be supported by external agencies e.g. School Community Police Officers (SCPOs), Spectrum Hafan Cymru, NSPCC, BCUHB School Nurse, health professionals, etc.

These agencies will be carefully selected and the lead RSE will check:

- They are adequately trained to speak with young people.
- They work/are registered with a reputable organisation/charity.
- Their contribution coincides with the aims and objectives of the curriculum.
- The validity of their Disclosure and Barring Service (DBS) status.
- All resources/presentations that will be used.
- They have been made aware of any additional needs that some learners may have.
- They have been made aware that a member of the school staff will be present throughout the lesson/activity/presentation.

## 11. Staff Professional Development

Our school recognise that Professional learning is a key requirement for high-quality The school will facilitate that all teaching and associated members of staff receive RSE training in order to ensure our whole school RSE programme is effective, includes cross curricular elements, is developmentally appropriate and meets the needs of our learners.

Our school's RSE Lead will support all teaching and associated members of staff to access professional learning opportunities which will assist to develop their confidence, knowledge and skills in RSE.

## 12. Partnerships with Parents / Carers and Local Community

Sealand Primary School recognises that parents/carers are crucial to the success of the RSE programme. The school therefore provides information about what is delivered and provides opportunities for parents/carers to comment on policy and practice through questionnaires. The RSE policy is available to view on the school's website.

Parents/carers are welcome to make arrangements to visit the school if they wish to view and discuss the materials and resources used in the RSE lessons.

## 13. Safeguarding and Confidentiality

At Sealand Primary School all staff follow the Wales Safeguarding Procedures 2022. The Designated Safeguarding Person (DSP) at our school is Mr. R Davies. Our RSE curriculum supports learners to be able to build their knowledge and understanding of how to recognise harmful sexual behaviours, discrimination, abusive relationships, and violence and develop an understanding of consent. Learners may disclose information to school

staff that cannot remain confidential. When this occurs, our staff will follow the guidelines

- Remind learners that staff cannot offer unconditional
- confidentiality. Inform learners first if staff are going to break
- confidentiality.
- Where appropriate, encourage learners to talk about any worries and concerns they have with parents/carers.
- Ensure learners are supported adequately by an appropriate member of staff.

## 14. Harmful sexual behaviours

We recognise that peer-on-peer sexual harassment is highly prevalent in the lives of young learners.

The 2024 Peer-on-Peer Sexual Harassment Action Plan published by Welsh Government, strengthens expectations around prevention, professional learning, healthy relationship education (via the RSE Code), and online safety.

At Sealand Primary School, we have adopted a whole-school preventative and proactive approach to dealing with it which includes:

- Providing clear definitions of sexual harassment and harmful sexual behaviour, including examples of both contact and non-contact behaviours, as well as behaviours that may take place online or through digital platforms.
- Offering safe and accessible mechanisms for learners to report concerns, including options for anonymous reporting where appropriate, so that learners feel confident and supported in disclosing incidents.
- Ensuring appropriate support for victims, which may include access to pastoral care, counselling services, safeguarding plans, or reasonable adjustments to help the learner feel safe and supported within the school environment.
- Implementing proportionate and supportive interventions for learners who exhibit harmful sexual behaviour, balancing the need for safeguarding with a recognition of their developmental needs and the importance of education, reflection, and rehabilitation.
- Regularly reviewing safeguarding policies, procedures, and incident data to monitor patterns or trends, assess the effectiveness of our responses, and identify areas for improvement.
- Providing staff with professional learning on recognising, preventing, and responding to peer-on-peer sexual harassment and harmful sexual behaviour e.g. Brook Traffic Light Tool/NSPCC HSB training.

Any concerns that a learner, child or adult at risk may be experiencing or engaging in Harmful Sexual Behaviour should be reported without delay to the Designated Safeguarding Person, and action taken in accordance with the Wales Safeguarding Procedures. If a child is in immediate risk of harm, the Police must be contacted.

## 15. Equality and Diversity

As an employer and provider of services the school will not unlawfully discriminate on grounds of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, or on the grounds of Welsh Language.

All learners, their parents and carers, volunteers, staff and school governors are valued and will be treated with dignity and respect.

Sealand Primary School will not tolerate any form of discrimination, harassment or victimisation.

In order to make sensitive and well-informed professional judgments about a learner's needs and a parent's capacity to respond to their child's needs, it is important that school staff are sensitive to differing family patterns, and lifestyles and to child rearing patterns that vary across different racial, ethnic and cultural groups.

We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

## 16. Monitoring and Evaluation

The Head teacher and Governing Body have ultimate responsibility for the implementation of the RSE policy. Opportunities will be provided which will enable learners to participate and evaluate what they have learnt according to their age, needs and ability. Parents will be invited to feedback their ideas for improvements on a regular basis both verbally and through The policy will be reviewed on an annual basis. basis.

## 17. References

**RSE Code (2022)**
**www.gov.wales/curriculum-wales-relationships-and-sexualityeducation-rse-code**

**Social Care Wales (2022)** Wales Safeguarding Procedures
**safeguarding.wales/**

**Teach Health 4 Kids (2022):**
Exemplar Relationships and Sexuality Education Policy for Primary Schools

**Welsh Government (2025)** Period Proud Wales Action plan
**www.gov.wales/period-proud-wales-action-plan**

**Welsh Government (2023)** Draft letter from local authorities and Welsh government to go out via schools -
**www.gov.wales/sites/default/files/publications/2023-09/atisn18805doc1.pdf**