



Ysgol y Bynea

RSE Policy



Date	Coordinator	Nominated Governor
Oct 23	Mrs Tania Morgan	Mr D Charles

Introduction

At Bynea Primary School we aim to provide children with the knowledge, skills and experiences they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

Relationships and Sexuality Education (RSE) is a core part of this development and forms a part of our wider Curriculum provision. By providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At Bynea Primary School, RSE is taught within the Health and Wellbeing area of learning and experience. In addition, some aspects of the RSE programme will be covered through:

- the Science curriculum;
- ICT and online safety;
- Circle times;
- Assemblies;
- Class Stories;
- PE in the context of health and hygiene.

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

What is RSE?

RSE is a positive and protective part of the Curriculum for Wales. It plays a central role in supporting learners' 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 learners can develop an understanding of how people's faith, beliefs, human rights and cultures are related to all aspects of RSE and how these rights can contribute to the freedom, dignity, well-being and safety of all people. Within our school, RSE supports 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 self and others.

RSE is a mandatory requirement in the Curriculum for Wales for all learners from age 3 to 16. This means that all learners must receive this education. There is no right to withdraw from RSE.

Vision for our RSE Curriculum

The vision for Relationships, Sexuality Education at our school consists of 10 key aspects that we aim to promote and develop with our pupils. This is to:

- Provide a consistent standard of relationships, sexuality and health education across the school;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Promote responsible behaviour - including both online and offline behaviours;
- Create a positive culture of communication around issues of relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Give pupils an understanding of reproduction and sexual development;
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk;
- Combat exploitation and violence/abuse against women and men alike.

Roles & Responsibilities

The Governing Body:

The Governing Body has delegated the approval of this policy and will review its arrangements and effectiveness on a regular basis.

The Headteacher:

The Headteacher is responsible for ensuring that RSE is taught consistently across the school. The Headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity;
- Resources are readily accessible to support teaching and learning;
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

Staff:

All staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Responding to the needs of individual pupils;
- Monitoring progress.

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. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date.

Pupils:

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils' views, as always, will be sought as part of our ongoing monitoring and planning for RSE within the school and this will be established through the usual channels already established within the school.

Parents:

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy;
- Inform parents about the school's RSE policy and practice (available on the website);
- Answer any questions that parents may have about the RSE of their child - this includes providing opportunities for parents to view the resources that are used in lessons;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.

Aims of our RSE Curriculum

There are three national elements or strands that the RSE curriculum is based on. These are;

- Relationships and identity;
- Sexual health and wellbeing (at a developmentally appropriate level);
- Empowerment, safety and respect.

Strand 1

Relationships and Identity

2 Key RSE statements

- Relationships
- Sex, Gender and Sexuality

Health and Well-being

What Matters

WM1 - Developing Physical Health and Well-Being has Lifelong Benefits.

A – Movement – sport

B – Diet

C – Physical and emotional changes

D – Things that affect physical health and well-being

WM2 - How we process and respond to our experiences affects our mental health and well-being.

A – Understanding thoughts and feelings

B – Notice and communicate feelings

C – Reflect on past experiences

D – Aware of other's feelings.

WM3 - Our decision-making impacts on the quality of our lives and lives of others.

A – Make decisions based on what I know

B – My decisions affect me and others

C – Some decisions need to be made collectively

D – Identify and assess risks

C – My values and attitudes are shaped by others

E – Rights

[illegible]

			images/people from different families Charities Role play Stories, songs, games etc. to reflect awareness Terms- vocabulary Social media *Make kindness cards *Play games that include everyone, take turn games *Giving hugs, looking after them when they fall over *Friendship bracelets *Research feeling games *Circle time / check in *Pretending / role play BAME Talents / future Stories, songs, role play with range of people etc. Religion / beliefs /culture Own religion rights / culture Agents of change missions Work with council team / rights respecting Law / rules / court learning right and wrong *Make a book, all of the different types of relationships *Data collection: how many brothers and sisters *Respecting people / mum dad, teachers, shop keeper, husbands and wives *Different types of family *Survey them, create a graph, tally chart
	Everyone is unique.	WM5-E	

			* Finding out similarities and differences in families
8-11 years	How demonstrating empathy, kindness and compassion are key characteristics of a positive relationship.	WM2-D WM5-A WM5-B	Recognize feelings of self and others – emojis –Welsh feelings Demonstrate empathy and others feel – role play, hot seat, situations, images/ other situations Stories of Jesus – kindness, compassion, understanding Christianity Different relationships – what is a positive relationship? *Marriage *Friends *boyfriend/girlfriend
Bodies and body image			
Sex, gender and sexuality			
Rights and equality			
Relationships	An understanding of what characteristics the nature of different families and range of relationships.	WM5-A	Growing up – relationships, friendships, new schools Relationships to others What is a relationship? Different types of families – Nuclear Extended Foster Adoption Same sex Grandparents *Divorce *Marriage *You can have a relationship with anybody *Difficult relationships *Why some parents leave their children
	An understanding of the characteristics and value/benefits/ challenges of living in a diverse society.	WM2-D WM5-B	Clash of opinions / views Language barriers Sources of information Normalized for

	An awareness of how social and cultural norms, roles and stereotypes shape perceptions around body-image, behaviour and health.	WM1-C WM1-D WM4-C	younger children Enriched understanding of the world Communicate needs/ feelings recognize feelings of others BAME Catering for different languages *Equally paid jobs *Children's rights Adverts – social media Body image – girls /boys Smoking, drugs, vaping Things that affect physical health Values and attitudes Physical and emotional changes Stereotypes Growth mindset *Appropriate body part names *Periods *Body positivity *Skin care *How the body changes
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Strand 2

Sexual Health and Well-being

2 Key RSE statements

- Bodies and Body image
- Sexual Health and Well-being

What Matters

Health and Well-being

WM1 - Developing Physical Health and Well-Being has Lifelong Benefits.

A – Movement – sport

B – Diet

C – Physical and emotional changes

D – Things that affect physical health and well-being

WM2 - How we process and respond to our experiences affects our mental health and well-being.

A – Understanding thoughts and feelings

B – Notice and communicate feelings

C – Reflect on past experiences

D – Aware of other's feelings

WM3 - Our decision-making impacts on the quality of our lives and lives of others.

A – Make decisions based on what I know

B – My decisions affect me and others

C – Some decisions need to be made collectively

D – Identify and assess risks

WM4 - How we engage with social influences shapes who we are and affects our well-being.

A – Follow rules – impact of rules

B – Interact in different groups and situations

C – My values and attitudes are shaped by others

WM5 - Healthy relationships are fundamental to our well-being.

A – Different types of relationships and relationships change

B - Communicates needs and feelings and notices the needs of others

C – Make relationships and manage conflicts

D – Recognizes safety in a relationship and seeks support

E – Rights

Links to 6 areas of RSE	Statement of Learning	Links to Health & Well-being	What this might look like in a lesson
			*Learner ideas
3-7 years Bodies and body image Sexual health and well-being Relationships	An awareness of lifecycles and that living things grow.	WM1-C	Needs of a plant- label Lifecycles of chicks, butterflies, humans (baby, teenager, adult) To have baby chicks in school Physical changes to the body as we grow

Violence, safety and support	The importance of self-care, personal hygiene and infection control. The use of accurate terminology for all body parts.	WM1-A WM1-B WM1-C WM1-D	Emotional changes as we get older Class pet Eco links Check in and check out Literacy linked to hygiene Handwashing Healthy plate/ lunch boxes Toothbrushing School Nurse Nits Germs- infection Hygiene Fitness- PE lessons and discussion Gross/fine motor skills Dough Disco/ SKIP/SQUIGGLE PSCO visit Instructions/Road safety Yoga Meditation Worry Monster Outside charities Role Play Social stories- concept cartoons Modeling behaviour P4C PSD Dolls- body parts An awareness of lifecycles and that living things grow. *Bug hunt *Bee lifecycle *How do flowers grow? What do they need to survive? *The lifecycles of a hen, humans, cows *Why do some people change? Lose hair? *What is the funny bone? *How do we get taller? *What do we need to make us grow? Do we need birthdays to make us grow?
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8-11 years Bodies and body image Sexual health and well-being Relationships Violence, safety and support	The knowledge and understanding of how reproductive organs develop in a human body and the processes of reproduction, including what supports menstrual health and well-being.	WM1-C WM1-D	Looking at the human body through stages of life Managing periods Puberty Mindfulness area Body parts- label Reproductive parts of a flower/ animal Invite Nurse in to discuss Emotion coaching *Body changes * Having a baby in a same sex marriage *Puberty *When does puberty start and end
	A gradual awareness in understanding that there can be both intended and unintended outcomes of developing relationships, including online and offline.	WM3-D WM5-A WM5-C WM5-D	Appropriate behaviour for a friend/ family member/ teacher/ partner Internet safety- online- accepting friends on snapchat, Instagram etc. Text chat Privacy- creating awareness Creating campaigns to stay safe- posters for class Pupils leading learning Pupil voice Age-appropriate videos to raise awareness. Invite PCSO into school. *Take care of your friends *Good relationships with your family *Is the internet safe?
	The knowledge and understanding of how puberty triggers significant physical, emotional, social and cognitive changes for everyone.	WM1-C WM1-D WM2-B WM2-D	Mental changes and wellbeing Mindfulness activities Worry monster Hormones- chemicals Nurse invited in to chat Managing change activities Buddy system

			Teacher coach/ mentor system Physical changes Voice changes/ periods/ puberty *Puberty changes *Why do we have eyebrows? *How do you know if you look nice?
	The skills needed to manage self-care, personal hygiene and the importance of menstrual well-being and reproductive health for everyone.	WM1-A WM1-B WM1-C WM1-D	Poster- Hygiene School nurse to visit Sanitary products Diet and healthy eating Body image- cosmetic changes and surgery BAME Yoga meditation Screen time Magazines- not real- air brushing Filters *What to eat for a healthy diet *Are models real? *Do you have to shower more when you get older?
	The ability to understand that there are many reliable sources of information and support.	WM3-D WM5-D	Support from relevant adults - police/teachers/ trusted adults Buddy systems Worry monster Self help leaflets How internet can be lies - wiki Health visitor Is everything true on the internet?

Strand 3

Empowerment, safety and respect

2 Key RSE statements

- Rights and Equality
- Violence, Safety and Support

What Matters

Health and Well-being

WM1 - Developing Physical Health and Well-Being has Lifelong Benefits.

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B – Diet

C – Physical and emotional changes

D – Things that affect physical health and well-being

WM2 - How we process and respond to our experiences affects our mental health and well-being. A

– Understanding thoughts and feelings

B – Notice and communicate feelings

C – Reflect on past experiences

D – Aware of other's feelings

WM3 - Our decision-making impacts on the quality of our lives and lives of others.

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E - Rights

Links to 6 areas of RSE	Statement of Learning	Links to Health & Well-being	What this might look like in a lesson <i>*Learner ideas</i>
3-7 years Sexual health and well-being Violence, safety and support Rights and Equity Relationships	Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination. An ability to interact with others in a way that is fair.	WM2-D WM3-C WM5-B WM5-C WM2-B WM5-D	NSPCC Workshops Rights of the Child Social stories Safe and unsafe relationships PSCO workshops CAHMS Philosophy for Children School Council Anti Bullying day / week

	Recognising the right to be free from harmful, abusive and bullying behaviour. An awareness of how to recognise positive and harmful behaviours, including bullying. Ability to share with a trusted adult when faced with harmful behaviours	WM1-D WM5-D WM5-E	What is Bullying? Wellbeing Mentor Buddy Bench
	Beginning to recognise that other people have thoughts, feelings and opinions that are different. An awareness of the need to seek agreement in order to share, for example toys	WM1-D WM5-D WM5-E	Check ins Empathy literacy stories Worry monster BAME Reading stories from different cultures Mental health week Social stories Role play areas Modelling behaviour Share games, assemblies, After School Clubs Sharing games, emotional coaching
	An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private. Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.	WM1-D WM5-D WM5-E	Personal space Workshops with school nurse Discussing which parts of the body are private Anti-Physical Punishment Dolls and bears – literacy Stranger Danger Mentor link Internet Safety Day
	Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared. An awareness that everyone has the right	WM1-D WM5-D WM5-E	Who to talk to when you are worried/ scared/ upset *Podcasts about the importance of being good *Random acts of kindness *Learn from our mistakes *Emotion Thermometers Staying safe on the internet *Stranger danger

	to be safe and no one is allowed to harm anyone else. Ability to speak up for each other.		*Stranger awareness *What to do if I feel unsafe? *Reminder posters *Turn It off or tell a teacher How to stay safe? *Fire safety, fire brigade *Lifeguard *Police *Cross the road safely
8-11 years Sexual health and well-being Violence, safety and support Rights and Equity Relationships	Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online. Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.	WM2-D WM3-A WM3-D WM4-A WM5-B	Look at a variety of messages and sort them into acceptable and unacceptable. Role play sessions, reacting to unfair message. Debate 'Girls should play Netball, not football' Looking at Sexism Gender discrimination etc. Looking at examples from the media, stereotypes. *Being kind to people who have a different religion to you RE – King of Denmark (Yellow Star), standing up for what is correct in the face of discrimination. *All children should be treated the same- equality activities *How to be kind to your friends and siblings *Make posters about the Rights of the Child Teach children the appropriate to respond to challenge discrimination. How to report people online if they are being unfair

Understanding of the right for everyone to be free from harm or abuse. An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play. How to seek support for oneself, and offer support to others. How to be a good friend and advocate for others. Understanding of the right to bodily privacy, personal boundaries including online. Understanding how behaviours may be perceived by others offline and online. Recognising which steps to take to keep safe from harm both in offline and online friendships. Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms.	WM3-D WM5-E WM5-D WM5-E	How to report people online if they are being unfair. How to support a friend – Social situation/Role play. *Drama role play *What to do if someone is mean to you online UNCRC - You have the right to be safe. The children need to discuss – what is abuse? - Physical, abusive, sexual, emotional abuse and neglect. (NSPCC/E Safety) Awareness of who to talk to in and outside school – Mentors/Childline/PCSO
Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.	WM3-D WM5-E WM5-D WM5-E	ESafety skills – friendships online/offline. The dangers of grooming - NSPCC. Looking at how language can be used to manipulate friendships. *What to do if you

	Know how and when digital media can be shared safely, with permission and when it can be a source of harm. Awareness of the benefits and dangers of the internet and social media in forming friendships online. Exploring the motives behind fabricated and digitally-altered media. An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable.	WM3-D WM5-E WM5-D WM5-E	don't want to play *How to say 'no' The children will look at SMART rules – benefits of friends online? - Should you have friends online? Looking at digitally manipulated images, Catfishing, keeping it real online. Keeping safe online – sharing issues with a trusted adult. Who do you go to? - Who should you tell? - What should you report?
	Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.	WM3-D WM5-E WM5-D WM5-E	Children will understand the laws linked to discrimination. UNCRC and anti-discrimination laws. *Learn about who you can trust *How to be safe at the park *How to be safe when you are out playing *That it is not ok to hit children - new Welsh Law