



Ysgol Gynradd Drury

RSE Policy

2025 - 2027



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Education & Youth

Relationships & Sexuality Education (RSE)

Policy 2023

Model Policy for Primary Schools / Special Schools & PRU's

Date first implemented	September 2022
Date of last amendment	
Version	1
Date of next review	Spring 2027
Policy owner for review	Learning Advisor – Health, Wellbeing & Safeguarding

School	Drury Primary School
Date policy approved	This policy was approved by the School's Governing Body on:
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	April 2027
Chair of Governors Declaration	
Head teacher Declaration	<i>Elizabeth Jones</i>

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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 Mrs Jo Jones at the school office.

Statement by the Governing Body

By adopting this policy, the governing body of Drury 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 on an annual basis to ensure the policy is in alignment with the latest Welsh Government guidance and statutory regulations.

This policy encompasses the school's approach to RSE. It has been approved by the Senior Management Team through consultation with LEA. The policy now needs to be shared and amended by the staff and Governors.

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 and Anti Bullying.

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.**



1. Introduction - 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 Drury Primary 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.

2. Vision of our RSE Curriculum

The vision for Relationships, Sexuality Education at our schools 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

3. Curriculum Design

Our RSE curriculum is embedded within our Health and Wellbeing AoLE. We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

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There are 3 National elements that the RSE curriculum is based on. These are;

- **Relationships and identity**

- 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 wellbeing (at a developmentally appropriate level)**

- 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**

- 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 Drury Primary School, in order to progressively teach these areas, we utilise the 'Jigsaw Mindfulness PSHE' approach to delivering RSE within Drury Primary School. This forms part of a wider delivery of Health and Wellbeing across the School. The Jigsaw Scheme sets out a broad range of 'pupil friendly' themes to deliver to all pupils in a progressive way over the year.

- Being me in my World - covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.
- Celebrating Difference - focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber bullying
- Dreams and Goals - aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the



dreams and goals of others in different cultures/countries, and their dreams for the world.

- Healthy Me - covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic
- Relationships - has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this theme is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All lessons are delivered in a developmentally appropriate way so that they meet children's needs
- Changing Me - deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are diverse subjects for children to explore. Each year group thinks about looking ahead, moving year groups or the transition to secondary school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. All year groups learn about how people and bodies change. This theme particularly links with the Science & Technology AoLE when teaching children about life cycles, babies and puberty.

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, LGBT 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).

4 - 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

Class teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of RSE, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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

Drury Primary School recognises that parents/carers are crucial to the success of the RSE programme. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. The school therefore provides information about what is delivered and provides opportunities for parents/carers to comment on policy and practice. This can be done via e mail to the school and requests and questions will be answered by appropriate members of staff. The RSE policy is available to view on the schools website.

Our RSE lead teacher is Sian Ellis. 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.



United Nations Convention on the Rights of the Child

At Drury 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).

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 with year 6 learners every 2 years.

5 - Delivery of RSE

Our Relationships and Sexuality Education programme will be delivered in an developmentally appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes. Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to

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- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

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

Drury 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.

6- 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.

7- Period Dignity

Drury Primary School fully supports the Welsh Government Period Dignity Strategic Action Plan (*draft published for consultation Oct 2021*), which aims to end the stigma and shame associated with periods.

We will support the plan by ensuring the following:

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1. Provision of free period products, including environmentally friendly resources that learners can access from the school office and disabled toilet.
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.

8 - Working with Specialist External Agencies

In order to enhance and enrich our RSE provision, the teaching will occasionally be supported by external agencies including the schools PCSO.

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.

9- Staff Professional Development

Our school recognise that Professional learning is a key requirement for high-quality RSE. The school will facilitate that all teaching and associated members of staff receive appropriate 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. Safeguarding and Child Protection is reviewed annually.

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.



10 - Safeguarding and Confidentiality

At Drury Primary School all staff follow the Wales Safeguarding Procedures 2022. The Designated Safeguarding Person (DSP) at our school is Elizabeth Jones, Headteacher.

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 below:

- 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.
- Always follow our Safeguarding Policy if there are child protection concerns.

11 - Equality and Diversity

As an employer and provider of services Drury Primary 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. Drury 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.



12 - 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 questionnaires. The policy will be reviewed on an annual basis.

References

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

Social Care Wales (2022) Wales Safeguarding Procedures

<https://safeguarding.wales/>

Welsh Government (2021) Period Dignity Strategic Action Plan

<https://gov.wales/sites/default/files/pdf-versions/2021/10/3/1634684470/period-dignity-strategic-action-plan.pdf>

Gwent Healthy Schools: Gwent RSE Model Policy 2022 DRAFT

Ceredigion Healthy Schools: Ceredigion Schools RSE Policy 2022

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