



Borrás Park Primary School

Relationships and Sexuality Education (RSE) Policy

Signed: _____ Chair of the Governing Body

Date agreed: _____

EIA Completed September 2022 and reviewed in line with policy review

Accessible Formats

Other accessible formats of this document including Welsh, 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 Borrás Park Community Primary School (01978 346890).



Relationships and Sexuality Education (RSE) Policy

Name of staff member responsible for the RSE policy: Jenny Jones
Name of the school's Relationships and Sexuality Education Lead: Ceri Davies , Nicola Griffiths
Name of Governor with responsibility for RSE: Kay Andrews
Date of adoption of the RSE policy by the Governing Body: 05.05.23
This policy will be reviewed every two years Date of next review: May 2025

Statement by the Governing Body

The governing body of Borrás Park Community primary School adopted this policy in May 2023. This policy will be reviewed by the governing body in two years to ensure the policy is in alignment with the latest Welsh Government guidance and statutory regulations.

By adopting this policy, the governing body of Borrás Park Community primary School recognises its responsibility for ensuring the policy is implemented effectively, that RSE is adequately resourced, staffed and delivered using a cross-curricular approach and ensures that the school fulfils its legal obligations.

What is sexuality?

For the purpose of this policy, the word **sexuality** is defined as '**a word we use to talk about how we understand our bodies and how we understand our relationships.**'

Introductory Statement

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 therefore plans and delivers 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 and being kind to 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](#)
- [Curriculum and Assessment \(Wales\) Act 2021](#)

UK Government

- [Equality Act 2010](#)

This policy is created in conjunction with other policies, including: Safeguarding, Child Protection, Behaviour and Anti Bullying).

Right to Withdraw

From September 2022 RSE is a mandatory requirement in the Curriculum for Wales 2022 for all learners from age 3 to 16 years. It is specified within the RSE Code that there is no right to withdraw learners from any part of RSE.

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.

Curriculum content will not influence or favour any particular life choices or opinions in relation to relationships, sexuality and identity; content will inform and educate learners about their place in the society and community we live.

Media and external groups may create scepticism and concern over what the RSE curriculum will expose our children to. Parents/carers are assured that learners will not be exposed to learning content that is not appropriate for their level of understanding and stage of development.

Considering the amount of information/misinformation that is available in society that children may be exposed to, this policy / curriculum aims to present factually accurate information in an age-appropriate way.

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 3
- Phase 2: from age 7
- Phase 3: from age 11

Our RSE lead 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. For a consistent approach and to ensure progression through the school, teachers will use the Jigsaw PSHE programme as a basis for planning, lesson content, diagrams, terminology and topical/ thematic coverage.

The Jigsaw programme mentions the term, "transition" within the content overview. By transition, this refers to the changes a child experiences as they grow up through school or the transition between babies, toddlers, children, adolescents, adults and old people. It can also mean a transition between classes or stages in school or the transition from primary school to secondary 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.

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 with selected learners every two years.

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.

RSE Provision

Our whole school RSE provision is detailed within a scheme of work document and it is available to be viewed on request. This document specifies how 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.

Safe learning environment

The school will ensure a safe learning environment for teachers, staff and learners by using a Local Authority approved scheme of work and agreeing to refer to scripts for delivery of certain information. The scripts are noted within the whole school scheme 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.

Health and wellbeing support services for learners

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

Answering learners' questions

Learners will have opportunities to ask confidential/anonymous questions when appropriate by using an anonymous question box/worry 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.

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 nurse, health professionals, NSPCC, Credu WCD, North Wales Police, Healthy Schools Team, PCSO, Youth Workers 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.

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.

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.

Partnerships with parents/carers and the local community

The 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 and feedback on the policy through regular questionnaires. The school also operates an open-door policy so all comments are valued and considered. 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.

The RSE policy is available to view on the school's website.

Responsible Officer (Head Teacher)	Rob Nicholson
Assessment Owner	Jenny Jones
e-mail address	mailbox@borraspark-pri.wrexham.sch.uk
Full job title	Deputy Headteacher
Title of Policy	Relationships, Sexuality Education (RSE) Policy
Rationale: Why is it being considered? What need is being addressed?	Policy update Policy update – Healthy Schools/ new curriculum
Aim: What is the intended outcome of the policy?	For School to recognise its duty of care for the health, safety and wellbeing of pupils, staff and all stakeholders. To ensure that school complies with statutory provision.
How: How will it be delivered, by whom and by when?	Policy will be implemented across school.
Who: Who are the people likely to be affected by this policy? How have you consulted with the people who are likely to be affected?	Pupils, visitors, staff and parents/carers Healthy Schools template Policy Discussed with staff and GB meetings.
Measures: How will you know you have achieved your aims? What are your measures / indicators of success?	Policy will be reviewed and updated where necessary. Policy will be shared with all GB and all staff and pupils.
Identify any other policy or decision [internal or external] that may affect your proposal. Consider this in terms of: <ul style="list-style-type: none"> • Statutory requirements; local policies e.g. • Regional decisions e.g. those made by cross county partnerships for your schools; and / or National policies e.g. Welfare Reforms 	This is a statutory policy which has to be reviewed in line with New Curriculum.

	Carers	Age CYP	Age Adults	Disability	Gender / Sex	Pregnancy and Maternity	Race/ Ethnicity	Religion or Belief	Sexual Orientation	Marriage and Civil Partners-hip	Gender Reassignment	Poverty	Welsh language / culture
Q1 Would this proposal significantly affect how functions are delivered to any of these groups?													
Q2 Would this discriminate against any of these groups?													
Q3 Would this proposal advance the equality of opportunity for these groups?	+	+	+	+	+	+	+	+	+	+	+		
Q4 Would this promote good relations between these groups and the wider community?							-	-			-		

If your proposal will not have any impact on 'people' please outline why this is the case below:

PLEASE NOTE:

It is very rare that a project or proposal will not impact on people (you should also consider staff as well as client users/customers)
 If your policy or change is as a result from a UK or Welsh Government directive, then you should impact assess the impact of this policy or change locally.

If you have indicated a possible negative effect on any Protected Characteristic within the screening tool, please complete the relevant sections of the Matrix below that correspond to that possible negative effect. You will need to consider:

- **What is the likely scale of the impact and how this can be reduced?**
- **Who are the people that are likely to be affected by this proposal, could they experience multiple disadvantage e.g. if they are young and have a disability.**

Difficult to determine but Parents have a right to object to delivery of curriculum and will need to voice their objections and school to determine mitigations to over come issues. School will deliver the curriculum sensitively.

EIA: Are we being fair?

Evidence Documents

Please list any documents that you have used in the EIA process as evidence, such as consultation reports; service user data; CENSUS or ONS statistics; etc. by title and where it is held should it be required in the event of a challenge.

Health and Safety policy
WCBC Statement of Health and Safety arrangements for schools
Safeguarding Policy

Follow Up

Please respond to the following questions within **12 months** of implementation of the policy:

- Was any mitigation applied or was the proposal delivered as originally planned prior to the Equality Impact Assessment? Delivered as planned in former policy
- Were the intended outcomes of the proposal achieved or were there other results? Yes - achieved
- Were the impacts confined to the people you initially thought would be effected, or were other people affected? How? As expected