Ysgol Tŷ Monmouth Policy

Relationships and Sexuality Education (RSE)

POLICY STATEMENT

- UNCRC Article 6 'Pupils have the right to life and to grow up to be healthy.'
- UNCRC Article 24 'Pupils have a right to the best health possible and to medical care and to information that will help you to stay well.'
- Our school recognises that Relationships and Sexuality Education (RSE) plays a central role in supporting Pupil's rights to enjoy fulfilling, healthy and safe relationships throughout their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our Pupils, preparing them for the opportunities, responsibilities and experiences of adult life.
- Our school understands that RSE should support Pupils to develop the knowledge, skills and values to understand how relationships and sexuality shape their own lives and the lives of others. We aim to equip and empower our Pupils to seek support on issues relating to RSE and to advocate for self and others. Pupils will be given the opportunity to understand and develop safe relationships, whilst also developing the skills to identify risks and seek help if needed.

Document Control			
Policy Code:	TŷM14	Policy Owner:	Quality Team
Version:	26.04_v2.05	Policy Author(s):	Rhuanedd Deroy-Jones (Headteacher) Anne Stephens (Deputy Headteacher)
Date ratified:	April 2026		
Review Frequency:	Yearly		
Next review date:	April 2027	Ratifying Committee:	PRG

Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
April 2026	V2.05	Abbie Heard	Annual Review
April 2025	V2.04	Abbie Heard	Annual Review
September 2024	v2.03	Abbie Heard	Annual Review

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1. Scope

1.1 Aims and Objectives

1.1.1 We aim to provide our Pupils with an age appropriate RSE programme that is tailored to Pupils physical and emotional maturity. We aim to deliver the RSE curriculum in a safe, relaxed, non-intimidating and focused manner, where Pupils develop confidence and trust in the knowledge, ability, and skills of their teachers.

1.1.2 The curriculum will:

- Enable Pupils to make positive choices about their physical, sexual and emotional health, both now and in the future.
- Develop appropriate skills to become responsible individuals able to make informed decisions about health, well-being, and relationships, including sex and sexuality where appropriate.
- Support Pupil's to be respectful of themselves and others, whilst celebrating diversity and difference.
- Understand the positive aspects of safe and stable relationships, and the signs of a risky or abusive relationship.
- Know where to gain help, information and treatment when needed.
- Understand the law, and its consequences in relation to RSE.

1.2 RSE Curriculum Overview and Structure

1.2.1 In line with Welsh Government curriculum guidance, the RSE curriculum is set out under three broads strands that can be inter-linked. These are:

- relationships and identity
- sexual health and well-being
- empowerment, safety, and respect.

1.2.2 Within these strands, there is also coverage of the following themes:

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

1.3 Relationships and Identity

1.3.1 Within this strand, Pupils will develop the understanding and behaviours that will support them to maintain healthy, safe, and fulfilling relationships throughout their lives. Pupils will learn to:

- Identify and value different types of relationships.
- Identify the range and diversity of relationships that human beings have throughout their lives.
- Understand how identity can be shaped by our relationships and sexuality; and develop a sense of self.
- Develop empathy, compassion, and communication skills.
- Understand the importance of human rights in securing healthy, safe and fulfilling relationships in an inclusive society.
- Recognise the influences of biology, technology and social, cultural and religious norms on identity, relationships and sexuality.
- Recognise positive and harmful behaviours, and norms.
- Develop the confidence to advocate for themselves and others.
- Understand how rights can support and underpin equitable, respectful relationships, and a fair and inclusive society.

1.4 Sexual health and well-being

1.4.1 Within this strand, Pupils will learn:

- The importance of maintaining personal health and well-being (including hygiene).
- How living things grow, reproduce and have a life cycle.
- 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, ensuring a representation of the LGBTQIA+ community.
- To understand the menstrual cycle and the factors affecting the reproductive system, including fertility.
- To understand the possible outcomes of the decisions made relating to sexual health and relationships.
- To recognise the diversity of body types, and how perception and understanding of the human body is shaped by society, law, science and technology.

1.5 Empowerment, Safety and Respect

1.5.1 This strand builds on the positive behaviours and skills of healthy relationships. It reinforces the requirement to support Pupils to develop empathy, kindness and compassion, and to have confidence to gain support for themselves or others if required. Within this strand, Pupils will learn:

- Personal rights to safety and protection and freedom from harm and discrimination (including from violence abuse and neglect).
- To understand change and conflict, and the impact of these on relationships.
- How and where to seek information, help and support.
- How to support and advocate for the rights, fair treatment and respect of all.
- To recognise the legal protections that exist and understand that criminal law makes some behaviours unlawful.
- To recognise to potential for criminal sanctions for those found guilty of committing criminal offences.
- To understand the social, emotional, physical and legal nature and impact of harmful behaviours (including bullying, and LGBTQIA+ based bullying, sexual violence and gender-based violence in a range of contexts, including online).

1.5.2 Pupils are provided with opportunities to develop learning in RSE across the curriculum in all Areas of Learning and Experience, however, RSE is specifically covered within the Health and Well-being and Science and Technology Area's of Learning Experience. The Science and Technology curriculum will cover aspects of living things, growth, puberty and reproduction in a Pupil centred, individualised manner, and the Statements of What Matters in the Health and Well-being area are:

- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.
- Healthy relationships are fundamental to our well-being.

1.6 RSE Curriculum Delivery

1.6.1 Our RSE content is developmentally appropriate for each of our Pupils and takes account of a range of factors such as the Pupils age, knowledge, maturity, personal background and any additional learning needs. This is essential to ensuring Pupils are kept safe from information for which they are not sufficiently mature to process.

1.6.2 In order to ensure the RSE content is taught in an inclusive manner, the curriculum also considers a range of views, values and diversity of relationships; and gender and sexuality, including LGBTQIA+ lives.

1.6.3 RSE will also be delivered within in the context of a whole school approach, and strategies will include:

- Discussion and circle time.
- Delivery of PSE through the AOLE's (Areas of Learning and Experience).
- Specific annual learning opportunities (for example internet safety, anti-bullying and safeguarding week).
- Application of therapeutic approaches (for example by implementing PACE).
- Termly Themes.
- Specific and individualised sessions based on evaluation of trends (for example, diversity / racism or bullying).
- Community links (for example, sessions with the police liaison officer and local health services).
- Individual and paired / collaborative work.
- Role play.
- Team building and leisure activities.

1.6.4 Furthermore, the curriculum content will be structured according to our three stages of learning (Nurture, Flourish, Grow):

1.6.5 Nurture (generally 7-11 years old, though also matched to Pupil's developmental level, experience and need)

1.6.6 The curriculum for this group of Pupils builds upon skills and provides Pupils with a nurturing environment in which they can explore and develop confidence. Our Nurture stage adopts a thematic approach, with the introduction of key concepts such as:

- Developing self-esteem and confidence, with a positive approach to themselves and others.
- Having the opportunity to make choices and take responsibility in a variety of situations.
- Interoception and recognition of emotions within self and others, with an increased understanding of the interactions that influence this.
- Understanding how and why you should stay safe and well, both mentally and physically (including hygiene, diet, exercise and emotional regulation).
- Recognising parts and functions of the body parts (including factual names for genitalia).

- Recognising what it means to be living.
- Recognising physical and emotional changes that occur through life (for example during puberty, pregnancy and old age).
- Understanding physical and behavioural boundaries.
- Understanding where to go and how to ask for help when needed.

1.6.7 Flourish (generally 11- 14 years old, though also matched to Pupil's developmental level, experience and need)

1.6.8 The Flourish curriculum focuses on supporting the Pupils to apply skills learnt in the Nurture stage and strengthen knowledge about themselves and the wider world. The content is developmentally appropriate and driven by Pupil's individual needs. At this stage, the curriculum supports Pupils to:

- Build on knowledge and skills to keep physically and mentally safe and well.
- Develop positive relationships with themselves and others (developing caring, responsible and honest relationships).
- Continue to understand and regulate emotions and manage the factors that affect these.
- Participate in opportunities to extend empathy, kindness and compassion toward self and others.
- Develop an understanding of difference between individuals and groups of people and explore this without prejudice.
- Identify and describe aspects of different relationships with a variety of people, including family dynamics.
- Understand safe and risky behaviour in regard to RSE, including an introduction to the law around this.
- Develop a more in depth understanding of life cycles, the reproductive system, and reproduction.
- Understand sexual health within the context of a safe relationship.
- Understand where to get factual and supportive information and support, both internal and external to the school.

1.6.9 Grow (generally 14- 16 years old though also matched to Pupil's developmental level, experience and need)

1.6.10 The Grow curriculum supports Pupils to apply the skills they need for their future as they transition into adulthood. This stage will focus on providing a toolkit for managing RSE beyond school life, and will provide opportunities to:

- Demonstrate a responsible, safe and healthy attitude to themselves and others.

- Respond to others as a respectful citizen both within school and in the local community.
- Demonstrate a mature attitude toward RSE and apply respectful curiosity to a range of beliefs within our society.
- Understand what affects personal health and well-being and adopt a safe approach to nurturing this.
- Understand the importance of sexual health, and the risks involved in sexual activity (including abuse and exploitation).
- Develop strategies to safely manage changes and conflict in relationships.
- Understand the importance of stable family relationships.
- Develop confidence to access appropriate advice and support when needed.

2. Specific Issues

2.1 Personal Beliefs

2.1.1 The personal beliefs and attitudes of teachers will not influence their teaching of RSE.

2.2 Language and Ground Rules in Lessons

2.2.1 All Team Members teaching RSE will set ground rules for their classes. For example:

- No-one (Team Member or Pupil) will have to answer a personal question.
- No-one will be forced to take part in a discussion.
- The only language used will be easily understood and acceptable to everyone in the class.
- Meanings of words will be explained in a sensible and factual way.

2.3 Dealing with difficult questions

2.3.1 If a question is too explicit or is inappropriate, the ~~teacher~~ teaching Team Member will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers.

2.3.2 If a Pupil makes a disclosure that causes the teacher concern, they will refer this to the Designated Safeguarding Person at the earliest opportunity and within that school day.

3. Monitoring and Oversight

3.1 Equal Opportunities

3.1.1 RSE is inclusive of all Pupils; they have an equal entitlement to good quality RSE. The whole school community will support an approach, which ensures that no individual will be discriminated against on the grounds of gender, race, disability, culture, ethnicity, age, religion or sexual orientation.

3.1.2 Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. Resources will also be adapted according to Pupil need (for example, preferred communication method), and where necessary, in line with Pupil Individual Development Plan's or Education Health Care Plan's. The RSE programme will be sensitive to the needs of all Pupils in the school.

3.2 Confidentiality and Communication with Parents /Guardians

3.2.1 Parents / carers are informed of the school's confidentiality policy. The school will be acting in loco parentis. Whenever a Pupil makes a disclosure, they will be encouraged to talk to their parents or carers, as appropriate. Safeguarding issues will be addressed as necessary; but if not necessary, the wishes of the Pupils will be taken into account. All Team Members and visitors must follow safeguarding guidelines.

3.2.2 Parents and guardians have access to clear information regarding RSE, in order to understand the topics and general content that will be taught at each stage of learning (please refer to Appendix 1-3).

3.2.3 Currently, Parents /Carers do not have the right to withdraw their child from aspects of RSE. However, Ysgol Tŷ Monmouth is committed to developing close partnerships with parents / guardians, and therefore Parent/Carer views are considered through the evaluation and monitoring process. Parents/Carers will also be made aware of any sessions delivered by external agencies or professionals.

3.3 Health Professionals and External Agencies

3.3.1 Where appropriate, the teaching of RSE will be supported by the internal clinical team, who may work in partnership with external health and other support agencies. This will be arranged according to the individual needs of the Pupils, and as part of the planning process.

3.3.2 Any supporting agencies must be familiar with this and other key policies, including the safeguarding, code of conduct, confidentiality and visitors' policies.

3.4 Monitoring and Review

3.4.1 This policy will be a working tool which will be regularly updated and reviewed on at least an annual basis, in order to ensure it meets the needs of our Pupils. Feedback from Parents/Carers and Pupils will also be sought through questionnaires, discussions and evaluation forms.

3.5 Legislative Framework

3.5.1 This policy has been drawn up with regard to best practice and guidance from the below:

- The Curriculum for Wales – Relationships and Sexuality Code, 2022
- ALN Code of Practice Wales 2021
- Curriculum for Wales Guidance 2021
- United Convention of the Rights of the Child 1991
- Data Protection Act 1998
- Children Act 2004
- Education Act 2002
- Section 241 of the Education Act 1993
- Section 46 of the Education Act 1986
- Section 1 (2) of the Education Reform Act

4. Appendix One: Relationships and Identity phases as set out in the Relationships and Sexuality Code (WG, January 2022)

Phase 1	Phase 2	Phase 3
Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.	Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.	Understanding the positive and negative characteristics and healthy or unhealthy aspects of a range of relationships including family, friendship, romantic and sexual. Ability to develop and understand the importance of equity, mutual respect and affection in relationships with others.
An awareness of how to communicate wants and needs in relationships and begin to respect those of others. Awareness of how needs relate to rights.	How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others' rights and part of friendships and relationships.	Understanding and use of effective communication, decision making, managing and resolving conflict, and refusal skills in a range of different contexts and types of relationships, offline and online, including intimate relationships. Understanding how to speak out about harmful behaviours directed at them or others
Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.	Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these. Understanding positive behaviours in relationships and what can happen when relationships breakdown. An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.	Understanding how the diversity of relationships including marriage, and all types of civil partnership, has changed over time, and how relationships are positively and negatively impacted by social and cultural norms and laws in different ways around the world.

Developing a sense of themselves, in the context of families, friends and communities. Recognising how people value different things and have different families, friends and communities. Experiencing inclusive behaviours, language and role modelling that show respect for others, whatever their gender. Recognising learners' rights to be treated fairly, kindly and with respect.	Recognising how people's relationships with others shape who they are and their happiness. An awareness of how identity can be expressed in different ways. Valuing and recognising the contributions of everyone; and the importance of sex and gender equality. Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour. An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours.	Understanding how rights need to be balanced in a diverse society; the characteristics, benefits and challenges of living in a diverse society; and how and why attitudes have changed and are changing including towards gender and sexuality diversity. An ability to advocate for and advance the rights of all and understand and respect all people in relation to sex, gender and sexuality. Understanding how the law and human rights secure freedoms around sex, gender and sexuality and how these can differ in other countries and over time. Ability to critically explore and understand how a range of social, cultural and religious norms and influences about relationships, sex, gender and sexuality can shape perceptions and our well-being and can be both positive and harmful.

5. Appendix Two: Sexual health and wellbeing phases as set out in the Relationships and Sexuality Code (WG, January 2022)

Phase 1	Phase 2	Phase 3
The use of accurate terminology for all body parts. An awareness of the human life cycle and that reproduction is a part of life.	Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the process of reproduction, including what supports menstrual health and wellbeing. Recognising the process of pregnancy and birth.	Understanding how fertility, sexual function and menstrual health and well-being can change across the life course and how to find information and support when needed. The knowledge and understanding of how hormones continue to affect emotional and physical health throughout adulthood. Understanding how contraception can assist with reproductive choices, including awareness of abortion.
Awareness of how human bodies change as they grow.	The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.	Understanding of good sexual and reproductive health, including the range of risks and outcomes from sexual experiences and the knowledge needed to support informed decisions about sexual activity and about reproductive choices.
An awareness of the importance of personal self-care and hygiene.	The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.	The knowledge and understanding of the causes, symptoms and impact of conditions connected to sexual and reproductive health and to fertility, including sexually transmitted infections, HIV and reproductive cancers. Understanding and skills needed to minimise risks and seek help.
A recognition that everyone's body is unique and special to them.	An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people's bodies.	Critically engaging with positive and negative representations of a diversity of bodies, including through various forms of media and understanding that these can be unrealistic and harmful.

Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.	Awareness of how people can feel attracted to others s they mature and how this can lead to emotional and physical responses.	Understanding how all are entitled to safe and pleasurable relationships and recognising the role consensual sexual activity plays within healthy relationships. Understanding the legal age of consent.
Recognising trusted adults who can help them and whom they can talk to and ask questions of them, especially when they feel unhappy or unsafe.	Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.	Recognise and be able to use a range of support services to access information and support around relationships, health and well-being and safety.

6. Appendix Three: Empowerment, Safety and Respect phases as set out in the Relationships and Sexuality Code (WG, January 2022)

Phase 1	Phase 2	Phase 3
Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination. Ability to interact with others in a way that is fair.	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.	Understanding the importance of inclusivity, including for LGBTQIA+ people, non-discrimination and the value of diversity in our interpersonal behaviours and relationships. Developing a sense of individual and social responsibility to others, including consideration of how we respond to behaviours that are discriminatory, disrespectful and harmful, offline and online.
Recognising the right to be free from harmful, abusive and bullying behaviour. An awareness of how to recognise positive and harmful behaviours, including bullying. Abilit to share with a trusted adult when faced with harmful behaviour.	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.	Recognising harmful, abusive or coercive behaviour in personal relationships including control, violence and sexual violence and how to respond and seek help for self and others. This includes all forms of violence based on sex, gender and sexuality.
(Phases 1 and 2 include pre-requisite knowledge and skills for understanding the learning on consent at phase 3). Beginning to recognise that other people have	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 offline and online friendships.	Understanding of the importance of consent for safe and healthy relationships and in particular sexual relationships. Understanding of how consent can be communicated in different social contexts

thoughts, feelings and opinions that are different. An awareness of the need to seek agreement in order to share, for example toys. 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.	Understanding the social emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms. Developing the skills to build consensual behaviours and relationship and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.	and relationships, including online. A critical understanding of how consent is impacted by perception and social context and the factors that influence and impair people's ability to engage in consensual behaviour, for example substances, violence, coercion and relationship norms.
Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.	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 exploring 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.	Understand the ethical and legal issues relating to the consensual and non-consensual sharing of self-generated imagery, and rights to support safety, support wellbeing and protection. Understanding the impacts associated with sexual material and intimacy online, including the ethical and legal implications. An awareness of how sexual material and media often represents gender, sexual activity, bodily appearance and relationships in unrealistic and harmful ways.
An awareness that everyone has the right to be safe and no one is allowed to harm anyone else. Ability to speak up for each other.	Awareness of laws in place to protect form different forms of discrimination, violence, abuse, neglect and harassment.	An understanding of laws around RSE issues that are in place to protect us from all forms of discrimination, violence, abuse, neglect and harassment, and that laws are intended to protect not

		criminalise young people. An understanding of how to advocate for safe environments and the rights and understanding of everyone on a range of RSE issues. Appreciate the importance of safely speaking out against sex and gender based and sexual violence.