YSGOL GYFUN GŴYR RELATIONSHIPS AND SEX EDUCATION POLICY

Our Relationships and Sex Education provision at Ysgol Gyfun Gŵyr ensures that all our children and young people have high quality opportunities to develop their understanding of relationships and sexuality to empower them with the understanding and skills they need to make positive, healthy, safe and informed lifestyle choices. Any questions asked by our learners will be discussed sensitively and openly when appropriate with the different contexts, the situation, the age and the maturity of the learner. These aspects will also be dealt with when they occur within different themes.

It also ensures that our children and young people prove their rights according to UNICEF

These rights include:

1. the right not to face discrimination **(Article 2)**
2. the right to be heard, to express an opinion, and to be involved in decisions (**Article 12**)
3. the right to access information that will allow children to make decisions about health (**Article 17**)
4. the right to experience the highest possible level of health, access to health facilities, preventive health care, and education and family planning services (**Article 24**)
5. the right to an education that supports all children to develop and reach their full potential, and prepare children to develop understanding and tolerance for others (**Article 29**)
6. the right to protection by the government against sexual abuse and exploitation (**Article 34**).

Introduction

Relationships and Sex Education (RSE) is designed and integrated as part of the whole curriculum, with effective co-ordination to ensure progression and progression in learning across the key stages. It is also seen as part of the full pastoral programme which contributes to a whole-school ethos, one that places a focus on complete personal development by placing an increase in the individual's knowledge and understanding of relationship and sexuality issues, with skills development and self-interest at the forefront. Relationships and sex education contributes to promoting the spiritual, moral, cultural, mental and physical development of our learners in order to prepare them for the opportunities, responsibilities and experiences of adult life. Healthy relationships are seen as an essential element in establishing and maintaining good physical, intellectual, social, mental and emotional health. Relationships and Sex Education explores the interconnected ways in which a wide and diverse range of influences affect the ability to form and maintain positive relationships. Understanding how relationships are formed, developed and maintained enables us to develop the skills and attitudes that allow us to create our own healthy relationships. It supports young people to develop the necessary knowledge and skills to effectively navigate these rapidly changing influences and establish respectful

and safe relationships throughout their lives. These include developing healthy relationships, violence against women, the law around sharing images, consent, contraception, protection against sexual infections and domestic violence.

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

This policy has been issued in accordance with the Curriculum and Assessment (Wales) Act 2021; link here.

This policy has been issued in accordance with the Curriculum and Assessment (Wales) Act 2021; link here.

The NRA policy reflects the principles of the school's other policies such as:
Safeguarding/Child Protection Policy,
Policy 'Dysgu Byw'
Anti-bullying Policy
Equality Policy
Diversity and Confidentiality Policy
Health and Wellbeing Policy

Relationships and Sex Education, while fostering positive attitudes and behaviours, also provides learners with space to explore the characteristics of non-healthy and negative relationships. Such as Violence against women, domestic abuse, and sexual violence.
The RSE policy reflects other school policy principles such as Personal and Social Education (PSE), Safeguarding/Protecting children, Preventing bullying, Equality, Diversity and Confidentiality.
Families are encouraged to play a role in their child's education in supporting them to understand relationships and sexuality. Education at school will not replace this learning, rather, it will exist alongside it to ensure that all children and young people develop their understanding of healthy relationships, equality, safety, well-being, and their rights.

RSE Whole School approach

A whole-school approach is used to deliver RSE to create clear and effective links between all elements of the school curriculum, policy, and community. This encourages communication and reinforces a positive and holistic ethos for our learners.

Teaching Relationships and Sexuality Education

Relationships and Sexuality Education plays an important role in achieving curriculum aspirations. It has a cross-curricular element in the different areas of learning and experience and from different departments. It is also taught in KS3 Wellbeing lessons and KS4 and 5 Dysgu By lessons.

1. **In Dysgu Byw lessons**
2. **In KS3 Wellbeing Lessons**

3. **Cross-curricular**

Through Health and Wellbeing lessons and the school's Dysgu Byw provision from the Health team, a group of teachers who have chosen to specialise in teaching this theme to pupils at the school. Teaching is occasionally reinforced by sessions run by external agencies and health experts. Relationships and Sex Education is usually taught to mixed ability classes of boys and girls, but occasionally, as necessary, due to the sensitive nature of the material and groups of pupils, matters taught e.g. examining the body to detect sexual infection, sometimes we arrange for boys and girls to be taught separately. Sex Education is taught sensitively while maintaining at the forefront of the principle of safer sex in the context of loving relationships and the importance of a non-judgemental approach to responsible and legal sexual behaviour. In addition, the school's commitment to the Healthy Schools Scheme also teaches pupils about aspects of Sexuality and healthy relationships Education.

Supporting the Pupil

Due to the sensitive nature of the content of the Shared Education and Sexuality programme, a pupil may, intentionally or unintentionally, share information with teachers that may be a cause for distress in relation to Child Safety issues. In such circumstances, it is essential that teachers follow the guidance contained in Swansea County and County Council's Child Protection Policy and the School Procedure on Cases of Abuse. As a result, the pupil may need support through the means of the school counsellor or from an external welfare agency e.g. Social Services. Throughout the whole process, efforts are made to gain the pupil's trust and understanding of the action, in conjunction with parents/carers, except if that places the pupil at greater risk.

Sex Education Management

The school's Relationship and Sexuality Education programme and its teaching and teaching standards are managed by Mr Emyr Myers, RSE Co-ordinator. The RSE co-ordinator will identify the needs of staff in terms of professional development and meet their needs while encouraging and organising ongoing professional Development on aspects of Relationships, and Sexuality Education. Effective practices are regularly shared among the team of teachers.

Signposting

Our whole-school and effective approach to Relationships and Sex Education ensures our learners know where to turn for relevant, accessible information about services that meet their needs, including helplines, websites, and local advice and sexual health services. Our learners are encouraged to talk to an adult they trust about any feelings that cause them difficulty and have access to helpline numbers, websites and relevant organisations.

There are 3 different components Relationships and Sex Education:

1. **Relationships and Identity**
2. **Sexual Health and wellbeing**
3. **Empowerment, safety and respect**

Confidentiality

Teachers and staff are supported to provide various advice, counselling and treatments to learners in INSET sessions, morning meetings and professional scrums. Support is also provided for staff having dealt/to deal with personal disclosures.

Working with parents/carers and the wider community

We work effectively with parents and carers, to ensure that our Relationships and Sex Education provision meets the needs of our learners. It will not always be possible to consider the wishes of all our parents/carers but parents/carers will be consulted through our Parent-mail system. Following on from the Welsh Government's decision, parents and carers no longer have the right to take their children out of Relationships and sexuality lessons.

The RSE policy is made available to parents/carers, e.g. in the school's handbook and in other materials about the school curriculum.

Working with visitors and external agencies

When visitors and external agencies provide sessional learning opportunities for learners, the school will ensure that:

- The school and the external provider have agreed the aims, content and approach to be adopted.
- The local authority (education department) know of and have approved the agency as a provider of RSE support within schools.
- The school has made the provider aware of any relevant school policies.
- The school has informed and prepared pupils ahead of the visit and allowed them time to prepare questions.
- Schools who commission external agencies will apply and follow the safe recruitment and commissioning procedures of the local authority.
- The school has planned for the provider to be actively supported by a teacher throughout the visit.

Developmentally appropriate RSE

The Act requires that the RSE provided must be developmentally appropriate for learners. Therefore, schools and settings must take account of a range of factors such as the learners age, knowledge and maturity and any additional learning needs. RSE at Ysgol Gyfun Gŵyr will be developmentally appropriate for each learner. The age of learners should be one of the criteria by which practitioners decide upon the appropriateness of content; however, there will be other factors they will need to consider when planning provision. Factors such as the physical, mental and emotional development of learners should also be taken into account. This is essential to ensuring learners are kept safe from information for which they are not sufficiently mature to process. This, however, should not be a reason for not providing children and young people with the essential information they need as they develop physically, mentally and emotionally; developmentally appropriate RSE requires the coverage of subjects that are integral to learners' development. For example, issues which may affect some younger learners, such as puberty and menstruation, should be engaged with sensitively and before the onset of physiological changes. We will also consider how appropriate support is provided through a whole school approach such as, in the case of puberty, ensuring that learners have access to sanitary products.

The Principles of our Shared Relationship and Sexuality Education are:

Principles of Relationships and Sexuality Education Comprehensive School		
Empowerment and transformation By using a RSE approach that empowers and transforms learners, there is a positive approach to learning. Positive approaches to Relationships and Sex Education are used to enable children and young people to develop the knowledge, skills and understanding to make informed choices that support positive life experiences, including sexual well-being and healthy relationships.	**Protective and preventative** A preventative and defensive approach is taken, rater than just an approach that focuses on strategies that reduce personal risk. Using interactive pedagogy that encourages collaboration within the school and with parents and the wider community. Support children and young people to develop the necessary resilience, compassion and emotional and social literacy to engage positively with change (e.g. in relation to their identity, body, relationships, in families and in society). Support in building children and young people's confidence to communicate effectively and know where and how to seek advice and support,	**Relevant, appealing and co-produced-** Appropriate to development, based on rights and equality, Age appropriate. And giving learners equal access. Hearing the voice of our learners and gather their views to better understand their experiences and permanently re-add the design of our Relationships and Sex Education provision. Engage with parents and carers to shape provision that takes account of their wishes and concerns and is appropriate to the age and circumstances of our learners.
Inclusive We recognise the importance of diversity and difference across a range of identities related to relationships, gender, sexuality and that diversity is a source of strength and core to a cohesive, fair and just society. Meets the needs of all our learners.	**Creative** Creative approaches develop learners' ability to look at different perspectives and actively develop empathy and consider the perspective and experience of others. Creative pedagogy is used for developing safe and attractive learning methods.	**Holistic** A holistic approach is used in exploring the interconnected ways in which gender, gender, sexuality and relationships shape people's lives across the world. A Whole-school approach is used to teach the texts of Relationships and SexEducation Learners are given the opportunity to revisit and build

		on key concepts throughout their education as they grow in age and understanding.

Aims and Outcomes

Relationships and Sexy Education is taught within a framework of moral values and principles and thereby:

1. give pupils the opportunity to gain information about their bodies and the processes involved in growing up and sex - such as adolescence, prevention and sexual infections offering them the opportunity to discuss issues that matter at certain times as they mature.
2. build confidence, self-esteem and self-reliance to develop a personal moral code that will enable them to resist any unfair pressure to be sexually active
3. develop sensitivity and respect for other values and feelings of race, gender and religion
4. discuss Sex Education within the context of a loving and caring relationship of personal responsibility, of self-esteem and respect for others discussing the need for love, trust and commitment in sexual relationships
5. foster the awareness that everyone has the right to be respected
6. exchange bias for factually accurate information that ensures the safety of the individual
7. learn that all individuals have the right to make choices for themselves and not to be sexually active
8. emphasise that all children have the right to be wanted and that discussing the responsibilities of starting and raising a family and the importance of prevention is an essential part of starting a sexual relationship
9. provide information on prevention methods together with the implications of the various options
10. raise the awareness that unsafe sex inadvertently involves conception of a child, catching sexual infections, and other long-term illnesses such as HIV/AIDS.
11. teach our learners that every individual has rights over their bodies and what happens to them, thus raising an individual's awareness that certain sexual acts constitute abuse and thereby increasing their confidence to seek help in any negative situation
12. develop in individuals a set of Essential and Key skills so that they can act increasingly successfully as learners and citizens

UNESCO #CSEandMe.

The elements of the campaign will be used as the basis for RSE which includes eight thematic areas:

1. Relationships
2. Values, rights, culture and sexuality;
3. Understanding gender;
4. Violence and security;

5. Health and well-being skills;
6. The human body and its development;
7. Sexuality and sexual behaviour;
8. Sexual and reproductive health.

Bullying

Relationships and Sex Education creates an environment where learners develop respect for others. We deal with bullying and harassment in all its forms, including bullying related to sexual orientation and sexual relationships. The different types of bullying are identified in our SIMS behaviour system to be specific when dealing with incidents of different types of bullying.

Activities that develop relationships and respect for sexuality

Our learners benefit from being part of committees such as Women's rights to promote gender equality and healthy relationships and the LGBTQ+ committee to develop social skills in tackling homophobic attitudes. The aim is to raise awareness of gender issues faced by learners and to try to change learners' attitudes.

Include Relationships and Sexuality Education and when it is delivered as part of the school's PSE morning programme and Wellbeing lessons

Cyfnod	Testun	Cynnwys	Adnoddau
7	Web of Life/Life Journey/ Lesson "Gorau Byw cyd fyw" Body Changes Positive relationships Empathy Puberty Peer Pressure	Discuss and identify who is important in their lives. Pupils are introduced to adolescence, including menstruation Be able to make positive choices in terms of the relationships that pupils form with others Understand the term 'empathy', and consider how empathy can improve relationships, to better understand others when using empathy skills. Understanding Adolescence, the differences between boys and girls and understanding the impact of different hormones on the body and mind and emotions. Understand how social influences affect our values, attitudes and actions, adapt behaviour to give confidence in their identity and values	Information leaflets, including tasks prepared by the school's Health and Wellbeing Leader. An information pack and a series of individual and class tasks. Use of Health and Wellbeing Teams Use of images. Videos to

		and raise awareness of how some behaviours establish themselves in groups and beyond to avoid or challenge	ignite and stimulate interest
8	Sex Education Sexting Positive Relationships Empathy Changes in Adolescence	Gender is discussed as one of life's experiences and the importance of fostering a mature and responsible approach to it, without external pressure or prejudice What is "sexting" and why should young people be aware of it? How Positive and safe Relationships can be maintained is discussed to be able to protect themselves and others. Extend on year 7 work unit on the theme-How can positive and safe relationships be maintained? The knowledge from year 7 is developed in developing empathy skills to improve relationships with others Understand the impact of physical and emotional changes that occur during adolescence including reproductive health and the range of experiences that can occur to young people. Identification of genital anatomy including commonly used scientific and other terms used.	Information leaflets, including tasks, prepared by the school Health team. Pack of starter tasks, visual clips, social media research to identify the problems arising from "sexting" External visitors such as PC Cerian Hughes. Resources from the school Health team Work unit with individual tasks, suggestions and ideas

9	'Hidden harm' lesson Self-Awareness Understand emotions and its impact together with physical changes/ Contraception/ consent Sexual exploitation and consent Sexual exploitation/ Gender-related social norms	Understand the characteristics of healthy relationships such as respect, feeling safe, care and honesty. Consider self-awareness, recognising different emotions, managing emotions, and making thoughtful and informed decisions, to overcome challenges. Sex education and the concepts of Safer sex and the different methods of reproduction e.g. condom, Pill, using them in an act where people consent to its perpetuation How conceptions can be avoided, and contraception used effectively Understand what sexual exploitation is and that it is abusive and illegal. Awareness of human trafficking and child sexual exploitation. Consider the importance of their own safety and how to reduce risk Understanding gender stereotyping, studying gender-related social norms, understanding diverse gender and trans sexuality	Information leaflets prepared by the school Health team/External agency Scenarios, Study of awareness raising campaigns, tasks such as 'in the hot chair' and use of 'Whitney's Story' 'Caught in Traffic' material Lesson plans and a series of resources, issues for consideration and topics for discussion Sex Education Panel. e. GP, Sexual Health Nurse

KS4	Sexual Infections	To identify the most common STIs and how best to avoid them/ To describe the symptoms of the most common STIs and how we can protect ourselves from infection	Information leaflets and tasks prepared by the school Health team External agencies e.g. Sexual Health Nurse
	The dangers of sexting	To identify the dangers of sexting and the consequences of sexting and legal implications for people who break the law/To explain the long-term and short-term consequences of sexting and to analyse why the age of sexual consent differs from consent for sexting.	
	Pornography	Discussing 'Why pornography is so dangerous?'	Information leaflets and tasks prepared by the school Health team
	Benefits of Healthy Living/contraception	Re-visit sexual health texts presenting more detailed and new information on sexual infections e.g. HIV/AIDS, and re-emphasising contraceptive methods	
	Understanding gender permeability	Discuss potentially moral questions e.g. abortion, homosexuality, bisexuality Consider terms such as 'Cyberbullying', 'Paedophile', 'Domestic violence',' sexual harassment.' And other terms.	
	Value of Relationships	Considerways of avoiding risky relationships and how we should maintain positive relationships. Discuss how dangerous people look for vulnerable people and how to avoid their tricks/ Analyse how the web can be made safer and how specific relationships might turn into negative if not careful situations.	
	Well-being plan	A resource to help pupils stay healthy and take appropriate action when things are not going so well	
	Consent	Understand where consent has been given or not	

KS5	Value of Developing a Responsible Approach to Sexuality/ Sexual Health and sexual responsibilities	Discuss moral questions relating to gender e.g. deliberate transmission of HIV, living with HIV, homophobia, LGBT Presentations on the dangers of sexual infections looking meaty but sensitive at the effects	Information leaflets and tasks prepared by the PSE team e.g. Stephen Fry's television programme on HIV External agency e.g. Sexual infection specialist
	Domestic violence/ Abuse and the different types.	Understanding derogatory, signposting for support, impact of abuse	

Cross-curricular mapping

As we navigated the work of the Curriculum and the RSE Code, we mapped our learners' experiences. The findings have been used to identify curriculum gaps and needs as we co-produce, reflect and refine a Relationship and Sexuality Education programme that is relevant, interesting and meets the needs of each of our learners.

Learner involvement

In order to obtain learners' views on how the RSE meets their needs the voice activities of the RSE pupil are undertaken. In addition, pupil health and wellbeing survey data is used by the Health Research Network in schools as an additional means of listening to the voice of our learners to inform the curriculum. In involving and listening to our learners in the planning and evaluation of the Relationships and Sex Education programme, we can deliver successful Relationships and Sex Education.

Monitoring, Evaluation and Review of the Policy

The Relationships and Sex Education Policy is evaluated and reviewed in accordance with whole-school procedures regarding any school policy. Central to these processes is the pupil voice, which is perhaps increasingly important in relation to Relationships and Sexuality Education because of the sensitivity of the field to some pupils. As a result, through the procedures of the School Council, pupils will be able to voice their views on the provision and therefore contribute positively to the school's annual procedure of self-evaluation.

In order to listen to and involve our children and young people in the planning and evaluation of the Relationships and Sexuality Education programme the pupil Voice activities will take place at the end of each Educational year. The SLT and in particular SAT are responsible for monitoring standards of learning and teaching in RSE and the findings contribute to the school's self-evaluation process.

Although RSE is a whole school responsibility, RSE will be monitored, reviewed and evaluated by those with responsibility for RSE, in line with the school's curriculum policy. This includes:

(a) The representative from the Governing body with responsibility for RSE

(b) The Headteacher and Senior Leadership Team

(c) The RSE lead

(d) Learners This RSE policy will be reviewed every year and this process will include all of the above, alongside other members of our school community (parents/ carers, the Governing body and learners) to ensure that our RSE provision and curriculum is effective in meeting statutory requirements.

(**Reviewed: July 2026**)

Atodiad

• Curriculum map (code)

The code is available here. Here are the three strands:

(a) Relationships and identity

(b) Sexual health and wellbeing

(c) Empowerment, safety and respect

Our curriculum plan takes account of the three phase of learning, as well as the developmentally appropriate needs of our pupils and is available to share on request.

The three stages of learning are:

Phase 1 – from age 3

Phase 2 – from age 7

Phase 3 – from age 11

Resources and Services to Support RSE

- Swansea Bay School Health Nurses Service - SBU.SchoolNursing@wales.nhs.uk

- Cross-cutting themes for your curriculum planning – Welsh Government PSA Code and Guidance.

- Brook Learn – A range of quality self-directed courses that are mostly free, to empower, support and encourage you to provide effective relationship and sexuality education.

- Spectrum - Educating schools, pupils and parents in Wales about healthy relationships by adopting a whole-school approach to tackling domestic abuse.

- Grow Up Resource – Supports how to deliver an RSE. Only available through HWB.

- SENSE Interactive Resource – Supports the delivery of RSE. Every school has been given a copy.

- SchoolBeat - To provide information and resources for pupils, teachers, parents and partners to reinforce the key messages delivered by our Police School Community Officers in primary and secondary schools as well as alternative educational settings.

- Cymru Chwareus – NHS Wales' sexual health website.

- NSPCC Learning - Training and resources to help you protect children from neglect and abuse.

- PANTS Resource – Free resources for schools and teachers including lesson plan, slide presentation, curriculum links, classroom activities and more.

- The Underwear Rule – A simple conversation to help parents keep their child safe from sexual abuse.

- Stonewall Cymru - Supporting schools to be more LGBTQ+ inclusive.

- ThinkuKnow Toolkit – Information and guidance relevant to the experiences of 11–18-year-olds. The toolkit includes activities that can be presented as one-off lessons or used as part of relationships education and young people's sex education.

- Kooth – Kooth is a free and anonymous online wellness service for children and young people.

- Meic – A free 24 hour helpline for children and young people in Wales. MEIC provides advice and support for a range of issues including bullying and exam sitting.

- Agenda - A downloadable resource for educational practitioners who want to support children and young people (7 – 18 years old) to understand that positive relationships are important in their school and community.

- Crush – CRUSH is a free downloadable resource designed to prepare teachers for the new RSE Code and Guidelines.

- Terrence Higgins Trust – Information about HIV, other sexually transmitted infections and how to maintain good sexual health.

- CAFOD - Education resources for primary and secondary schools.

- Amnesty International UK – Ordinary people from all over the world standing up for humanity and human rights.

- Mentally Healthy Schools - Learn without fear: a school package about women's rights.

- Kaleidoscope Trust – Freedom, safety and equality for LGBTQ+ people.

- Barnardo's - Resources to help identify and engage young people who are at risk of sexual abuse and exploitation.

- Let's Talk About It – Support for relationship and sex education.

- Resources - Hwb (gov.wales)

- Children's Commissioner for Wales – Resources for schools.

- Institute of Education and Training - Useful resources – 'Prevent' for Further Education and Training

- Swansea Bay RSE Teaching Pack – Lessons from the Reception Class to Year 6, including School Nurses lessons on handwashing (Admission) and adolescence (Year 5). Only available through HWB.