



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TYDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

# GREENFIELD SCHOOL POLICY

## 2022-2024

### Relationships and Sexuality Education Policy

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**' Opening Doors To The Future '**  
**' Agor drysau i'r dyfodol'**

**Date**

October 2022

## Our Vision

**'To open the doors to the future'**

## Our Mission Statement

In Greenfield we aim to create a strong sense of belonging within our pupils that extends to our families and local community. We will share in each other's successes and support each other in our aspirations to achieve. Together we will nurture confident, happy and independent pupils who show positive Greenfield values as they continue their journeys into the future.





## Aims

- To develop pupils' communication skills
- To use technology to impact positively upon quality of life
- To develop pupils' independence and ability to communicate their choices
- To inspire a love for learning
- To provide a meaningful curriculum for all
- For pupils to value themselves and others
- To try new things and overcome challenges
- To foster a sense of belonging to a community
- For pupils to develop an increasing understanding of their role and responsibilities in life
- To respect the needs and rights of others as a member of our community

## We Value

- Communication
- Kindness
- Creativity
- Respect
- Team work
- Well-being
- Innovation
- Manners
- Celebrating success
- Effort

Our vision and values have been developed using the UN Convention on the Rights of the Child (UNCRC) as our guide, to create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Our vision and values also compliment the 'Four Purposes of Learning' which underpin Curriculum for Wales. The Four Purposes are the shared vision and aspiration for every child and young person in Wales and support our pupils to become;

<b>Ambitious Capable Learners</b> 	<b>Healthy Confident Individuals</b> 	<b>Enterprising Creative Contributors</b> 	<b>Ethical Informed Citizens</b> 
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## 1.

- “Relationships and Sexuality Education (RSE) is a statutory requirement in the Curriculum for Wales framework and is mandatory for all learners from 3 to 16.” (Statutory Guidance – see Appendix I)
- All stakeholders were consulted on the formulation of the current policy
- RSE at Greenfield School adopts a whole school approach
- Contributes to the realisation of the Four Purposes of the Curriculum
- Is deployed in a developmentally appropriate manner

### 1.1 Other policies

All providers of RSE at Greenfield School are made aware of the school’s policies regarding:

- Health and Well-being
- Confidentiality
- Safeguarding/Child protection
- Anti-bullying (Including procedures for dealing with homophobic and transphobic bullying)
- Equity, Equality and diversity
- Religion, Values and Ethics
- School Well-being Council
- Curriculum Policy
- e-safety

(And any other relevant policies)

## 2. Rationale

Every pupil at Greenfield School is entitled to receive a broad and balanced curriculum that:

1. Provides opportunities for all to achieve the Four Purposes of Curriculum for Wales
2. Promotes their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life
3. Develops maximum independence for every learner

RSE at Greenfield School follows the Statutory Guidance for RSE and adheres to the mandatory requirements of the Code as published by Welsh Government.

### **3. Aims**

To develop and deliver an RSE curriculum that is bespoke for the learners of Greenfield School and follows the Code and Statutory Guidance as published by Welsh Government.

### **4. Development and management of RSE**

The management of RSE is the responsibility of the designated RSE Lead in order to develop the RSE Curriculum in collaboration with all stakeholders.

#### **4.1 Role of the governing body**

The role of the Governing Body of Greenfield School is to:

- determine a RSE policy
- ensure that the school has an up-to-date written RSE policy that is reviewed bi-annually.
- consult with parents/carers and the wider community

#### **4.2 Role of the Head Teacher and Senior Leaders**

The role of the head teacher and Senior Leadership Team is to:

- co-ordinate the formulation of the school's RSE policy by involving all stakeholders
- inform all staff and adults involved with the delivery of RSE within the school of the contents of the policy and its implications to them as providers
- assess the Professional Learning needs of school staff involved with the delivery of the curriculum and seek to respond to these needs
- review the policy and make appropriate changes and amendments at least every two years

#### **4.3 Role of the RSE lead**

The RSE lead will be responsible for:

- developing a whole school approach to RSE
- supporting staff understand the RSE Code and Guidance and to map provision across the AoLEs
- monitor and evaluate the provision delivered through school and the suitability of resources

- liaise and make appropriate links throughout the school to support transition whilst ensuring progression through the phases of each strand
- liaise with RSE curriculum representatives throughout the school
- liaise with outside agencies and co-ordinate their involvement with the RSE curriculum
- consult with learners re: provision and influence
- access and support Professional Learning for practitioners

#### **4.4 Links with external agencies and health professionals**

Delivery of RSE is not the sole responsibility of the school. Therefore, the school recognises the value of involving appropriate outside agencies and visiting speakers within the RSE curriculum. Input from outside agencies will be sought to complement not substitute nor replace the school's delivery of RSE.

At Greenfield School we work collaboratively with a range of external agencies and health professionals in order to deliver a well-structured and effective RSE provision which includes for example; the School Nurse, therapists, the School Counsellor, Hafan Cymru, SPECTRUM, Stonewall Cymru, the School Beat Police liaison officer, Cardiff University and Brook.

Teachers will inform and prepare pupils for the visit of an outside agency/visiting speaker and allow them time to prepare questions prior to this. In addition, teachers will remain in the classroom at all times, as they are responsible for the pupils and pupil management. All sessions that are delivered by any professional other than the school staff must be incorporated into the planning, staff must be aware of and confident in the contents of the lesson and it must be agreed by the RSE Lead and SLT. All external professionals must be made aware of the differentiation required in order to deliver a successful curriculum prior to input and that the content must be developmentally appropriate for the learners.

#### **5. Context delivery of the RSE curriculum**

The RSE framework is structured into three over-arching strands:

- Relationships and identity
- Sexual Health and well-being
- Empowerment, safety and respect

The RSE curriculum at Greenfield School follows a whole school approach, where all stakeholders have been consulted in the co-construction of the curriculum.

As a Rights-Respecting school, the Greenfield RSE curriculum supports the school's rights based approach and the values of the school, recognising the importance of equity and fair treatment for all. Learning is linked to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). Learners are supported in understanding the legal duties and protections associated with diversity, gender-based and domestic violence and well-being.

Greenfield School is committed to protecting the principles of equality and that the learners can see themselves, their families and each other reflected across the curriculum and can learn to value difference and diversity in our community. This includes gender equity and LGBTQ+ inclusivity in all aspects of learning and staff employment throughout the school.

The RSE curriculum should help learners to develop understanding of different values, religious beliefs and non-religious convictions that can inform our values and identity around relationships and sexuality.

RSE is a cross-cutting theme in our curriculum and is delivered in an interdisciplinary fashion within and across the Areas of Learning and Experience (AoLEs). This approach supports our learners in understanding historical, cultural, geographic, physical, political, social and technological perspectives and influences on RSE issues.

RSE curriculum content should be meaningful and avoid superficial and tenuous links. The content of the RSE curriculum is mapped across the AoLEs in terms of concepts and this is aligned with our approach for the wider curriculum.

RSE at Greenfield School is delivered in a sensitive manner and is developmentally appropriate for each learner. The curriculum has the flexibility to be delivered to whole classes and in intervention groups as deemed appropriate by each class teacher.

## **6. Content of the RSE**

The content recognises and plans for learners' social, physical, emotional and cognitive development.

The RSE curriculum is divided into the three phases below that build progressively upon the previous phase:

- Phase 1: from age 3
- Phase 2: from age 7
- Phase 3: from age 11

At Greenfield School, it is appropriate that we develop an additional "Phase 0" before Phase 1, from age 0 to 3, which delivers the prerequisites to Phase 1. For many of our learners at an early developmental stage (regardless of age), the RSE curriculum has common and overlapping themes and content with that of the Health and Well-being AoLE e.g. making friendships, recognising family members and trusted adults etc.

At Greenfield School we have learners whose understanding of sexual health and well-being may not match their development. All staff including ancillary staff, therapists, nurses and wider professionals will be made aware of the whole school approach to RSE. In our specialist setting, careful consideration will be given to those learners who use alternative

communication, have specific vulnerability including Adverse Childhood Experiences (ACES) and experience of trauma.

For the detail of the content in each strand, please refer to the Code in Appendix II.

## **7. Terminology**

We will aim to ensure that appropriate and consistent terminology is used by practitioners and learners are encouraged to use the same terms during lessons. It is important that those delivering the sessions understand the varying needs of the pupils and resources that may require gathering prior to the sessions to support the pupils level of understanding and communication. BSL, symbols, social stories and communication aids are available to support those who require them.

## **8. Confidentiality and Child Protection**

Teachers and pupils will be informed that some information cannot remain in confidence and this is always the case where to keep confidentiality may risk harm to the pupil or another person. Where a pupil discloses anything which may have a bearing on abuse of a sexual or any other nature, the school's Child Protection procedure must be followed. This will necessarily mean telling other adults. Teachers need to make this clear to pupils in a sensitive way. The simple rule is: never promise confidentiality. (Please refer to school Safeguarding Policy)

Where child protection is not an issue but information needs to be passed on for the pupil's well-being, the teacher concerned will discuss with the pupil first who to tell and what might happen as a result. Wherever possible, pupils will be encouraged to seek help first from their parents.

All teachers should be reminded that they have a duty to follow the Wales Safeguarding Procedures / Greenfield School Safeguarding Policy if there is suspicion that a child or young person may have suffered or be at risk of suffering significant harm.

## **9. Working with parents/guardians/carers**

Parents have an important influence and role to play in terms of delivering messages about relationships and sexuality. Parents are the key people in teaching their children about relationships and sexuality and maintaining the culture and ethos of the family. As a result, the school sees RSE as a shared responsibility and seeks to keep parents informed about the policy, curriculum and resources. An important aspect of the collaboration of home and school are the issues around internet safety and safe access to correct information for the learners. The school welcomes any comments from parents that are aimed at improving the school's provision for RSE.

Greenfield School is committed to providing high quality RSE provision and is proactive in supporting parents and carers in understanding what RSE means for their children, including the opportunity to receive accurate and unbiased information about curriculum content and delivery.

### **10. Professional Learning**

Greenfield School in developing the RSE Curriculum endeavours to work at school, cluster, regional and national level in obtaining appropriate, high quality professional learning for our staff. Within the Professional Learning, practitioners will understand how to develop a working agreement of ground rules with learners for discussions about RSE. This maintains professional boundaries and keeps learners and practitioners safe.

### **11. Monitoring and Evaluation**

The delivery of the RSE curriculum is the responsibility of every teacher as this is a cross-cutting theme in Curriculum for Wales. Monitoring takes place via lesson observation and through scrutiny of the progress journeys of individual learners. This task is shared between SLT and the MLT and evaluated by the working party for RSE that has representation across the school.

#### **11.1 Policy**

Implementation of this policy will be monitored by the Headteacher and members of the Governing Body and should be reviewed and up-dated on a regular basis (at least every two years). When the policy is reviewed pupils, parents, staff, governors, health professionals and other outside agencies will be consulted.

### **12. Arrangements for reviewing the policy.**

The policy was agreed by staff/governors on

The policy will be reviewed bi-annually.

Signed \_\_\_\_\_ RSE Lead

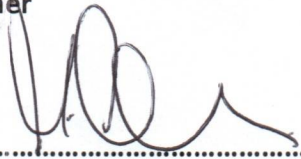
Signed \_\_\_\_\_ Chair of Governors

**MONITORING THE POLICY**

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: R.S. Davies Date: 17/11/22

Headteacher

Signed:  Date: 17/11/22

Chair of Governors