

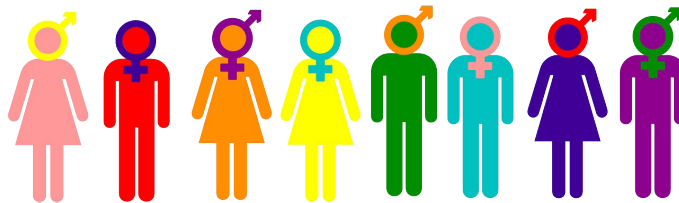
# Relationships and Sexuality Education

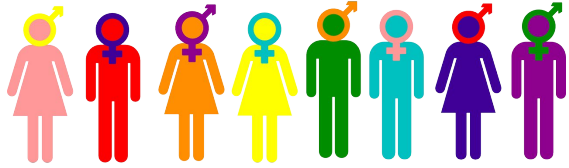
## Tuesday 10th October



# Objectives

- Developing a greater understanding of RSE as a cross cutting theme in our Curriculum.
- Understanding Rhydypenau's parent/carer RSE engagement.





# Questions

- Please use the Google form to ask any questions or raise any concerns.
- A response to questions will be shared with all parents/guardians - this will allow everyone to be informed and the school to come to considered decisions.
- If you have a confidential question please mark it as confidential and I can respond to you personally.



**Rhydypenau  
Primary School**

*"Aiming High"*



At its heart lies an aspiration  
for every child and young  
person to be **healthy, confident**  
and ready to lead a fulfilling life  
as a valued member of society

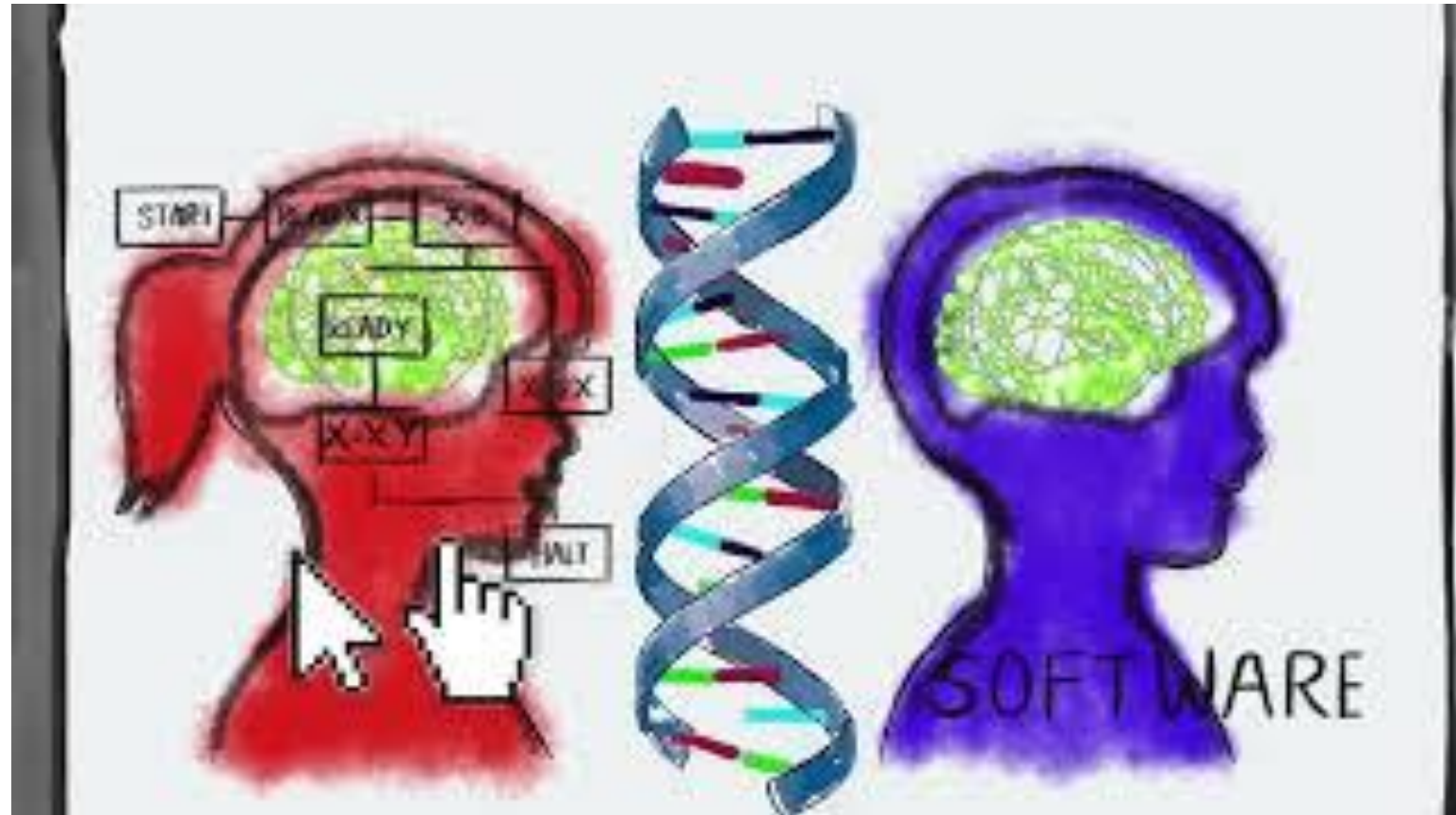
# Staff Voice

Which qualities and values are we looking to embed in our learners through Relationships and Sexuality Education?

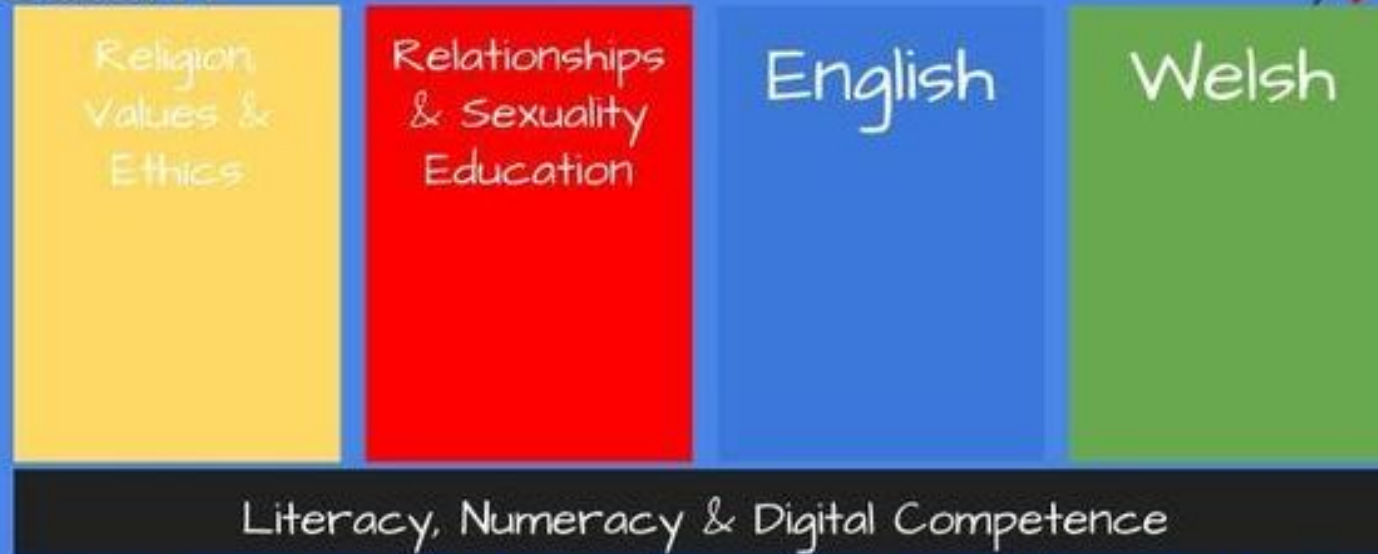




# The Curriculum for Wales



# Mandatory Elements of Rhydypenau's Curriculum



Rhydypenau's curriculum aligns to the mandatory requirements of teaching Welsh and English. Cross-curricular skills of literacy, numeracy and digital competence are embedded throughout our curriculum. The mandatory elements of Religion, Values and Ethics (RVE) and Relationship and Sexuality Education (RSE) continues to be developed under the guidance from the Welsh Government.

# What is a cross-cutting theme?

Cross-cutting themes are additional areas that intersect with the main curriculum. They are easily integrated into the curriculum to be taught/developed in a purposeful and effective way without losing focus on the main goal.





# Cross- Cutting Themes

Our curriculum incorporates, where appropriate, opportunities for learning and consideration of cross-cutting themes. These should allow learners to develop understanding of:

- Local, national and international contexts
- Relationships and Sexuality education (RSE)
- Human rights (Rights Respecting Schools)
- Diversity (Equality )
- Careers and work-related experiences



# What is RSE and why is it a Cross-Cutting Theme?



- The Curriculum for Wales aims to make learners healthy, confident, ethical and informed. It's designed to help make learners in Wales healthier, resilient and globally responsible.
- Relationships and Sexuality Education (RSE) is all about:
  - Keeping children safe from harm
  - Protecting their mental and emotional well-being
  - Helping children to develop healthy relationships with others
- Society is changing quickly. The internet exposes children to risks of unsafe and harmful situations and relationships
- RSE is about protecting children's rights

# Why teach RSE?

The world around us is evolving rapidly and significantly. As a society we are becoming ever more aware of:

- changing family structures and relationships
- shifting social, cultural and religious norms in relation to sex, gender and sexuality
- advances in technology including the rising influence of social media and increased use of digital communications and devices
- changing laws and rights around relationships, sex, gender and sexuality

In this context, RSE is an important support in **enabling learners** to navigate these changes.

## RSE helps learners to...

- understand and support their rights and those of others to enjoy equitable, safe, healthy and fulfilling relationships throughout their lives and advocate for these.
- learn about both relationships and sexuality supports young people to develop the knowledge and skills needed to make sense of their thoughts and feelings and to effectively navigate rapidly changing influences.

# Background to RSE

- RSE is legally required to be **developmentally appropriate**.
- RSE is legally required to be **pluralistic** – meaning learning must be factual and schools can't teach an ideology or one view – they must present a range of views
- The national requirements for RSE (RSE Code of Practice) have been developed with teachers and a range of groups, including: the Children's Commissioner for Wales, NSPCC, Welsh Women's aid and faith community leaders.
- Some parents/carers are concerned about what their child will be taught.
- Misinformation relating to RSE has been shared online and in the media - the primary document to read in terms of information is the Welsh Assembly Government written RSE Code of Practice.

## RSE in the curriculum - three broad strands

- **Relationships and identity:** helping learners to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.
- **Sexual health and well-being:** helping learners to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.
- **Empowerment, safety and respect:** helping to protect learners from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.

(RSE Code of Practice, January 2022).



# Developmentally - appropriate learning



All learning in RSE should be developmentally appropriate.

The RSE Code sets out each strand of teaching and learning in three broad developmental *phases* as follows:

- Phase 1: from age 3
  - Phase 2: from age 7
  - Phase 3: from age 11
- At Primary School level**

Each phase represents the building blocks of progression in RSE. As learners progress, they should build on previous learning from either phase one, or phases one and two, consolidating and strengthening the same dispositions, knowledge and skills and applying them in new and relevant contexts as they develop. This is very different to simply acquiring learning about topics in isolation and then moving on to other content.

Schools should have regard to the mandatory strands of developmentally appropriate content within the RSE Code to develop their approach, and should recognise learners' social, physical, emotional and cognitive development and needs during their planning.

# School engaging with parents/carers

We understand that there are some concerns about the RSE curriculum. As a school we want to be open and honest and engage with parents. We know that:

- **Proactive** and **regular** communication with parents/carers about RSE is important to avoid misinformation.
- **Parents/carers should be reassured:**
  - Learning is legally required to be developmentally appropriate and pluralistic as stated in the RSE code of practice (available on our school website).
- **Parents/carers will value understanding:**
  - Broadly, what is being taught (aspects of the code and examples of materials)
  - Roughly when it's taught (particularly where sensitive aspects are being covered)
  - Why – understanding the reasons behind learning and what it's looking to achieve



# Rhydypenau and Parent/Guardian RSE Engagement



- Resources relating to RSE - policy, planning, resources and curriculum maps will be shared on the school website.
- Brief information relating to what will be taught will also be shared in Year group overviews each term.
- The RSE lead (Mr. Morgan-Cudd) will be available for an afternoon once a term to discuss RSE material or answer any queries shared.
- General updates and response to questions will be shared on the school website.
- See the list of No Outsiders story books (on the school website) designed and written for developing an understanding of Equality. We have been using these for several years.

## Discussing queries with parents and carers

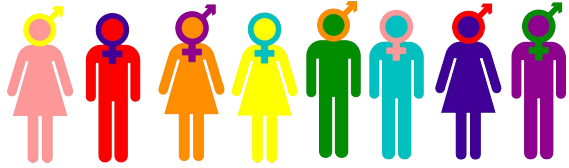
We want our parents/carers to have the opportunity to raise any specific concerns they have – It's important for us as a school to understand the heart of parents'/carers' concerns.

**Parents/carers should be supported to express their concerns in a clear way. Valid concerns may include:**

- I don't feel learning is appropriate for my child's stage of development or learning needs (including ALN)
- I don't feel learning is pluralistic, providing different perspectives on an aspect
- **Where valid concerns are raised, our school will consider where action could be taken and keep parents/carers informed of this. Actions may include:**
  - Sharing more materials
  - Providing reassurance in response to concerns raised
  - Recognising specific learners may need more time to develop before specific learning is approached
  - Make clear why specific learning is required by the RSE code
- Of course, teachers and parents/carers are expected to enter conversations amicably and respectfully

## To sum up: Why is RSE so Important?

- RSE has a positive and empowering role in learners' education and plays a vital role in supporting them to realise the four purposes as part of a *whole-school approach*.
- Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, 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.
- Schools and settings have an important role to play in creating safe and empowering environments that support learners' rights to enjoy fulfilling, healthy and safe relationships throughout their lives. This is critical to building a society which treats others with understanding and empathy, whatever their ethnicity, social economic background, disability, or *sex, gender* or sexuality.



# Questions

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