

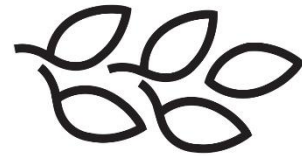
2024



Ysgol Gyfun Bryntirion |   
Bryntirion Comprehensive

RELATIONSHIP AND SEXUALITY EDUCATION (RSE) POLICY

Reviewed by:	
Date:	
Approved by Governing body	



Relationships and Sexuality Education (RSE) Policy

Bryntirion
Comprehensive School

December 2024

1. Introduction

Bryntirion Comprehensive School is committed to adopting a Whole School Approach to high-quality provision of Relationships and Sexuality Education (RSE) for all learners. Therefore, it is important that this policy has been developed in consultation with a range of stakeholders including the active engagement of learners.

The purpose of this policy is to provide all stakeholders (learners, staff, parents/carers, governors, and external organisations), information about the provision of RSE in our school.

RSE allows for all learners to grow and develop in a safe environment to understand how to become healthy adults who are critical thinkers, whilst developing positive and healthy relationships with others. It is important that learners are able to explore, develop and nurture positive attitudes towards equality, diversity and respectful relationships. This RSE Policy supports wider approaches to preventing violence against women, domestic abuse, and sexual violence (VAWDASV), harmful sexual behaviours, and peer-on-peer harassment and abuse.

2. Aims of RSE

Bryntirion Comprehensive School is fully inclusive which means that we use a whole-school, strategic approach to fully include and respond to the needs of all our learners and families.

- RSE has a positive and empowering role in learners' education and is vital in supporting them to realise the **Four purposes** as part of a *whole-school approach*.
- Our RSE curriculum enables learners to form and maintain a range of relationships, all based on mutual trust and respect. This is the foundation of RSE at our school.
- Good quality RSE empowers learners to make responsible, well-informed decisions and be able to understand themselves and others.
- Our RSE Curriculum seeks to equip learners to challenge harmful stereotypes and perceptions and be able to seek help and support.
- Good quality RSE is **positive, protective and preventative** and underpinned by a need led, rights-based approach which takes a positive view of human sexuality and relationships.

Good quality RSE should also:

- Provide accurate information.
- Use correct biological terminology during RSE lessons.
- Promote a safe, positive, open and honest learning culture free from stigma, shame, fear and guilt which is positively inclusive, respectful and safe for all learners.
- Promote a critical awareness of the different attitudes and values in relation to RSE.

- Empower learners to make responsible, well-informed decisions and be able to keep themselves safe, understand themselves and others.
- Challenge harmful stereotypes and perceptions, including gender norms.
- Provide access to objective, supportive and inclusive information about growing up, body changes, healthy relationships, reproductive and sexual health (annotate depending on school/ age of learners)
- Provide information on where learners can access help and support services in relation to keeping safe and RSE (annotate depending on school/ age of learners).

3. Legislation and guidance

Relationships and Sexuality Education (RSE) is a statutory requirement in the new Curriculum for Wales framework and is mandatory for all learners from ages 3 to 16.

The [RSE Code](#) is issued in legislation under Section 8 of the Curriculum and Assessments (Wales) Act 2021, and clearly states the legal mandatory requirements for RSE which schools and education provisions have to deliver. Key points are:

- RSE is mandatory for all learners from ages 3 to 16 in Wales.
- Parents/carers will no longer be able to withdraw their child/young person from RSE in line with the roll out of the new curriculum.
- Using supportive guidance, schools will design their own RSE Curriculum
- The RSE Curriculum must be developmentally appropriate for learners.
- The RSE Curriculum must include learning that develops learners' awareness and understanding of different identities, views and values and a diversity of relationships, sex, gender and sexual orientation.

The [RSE Statutory Guidance](#) (2022) is published under Section 71 of the Curriculum and Assessment (Wales) Act 2021 and is designed to assist those responsible, as stated in the RSE Code, to design the RSE Curriculum for their school/education provision.

Bryntirion Comprehensive School fully complies with the legal statutory duty stated in the RSE Code from Welsh Government.

Bryntirion Comprehensive School recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within our community and between learners, parents / carers, staff, governors/management committee members and partners.

Our school policy and curriculum have been developed in line with Welsh Government statutory guidance and [legislative summary](#) and aligns with the Equality Act 2010.

4. Enabling Human Rights

As the world around us evolves at a rapid and significant rate, we will uphold learners' rights under the [United Nations Convention of the Rights of the Child](#) (UNCRC) to

education (Article 28) which prepares them to understand others (Article 29) through an inclusive, holistic, evidence-based and participative RSE Curriculum. In this way, learners develop an understanding of how rights are related to all aspects of RSE and contribute to the freedom, dignity, well-being and safety of all people. This also helps learners to understand the importance of equity, recognising the importance of rights in ensuring fair treatment for all.

Our school also links learning to the United Nations Convention on the Rights for Persons with Disabilities (UNCRPD): [Convention on the Rights of Persons with Disabilities \(CRPD\) | United Nations Enable](#)

Everyone who works with children and young people at **Bryntirion Comprehensive School** will endeavour to do what is best for each learner, as part of our Whole School Approach to RSE (Article 3).

5. Related Policies

This Policy is not to be read in isolation. All staff at **Bryntirion Comprehensive School** are aware and adhere to relevant school policies which complement RSE. These include:

- Safeguarding / child protection
- Anti-bullying
- Substance Misuse
- Equality
- Internet Safety
- Behaviour Management/ Positive Relationships

6. What is RSE?

RSE encompasses the knowledge, skills, dispositions, and values that will empower learners to:

- Support their health and well-being
- Develop healthy, safe and fulfilling relationships of all kinds, including those with family and friends, and in time, romantic and sexual relationships
- Navigate and make sense of how relationships, sex, gender, and sexual orientation shape their own and other people's identities and lives
- Understand and support their rights and those of others to enjoy equitable, safe, healthy and fulfilling relationships throughout their lives and advocate for these

RSE has been embedded in the Health and Wellbeing (PSE) curriculum since 2008. The transition from the 2008 PSE curriculum to the New Curriculum for Wales provided an opportunity to research and review policy, approaches and resources to design a way forward for RSE at Bryntirion that meets the obligations of the RSE Code. The development process included consultation with parents and carers from students in KS3 and 4, a discrete group of parents from faith communities, the police liaison officer, the school nurse and the Healthy Schools team. Consultation took place in person and via a designated RSE account. A few parents requested a one-on-one

meeting to discuss RSE in relation to their specific family context or child's additional learning needs. Prior to the introduction of the revised curriculum to years 7 and 9 in January 2022 parents and carers were invited to an initial meeting at the start of the school year and to a series of further meetings to explore themes such as pornography and Andrew Tate and the Manosphere. All parents and carers were and continue to be informed prior to the commencement of schemes of work that RSE teaching is to take place. Detailed curriculum summaries and links to resources are shared with parents and carers on request. Approaches to Sexual Exploitation A key aspect of the RSE curriculum at Bryntirion is the approach to pornography and pornography-related behaviours included the creation, sharing and saving of self-generated sexual images (sexting), sextortion, and 'revenge porn'. Pornography is contextualised through a lens of sexual exploitation: students explore the law, victimisation and criminality but also morality, values and standards of behaviour

Responsibilities for RSE

In line with a Whole-School Approach, RSE is everyone's responsibility at **Bryntirion Comprehensive School** However, the Governing Body, Headteacher, Senior Leadership Team, and Curriculum Leader for Health and Wellbeing have specific roles to ensure the successful implementation of RSE and a safe environment for all learners.

7.1 Role of the School/Provision Governing Body

The role of the Governing Body at **Bryntirion Comprehensive School** is to:

- Determine and authorise RSE Policy, ensuring it is compliant with the Statutory Requirements outlined in the RSE Code.
- Ensure the RSE Policy is up to date and reviewed regularly (every two years).
- Ensure the RSE Policy is disseminated throughout the whole school community through established communication channels

7.2 Role of the Headteacher and Senior Leadership Team

The role of the Headteacher and Senior Leadership Team at **Bryntirion Comprehensive School** is to:

- Co-ordinate the formulation of **Bryntirion Comprehensive School** RSE Policy by involving all relevant stakeholders.
- Allocate a named member of staff to lead on RSE
- 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 Continued Professional Development needs of school staff involved with the programme and seek to respond to these needs with suitable professional training.
- Provide support to the RSE Lead where appropriate, including supporting any questions from parents/carers.
- Determine and allocate funding allowance for RSE Curriculum to support resources/professional training/external organisations costs.

- When the RSE Policy is reviewed, learners, teachers, governors, families, and outside agencies (where applicable) will be consulted to ensure it is effective and meeting statutory requirements.

7.3 Role of the Curriculum Leader for Health and Wellbeing

The role of the Curriculum Leader for Health and Wellbeing at **Bryntirion Comprehensive School** is to:

- Develop and implement a developmentally appropriate RSE Curriculum for all learners, in line with the statutory requirements outlined in the RSE Code.
- Monitor and evaluate RSE in conjunction with other subject leaders to ensure that RSE is integrated effectively across all Areas of Learning Experience (AoLE).
- Liaise and make appropriate links with feeder schools to ensure continuity and development.
- Monitor and evaluate the scheme of work and the suitability of resources.
- Ensure pupil voice is reflected within the RSE Curriculum.
- Liaise with outside agencies and co-ordinate their involvement with the RSE programme where appropriate.
- Liaise with parents / carers where needed regarding RSE Curriculum.
- Liaise with the Local Authority and Healthy Schools Team.
- Offering support to parents/carers in talking to their children about RSE and how to link this with what is being taught at school
- The RSE Curriculum will be monitored and evaluated by the **Curriculum Leader for Health and Wellbeing** (suggested annually) to ensure that it remains relevant, up to date and is meeting the needs of all learners.

8. RSE Curriculum

RSE is a broad, interdisciplinary, and complex area that includes biological, social, psychological, spiritual, ethical and cultural dimensions.

Bryntirion Comprehensive School seeks to provide a high quality pluralistic RSE Curriculum which is based around the six key principles for RSE as set out in the [Welsh Government RSE guidance](#). This provision aims to be inclusive, factually correct, and encourages learners to critically engage with the materials used. The RSE Curriculum will be taught by appropriately trained staff using cross-cutting themes and discreet lessons within all related Areas of Learning and Experience (AoLE), using teaching strategies and techniques which are developmentally appropriate and meet learners needs. This will also help to avoid a 'single issue' approach where each lesson covers a different RSE issue, isolated from other learning.

Bryntirion Comprehensive School is committed to providing meaningful and authentic RSE learning experiences during Years 7 to 11. This work takes place predominantly through the Health and Wellbeing AoLE, and through close collaboration with all subject areas including Science, Health and Social Care, Religious Education, Media Studies and English. Brief-intervention sessions for individual and groups learners are also provided on a needs basis. The RSE

curriculum is designed as a spiral in which learners are introduced to themes using age and group-appropriate resources. These skills and understanding are then revisited each year, building on and developing prior learning. Schemes of Work are preceded by a clear outline of school safeguarding procedures, confidentiality and the development of class ground rules.

Positive, protective, and preventative RSE

Building on the Code, the approach to RSE in our school is positive, protective and preventative. We support learners to:

- Have access to objective, supportive and inclusive information about growing up, changing, and relationships, reproductive and sexual health.
- Understand and cope with change, conflicts and pressure.
- Recognise potentially harmful behaviours in relationships and know how to seek support.
- Have the knowledge to recognise all forms of discrimination, violence, abuse and neglect, including **violence against women, domestic abuse and sexual violence**.
- Seek help and advice where appropriate.

Inclusivity

The Curriculum for Wales RSE Code requires that learners participate in learning opportunities and experiences to support: Sexual Health and Well-being Understanding of 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. Understanding of how rights need to be balanced in a diverse society; the characteristics, benefits and challenges of living in a diverse society.

An ability to advocate for and advance the rights of all and understand and respect all people in relation to sex and sexual orientation. Understanding how the law and human rights secure freedoms around sex and sexual orientation 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 and sexual orientation can shape perceptions and our wellbeing and can be both positive and harmful.

Empowerment safety and respect. Understanding the importance of inclusivity, non-discrimination and the value of diversity in our interpersonal behaviours and relationships.

Bryntirion Comprehensive School recognises that adolescence is a time of exploration and discovery. Support is available – from the Pastoral Team, the School Nurse, the Pastoral Officers, the Safeguarding and Wellbeing Officer, the Curriculum Lead for Health and Wellbeing or any teacher of their choice - for all learners to explore their own individual journey in a caring, non-judgemental manner. All subject areas at

Bryntirion Comprehensive School seek to normalise same-sex relationships and a range of family units by promoting visibility (such as in the selection of resources) and through the inclusion of gay and lesbian relationships and families in classroom discussion and planned activities. Specific lessons are included as part of the RSE curriculum to challenge gender stereotypes (Year 7) explore the history of Women's Liberation and the Gay Rights Movement (years 10). Bryntirion Comprehensive School endeavours to provide the most appropriate and effective learning experiences for each learner.

The Curriculum Lead works closely with parents and carers, the School Nurse, the ALNCo and Pastoral Leaders to ensure that learners are able to access the curriculum at a time and place that most suits their individual needs. This may include attending learning activities in the Hive outside of timetabled lessons

The RSE Code focuses on three broad strands:

- **Relationships and identity:** helping learners develop the skills they need 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.

The Welsh Government is committed to covering the following themes in RSE: relationships, rights and equity, sex, gender and sexuality; bodies and body image, sexual health and well-being; violence; safety and support. These themes are interwoven into the above strands.

8.1 Understanding the nature of progression in RSE

The RSE Curriculum must be developmentally appropriate for learners. At **Bryntirion Comprehensive School** we reflect upon the Phases 1, 2 and 3, as outlined by the Welsh Government's Code in terms of what content is covered by each age range. This means at our school we will take account of a range of factors including the learner's age; knowledge and maturity; any additional learning needs and anticipating their physiological and emotional or social development and needs during planning. Learning within the RSE Curriculum is to be linked to the following phases:

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

The principles of progression across the **Health and well-being AoLE** offers guidance to **progression** in RSE. Our curriculum revisits content, themes and topics

as outlined in the preceding phases set out in the Code, reinforcing, and building on learners' developing understanding and changing needs.

Bryntirion Comprehensive School seeks to provide accurate, unbiased information on RSE to learners as part of our pluralistic approach. This means that where questions of values are concerned, we provide a range of views on a given subject commonly held within society. As they develop, learners are encouraged to take increasing responsibility for their own learning.

9. Role of Pupil Voice in RSE

As stated in the United Nations Convention on the Rights of the Child (UNCRC), children and young people have the right to be consulted on decisions being made about their lives (Article 12). To ensure the RSE Curriculum meets learners' needs and addresses emerging trends, **Bryntirion Comprehensive School** will consult learners and involve them in the curriculum content for RSE and retain flexibility to address the issues learners identify. Learners' views about what, how and where they learn will be taken into consideration so that the RSE Curriculum can truly reflect the experiences that children and young people encounter in society.

CSC Human Rights Funded Project – Development of inclusive RSE

This project is designed to support full access to RSE knowledge and understanding for students with ALN, specifically those who attend the Hive who often self-exclude from Health and Wellbeing and RSE lessons. Underpinned by the UNCRC and the UNCRDP, the proposal includes collaboration with cluster primary school, Maes yr Haul and Heronsbridge Special School who have recently undertaken and are now embedding specialist RSE for students with complex physical and learning needs.

Schemes of work bespoke to groups of students in Years 7 and 9 have been developed to be delivered in the Hive, in conjunction with parents, carers and the school nurse.

There is an increase in the number of children with significant learning or physical disabilities on roll and current curriculum provision does not necessarily meet their needs. Some children with ALN are self-excluding from RSE. Some parents/carers of children with ALN have concerns about the content and delivery of RSE but have not chosen to attend the parent/carer sessions.

Emerging empirical evidence as well as school-based events appear to indicate that children (specifically boys) with autism are of increased vulnerability in relation to being groomed, radicalised and engaging with pornography. There are questions arising regarding how best to support children who are Demand Avoidant to understand sexual consent as well as classroom boundaries and dynamics during RSE lessons. Actions following the meeting: The development of a specific RSE strategy for children with ALN at Bryntirion. The development of a series of 'non-negotiable lessons' for RSE and radicalisation/extremism that students must attend either as part of the mainstream H&WB programme or as part of an additional session in the Hive.

Engagement with parents/carers during meetings held at the Hive Drop-in sessions with the nurse held at the Hive

10. Responding to Pupil Needs

Bryntirion School is fully inclusive which means that we use a whole school, strategic approach to fully include and respond to the needs of all our learners and families.

10.1 Ground rules

At **Bryntirion Comprehensive School** we endeavour to create safe and supportive learning environments. This helps to create trust and allow learners a safe space to consider learning, ask questions and express their thoughts and feelings. We aim to encourage respectful conversation, which can be achieved by developing a working agreement of ground rules with learners. This helps to maintain professional boundaries and keep learners and practitioners safe. (See Appendix 2)

10.2 Dealing with questions

If staff are asked questions by learners during RSE lessons (which may be of a sensitive nature) the member of staff will never disclose their personal experiences. They will use their professional judgement in providing answers which are age and stage appropriate to the age and maturity of the learner or of other learners who may be listening. There may be times when teachers feel that pupils should be advised to ask another adult, probably a parent/carers, and if this happens, teachers will try to inform parents/carers if the child is willing or check with them that the issue has been dealt with.

Distancing techniques will also be used to help learners to discuss sensitive issues and develop their decision-making skills in a 'safe' environment. The school includes a question box within all RSE lessons for pupils to anonymously ask a question. Any information that the teacher feels would support the class will be followed up in a later activity. If a teacher does not know the answer to a question, they will acknowledge this and research the question later.

Sometimes an individual learner may ask an inappropriate question. If this situation arises, the learner will be reminded of the class agreement/ ground rules. If a question feels inappropriate for a learner, or for the whole class or raises concerns, the teacher will acknowledge the question and reassure the learner that they will attend to it after the lesson on an individual basis. In this way, the learner will feel they have been treated with respect, but inappropriate personal information will not be shared with the rest of the class. In some cases the Safeguarding Policy may need to be followed (see Section 15).

10.3 RSE for Learners with Additional Learning Needs

The RSE Curriculum must be provided for learners with additional learning needs. Staff at **Bryntirion** consider how best to meet the needs of individual learners whose additional needs means that their understanding of sexual health and well-being may not match their chronological age.

All staff, including ancillary staff, physiotherapists, nurses and carers are aware of the school's approach to RSE when working with learners with additional learning needs.

11. Use of local, national and school level data

At Bryntirion Comprehensive School we use a range of available health and wellbeing data to develop a bespoke RSE Curriculum which meets the needs of all learners. This includes data captured through surveys such as, the School Health Research Network (SHRN).

12. RSE resources

It is vital that the RSE Lead uses RSE resources which are relevant, reputable, developmentally appropriate, inclusive and sensitive to learners' needs to support the RSE Curriculum.

Parents/ Carers are invited to view or discuss the methods the school intends to use in order to provide reassurance and to enable conversations, where appropriate, to be reinforced and continued in the home.

13. Partnerships and Engagement with Stakeholders

13.1 Working with Parents / Carers

As part of the Curriculum for Wales, RSE is mandatory for all learners aged 3 – 16. This means that parents / carers can no longer withdraw their child from RSE in line with the roll-out of the curriculum in each year group. However, Bryntirion Comprehensive School acknowledges that parent and carers have an important influence and role to play in terms of delivering messages about relationships and sexuality education. Parents and carers are the key people in teaching their children about sex and relationships and maintaining the culture and ethos of the family. RSE is a shared responsibility and as such schools seek to keep parents /carers informed about this RSE Policy, the RSE Curriculum, and resources where possible.

Parents and carers are the primary providers of RSE for their children. RSE is most effective for learners when curriculum and resources are developed in close working partnership between home and school. To this end, the outline of the RSE curriculum is available for all parents and carers on request. Families are also notified in writing, prior to the delivery of all RSE schemes of work, of themes that will be covered and resources that will be used. Parents and carers are invited to attend an initial meeting at the start of each year during which an outline of the planned curriculum will be shared. This is also an opportunity to address any questions or concerns directly. The Head Teacher and Curriculum Lead for RSE are available throughout the academic year to discuss any matters arising as well during a series of subsequent RSE Parents and Carers sessions.

We support parents / carers in understanding why high quality, inclusive RSE Bryntirion Comprehensive School is important to the development and learning of every young person. Parents / carers are encouraged to discuss concerns they may

have with their class or form teacher in the first instance or the Curriculum Leader for Health and Wellbeing, and Headteacher.

The school welcomes any comments from parents and carers that are aimed at improving the school's provision in this area. In situations where parents / carers are unhappy with elements of the RSE Curriculum, they are asked to follow the Complaints Policy for Bryntirion Comprehensive School or contact the headteacher

13.2 External partnerships

Whilst Bryntirion Comprehensive School is responsible for the delivery of the RSE Curriculum, we recognise the value of involving appropriate external agencies/visiting speakers to complement the RSE Curriculum. This input does not substitute or replace the school/education provision and delivery of RSE. If the school/educational provision is approached by an unknown external agency/speaker, then advice regarding suitability will be sought.

Good practice for when working with external agencies/visiting speakers:

- Ensure that the external agency has the right skills, knowledge and competency, and has a professional reputation for being holistic and inclusive in their approach to RSE.
- Ensure aims and learning outcomes are age appropriate for the intended learners.
- The external agency/visiting speakers have a DBS and are considered appropriate in respect of Safeguarding and Health & Safety Procedures.
- The school/education provision have made the external agency aware of their school's policies
- Staff will inform and prepare learners for the visit of an external agency/visiting speaker and allow them time to prepare questions prior to this.
- Staff will remain in the classroom at all times

13.3 Welsh Network of Healthy School Scheme (WNHSS)

Bryntirion Comprehensive School school actively participates in the WNHSS. This provides a framework for the development of a whole school approach to RSE through effectively linking policy, staff, development of a spiral curriculum, school ethos, learner voice and the wider community through the health topic area of Personal Development & Relationships.

14. Period Dignity

Our school fully supports the Welsh Government Period Dignity Strategy Action Plan, which aims to address the stigma and shame associated with periods.

We will support the plan by ensuring the following:

1. Provision of free period products, including environmentally friendly resources that learners can access from Mrs Bowser and Heads of Year.
2. A robust RSE Curriculum that covers the menstrual cycle and periods.
3. A safe and suitable environment for applying/changing products.

4. Provision of sanitary bins in learner toilets to support the safe and environmental disposal of products.
5. Clear communication to learners and parents/carers informing them of the available free products on site, and how they can access them.

15. Safeguarding and Confidentiality

The RSE curriculum at Bryntirion Comprehensive School supports learners to be able to develop their knowledge, awareness and understanding on how to recognise discriminatory behaviours, harmful sexual behaviours, unhealthy and abusive/violent relationships, whilst ensuring that all learners develop an understanding of what consent is, including developing skills on how to give and withdraw consent.

It is important that all school staff receive the appropriate Safeguarding Training. Staff understand that they have a duty to follow the School Safeguarding Policy and Procedures at Bryntirion Comprehensive School), which will follow the All Wales Child Protection Procedures / LA protocol if there is suspicion that a learner may have suffered or be at risk of suffering harm.

Our RSE curriculum supports learners to be able to build their knowledge and understanding of how to recognise harmful sexual behaviours, discrimination, abusive relationships, and violence and develop an understanding of consent. Learners may disclose information to school staff that cannot remain confidential. When this occurs, our staff will follow the guidelines below:

- Remind learners that staff cannot offer unconditional confidentiality.
- Inform learners first if staff are going to break confidentiality.
- Where appropriate, encourage learners to talk about any worries and concerns they have with parents/carers.
- Ensure learners are supported adequately by an appropriate member of staff.
- Always follow the school Safeguarding Policy if there are child protection concerns.

16. Harmful Sexual Behaviour

[Peer-on-peer sexual harassment](#) is taken very seriously at Bryntirion Comprehensive School. The whole school approach to RSE ensures that a preventative and proactive approach is adopted to tackle the issue. This includes providing learners with assurance that school/education provision staff will take every incidence of peer-on-peer sexual harassment seriously and work in partnership with the learners, parents/carers, and external agencies where appropriate to deal with any incidents.

17. Signposting to services

Learners can access a range of information and advice through:

- Form Tutors and Heads of Year
- The school's wellbeing team.
- Cwm Taf Morgannwg School Nursing Team

- Childline
- School based counselling
 - Early Help Hub (Bridgend): 01656 815 420 or EarlyHelp@bridgend.gov.uk
 - Kooth: Free, safe and anonymous support and counselling is available to all young people aged 11-18 on Kooth.com across Cwm Taf Morgannwg (CTM). Kooth is funded by the CTM University Health Board and all resources and support are FREE for schools, services and young people to access.

18. Equality Statement

This school/provision recognises the [Equality Act 2010](#). Under the provisions of the Equality Act, schools must promote equality and not unlawfully discriminate against learners on the basis of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the *protected characteristics*). Schools/education provision must also make reasonable adjustments to alleviate disadvantage.

19 Access to the Policy

This policy will be located in the policy section on TEAMS and school website.

Aspects of this Policy will be replicated in the School Prospectus, shared areas on the school network and staff handbook. Parents / carers may request a paper copy of the Policy from the school.

YEAR GROUP	TIME ALLOCATION	LESSON THEMES
7	One hour each fortnight	Rights and Equalities: Overview of safeguarding at Bryntirion The UNCRC The Equality Act (The story of Stephen Lawrence) Gender roles through time and across the world Gender stereotypes Disability Awareness Autism Awareness Consent Puberty: Body Image, Media and Mental Health – boys and girls (inc. Child-generated sexual images) The changes to male and female bodies during puberty Menstruation Revision of conception, how a baby grows and is born; breastfeeding; the role of families and parents Attraction
8	Carousel	Substance Misuse: Nicotine Nitrous Oxide Vapes/snus Alcohol

9

One hour each
fortnight

Cannabis

Child Sexual Exploitation/County Lines

Exploitation:

**'Using people' including online contexts
(algorithms; dopamine; peer pressure)**

People trafficking

**Forced labour; domestic servitude; sweat
shops and fast fashion; county lines**

Sexual exploitation

**The representation of exploitation across
a range of media**

Relationships Education:

'Spiralling' - dating abuse project

Consent

Street harassment

Stalking

**Coercive control – gaslighting and
DARVO**

Sexual abuse and rape

The forms and typical trajectory of abuse

Rape/abuse myths

Sources of support

Substance misuse:

**Recreational drugs – ketamine; cocaine;
NPS; MDMA; cannabis; alcohol**

10	One hour each fortnight	<p>Relationships and Sex Education:</p> <p>The A to Z of Love and Sex</p> <p>Pornography – exploitation, harms and addiction</p> <p>Sex and Alcohol (review of consent)</p> <p>Male and Female Cancers</p> <p>Revision of contraception and STIs</p> <p>Technology and sex (including revenge porn, sextortion and pornography)</p> <p>Alcohol and sex</p> <p>Extremism: (The <i>Prevent</i> Duty)</p> <p>Definition and examples – historical and contemporary. Examples include the civil rights movement, the women’s suffrage movement and the history of the rights of people who are LGBT from 1500 to the present day</p> <p>Terrorism</p>
11	One hour each fortnight	<p>County Lines</p> <p>One Punch Can Kill</p> <p>Pregnancy Choices including abortion</p>

