

# *Ysgol Hendrefelin*



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## Relationships and Sexuality Education Policy

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### ***MONITORING AND EVALUATION OF POLICY***

<b>Policy Type:</b>	<i>School</i>
<b>Review Cycle:</b>	<i>Annually</i>
<b>Last Review Date:</b>	<i>July 2025</i>

# RELATIONSHIPS AND SEXUALITY EDUCATION POLICY

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## Relationships and Sexuality Education Policy for Ysgol Hendrefelin Special School

### Introduction

Relationships and Sexuality Education (RSE) is a fundamental and protective element of the Curriculum for Wales (2022), designed to support learners' rights to enjoy fulfilling, healthy, and safe relationships throughout their lives. At Ysgol Hendrefelin Special School, recognising the unique nature of our provision for learners with additional learning needs (ALN), RSE is embedded within the Health and Well-being Area of Learning and Experience (AoLE) and is aligned with statutory requirements and Estyn inspection expectations. This policy sets out a clear framework for delivering developmentally appropriate, inclusive, and rights-based RSE that meets the diverse and complex needs of our learners. It reflects the principles of the United Nations Convention on the Rights of the Child (UNCRC) and supports learners to develop knowledge, skills, and values essential for their well-being and safety.

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.

### Why is RSE so important?

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

RSE equips learners to navigate these changes safely and confidently, fostering understanding, respect, and resilience in a complex and diverse society.

This policy is informed by the statutory guidance published under section 71 of the Curriculum and Assessment (Wales) Act 2021 (the Act). This statutory guidance is designed to assist those responsible under the Act to design and deliver RSE as part of the curriculum.

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## Aims

The aims of RSE at Ysgol Hendrefelin are to:

- Provide learners with accurate, inclusive, and developmentally appropriate information about relationships, identity, sexuality, and personal safety, tailored to the unique needs of a special school context.
- Support learners to develop healthy, nurturing relationships and understand what constitutes acceptable and unacceptable behaviour.
- Promote respect for diversity in gender identity, sexual orientation, culture, faith, and ability.
- Empower learners to recognise their rights and responsibilities and to seek support confidently.
- Equip learners with skills to make informed decisions and advocate for themselves and others.
- Foster emotional and physical well-being as integral to successful learning and personal development.
- Ensure RSE is delivered through a rights and equity-based approach that promotes dignity, respect, and inclusion.

## Statutory Requirements

Ysgol Hendrefelin complies with the following statutory requirements:

- RSE is mandatory for all learners aged 3 to 16 under the Curriculum and Assessment (Wales) Act 2021, with no parental right to withdraw.
- RSE provision is developmentally appropriate, inclusive, and personalised to meet the needs of learners with ALN, in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018.
- The Equality Act 2010 requires elimination of discrimination and promotion of equality in RSE content and delivery.
- Safeguarding and child protection legislation mandates that RSE supports learners' safety and well-being, with clear protocols for managing disclosures.
- The policy aligns with Welsh Government statutory guidance on RSE (2022) and the UNCRC principles.
- Data protection legislation governs confidentiality and handling of sensitive information arising from RSE.

## Curriculum Coverage

RSE at Ysgol Hendrefelin covers three core strands:

<b>Strand</b>	<b>Overview</b>
Relationships and Identity	Understanding self and others, family structures, friendships, social skills, and diversity in gender identity, sexual orientation, culture, and beliefs.
Sexual Health and Well-being	Physical and emotional changes during puberty, sexual development, contraception, prevention of STIs, consent, and personal boundaries.

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Strand	Overview
Empowerment, Safety and Respect	Rights and responsibilities, safeguarding, online safety, recognising abuse or exploitation, and developing skills to seek help and advocate.

Content is tailored to learners' developmental stages, maturity, and individual needs, ensuring accessibility and meaningful engagement. RSE is integrated primarily within the Health and Well-being AoLE and reinforced across other curriculum areas such as Personal and Social Education, Science, and Humanities.

## Curriculum Implementation

- **Planning:** RSE is planned collaboratively by curriculum leads and teaching staff, incorporating pupil voice to ensure relevance and responsiveness to learners' needs. Individualised learning plans guide differentiation.
- **Teaching Approaches:** A range of evidence-based, multisensory, and experiential pedagogies are used, including role-play, social stories, visual aids, and interactive activities. Sessions are safe, supportive, and encourage active learner participation.
- **Resources:** Carefully selected resources are inclusive, accessible, and reflect diversity. External agencies may be involved following rigorous commissioning and safeguarding procedures, with staff present to support learners.
- **Whole School Approach:** RSE is supported by school-wide policies and practices promoting positive mental health, safeguarding, equality, and inclusion. Access to sanitary products and other support is ensured as part of this approach.

## Assessment

- Formative assessment is embedded within teaching through observation, learner self-assessment, and dialogue to inform ongoing planning and support.
- Summative assessment may include portfolios of evidence, recorded outcomes, and progress tracking aligned with individual learning goals.
- Assessment approaches are adapted to learners' communication methods and cognitive abilities.
- Learner voice is actively sought to evaluate understanding and impact of RSE provision.
- Progress and achievement in RSE are reported in line with the school's overall assessment and reporting policy.

## Roles and Responsibilities

Role	Responsibilities
Governing Body Representative (Paula Macpherson-Jones)	Oversee RSE policy implementation and review; ensure statutory compliance and strategic leadership.
Headteacher and Senior Leadership Team	Provide vision, allocate resources, ensure staff training, and monitor RSE quality and impact.
Curriculum/Unit Leads	Coordinate RSE planning, support staff, monitor delivery, and liaise with external agencies.
Teaching Staff	Deliver RSE lessons using inclusive, developmentally appropriate approaches; assess and support learners.

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<b>Role</b>	<b>Responsibilities</b>
Support Staff	Assist in delivering RSE activities and provide additional learner support as needed.
Learners	Engage actively in RSE learning; contribute to curriculum development and evaluation through pupil voice.
Parents/Carers	Support learning at home; engage with school communications and partnership opportunities.

## **Inclusion**

- RSE is personalised to meet the diverse needs of all learners, including those with complex learning difficulties and disabilities.
- Differentiation considers cognitive, emotional, physical, and communication needs, using individual education plans (IEPs) and multi-sensory resources.
- Teaching fosters respect for all identities and challenges stereotypes and discrimination.
- Reasonable adjustments ensure full access, including alternative communication methods and additional adult support.
- The school promotes equality and diversity in all aspects of RSE provision.

## **Professional Development**

- All staff involved in RSE delivery receive training to build confidence and competence in sensitive and complex topics.
- Training includes safeguarding, inclusive pedagogy, communication strategies, and legal/statutory updates.
- Opportunities for reflective practice, peer support, and external expert input are provided.
- New staff receive induction on RSE policy and practice.
- Training needs are reviewed annually as part of the school's professional development planning.

## **Inspectorate Expectations**

This policy and its implementation meet Estyn's inspection framework requirements by:

- Embedding RSE within the Health and Well-being AoLE with clear strategic leadership and planning tailored to learners with ALN and the unique context of a special school.
- Delivering developmentally appropriate, inclusive, and personalised RSE that promotes learner safety, respect, and empowerment.
- Using evidence-based, differentiated teaching approaches and inclusive resources to engage all learners meaningfully.
- Collaborating effectively with external agencies under robust safeguarding and commissioning procedures.
- Ensuring staff are well-trained and confident in delivering RSE.
- Actively involving learners in shaping and evaluating RSE provision through pupil voice.
- Maintaining robust monitoring, evaluation, and review systems involving leaders, staff, learners, and governors.

## **Monitoring and Review**

- The RSE policy and provision are monitored and reviewed annually by the Governing Body representative for RSE, the Headteacher, Senior Leadership Team, curriculum leads, and learners.

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- Monitoring includes lesson observations, learner feedback, assessment outcomes, and staff evaluations.
- Findings inform ongoing improvements and ensure compliance with statutory requirements and best practice.
- Parents/carers and the wider school community are consulted during the review process to maintain transparency and partnership.
- The policy is updated to reflect changes in legislation, guidance, and school context.

## **Links to Other Policies**

This RSE policy should be read in conjunction with the following school policies:

- Positive Mental Health and Well-being Policy and Procedures
- Safeguarding and Child Protection for Schools Policy
- Anti-bullying Policy and Procedures
- Mental Health and Well-being Policy
- Online Safety Policy
- Equality Policy
- Access and Inclusion Policy

**Policy Review Record:**

Policy Adoption and Review Dates		Signature	Signature
Date approved by Governors	15/11/2023	Mr R. Blank (Chair of Governors)	Mr L. Lewis (Headteacher)
Reviewed	15/07/2025	Mr R. Blank (Chair of Governors)	Mr L. Lewis (Headteacher)

