

Ysgol Hendrefelin



Relationships and Sexuality Education RSE Policy

MONITORING AND EVALUATION OF POLICY

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1. Introduction

Relationships and Sexuality Education (RSE) is a statutory, protective element of the Curriculum for Wales (2022). At Ysgol Hendrefelin Special School, RSE is embedded within the Health and Well-being Area of Learning and Experience (AoLE). It 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).

RSE supports learners to form and maintain relationships built on mutual trust and respect. It develops emotional well-being, resilience, and empathy. An understanding of sexuality, grounded in rights, health, equality, and equity, empowers learners to understand themselves, make responsible decisions, and build inclusive relationships.

2. Why RSE Matters

Our learners navigate a world of changing family structures, evolving social norms, rapidly advancing technology, and shifting laws around relationships and sexuality. RSE equips them to do so safely and confidently.

For learners with additional learning needs (ALN), RSE plays a particular protective role. Our learners are statistically more vulnerable to abuse, exploitation, and unhealthy relationships. High-quality RSE builds the knowledge and skills they need to stay safe, seek help, and form positive connections throughout their lives.

This policy is informed by the statutory guidance published under section 71 of the Curriculum and Assessment (Wales) Act 2021.

3. Aims

RSE at Ysgol Hendrefelin aims to:

- Provide accurate, inclusive, developmentally appropriate information about relationships, identity, sexuality, and personal safety, tailored to our special school context.
- Support learners to develop healthy, nurturing relationships and understand 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.
- Deliver RSE through a rights and equity-based approach that promotes dignity, respect, and inclusion.

4. 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. There is no parental right to withdraw.
- RSE provision is developmentally appropriate, inclusive, and personalised to meet learners' 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.
- The policy aligns with Welsh Government statutory guidance on RSE (2022) and the UNCRC principles.
- Data protection legislation governs confidentiality and the handling of sensitive information arising from RSE.

5. Curriculum Coverage

RSE at Ysgol Hendrefelin is structured around three core strands, delivered across all year groups:

Strand	Overview
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.
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. RSE is integrated primarily within the Health and Well-being AoLE and reinforced across Personal and Social Education, Science, and Humanities.

The detailed curriculum content overview is included at Appendix A.

6. Curriculum Implementation

Area	Approach
Planning	RSE is planned collaboratively by curriculum leads and teaching staff, incorporating learner voice. Individualised learning plans guide differentiation.
Teaching	Evidence-based, multisensory, and experiential approaches are used, including role-play, social stories, visual aids, and interactive activities. Sessions are safe, supportive, and learner centred.
Resources	Resources are inclusive, accessible, and reflect diversity. External agencies may be involved following rigorous safeguarding procedures, with staff present throughout.
Whole-school approach	RSE is supported by school-wide policies promoting positive mental health, safeguarding, equality, and inclusion. Access to sanitary products is provided as part of this approach.

7. Assessment

- Formative assessment is embedded through observation, learner self-assessment, and dialogue, informing ongoing planning and support.
- Summative assessment includes portfolios of evidence, recorded outcomes, and progress tracking aligned with individual learning goals.
- Assessment approaches are adapted to learners' communication methods and cognitive abilities, including the use of AAC, Widget symbols, and visual supports as appropriate.
- Learner voice is actively sought to evaluate understanding and impact.
- Progress and achievement in RSE are reported in line with the school's overall assessment and reporting policy.

8. Safeguarding and Disclosure Protocol

RSE sessions create at Ysgol Hendrefelin opportunities for learners to disclose concerns about their own safety or the safety of others. All staff must be prepared to respond appropriately. The following protocol applies to all RSE-related disclosures.

Designated Safeguarding Officers

All disclosures must be reported to the relevant Designated Safeguarding Officer (DSO) without delay and recorded on MyConcern, the school's secure digital safeguarding platform.

Site	Designated Safeguarding Officer
Bryncoch	Mr P. Thomas
Port Talbot sites	Mr N. Lloyd

In the absence of the relevant DSO, staff must contact the Deputy DSO or Headteacher immediately. Contact details for all DSOs are held in the school's Safeguarding and Child Protection Policy. MyConcern alerts the DSO team automatically when a concern is logged.

Responding to a disclosure

When a learner makes a disclosure during or following an RSE session, staff must:

1. Stay calm. Do not show alarm or distress. Reassure the learner that they have done the right thing.
2. Listen carefully. Do not ask leading questions. Use open prompts such as "Tell me more" or "What happened next?"
3. Do not promise confidentiality. Explain that you may need to share what you have heard to keep them safe.
4. Record accurately. Write down what the learner said using their own words as soon as possible. Note the time, date, and who was present. Log the concern on MyConcern the same working day.
5. Report immediately. Inform the relevant DSO without delay and submit a MyConcern entry the same working day, even if the concern seems minor or you are unsure.
6. Do not investigate. It is not the role of teaching staff to investigate disclosures. That responsibility rests with the DSO and, where required, external agencies.
7. Maintain confidentiality. Share information only with those who need to know. Do not discuss the disclosure with colleagues unless directed by the DSO.

Managing sensitive disclosures in group settings

RSE at Ysgol Hendrefelin is sometimes delivered in group or whole-class settings. If a learner makes a disclosure in front of peers, staff must:

- Respond calmly and acknowledge the learner briefly without drawing the group's attention.
- Continue the session if safe to do so, or arrange for the learner to speak privately as soon as possible.
- Ensure the learner is not left alone if they appear distressed.
- Follow the disclosure protocol above once the session has concluded or the learner is with a trusted adult.

Pre-session preparation

Before delivering RSE content, staff of Ysgol Hendrefelin should:

- Review the content to anticipate topics that may prompt disclosures.
- Establish agreed ground rules with learners, including the limits of confidentiality.
- Know the name and location of the relevant DSO for their site on that day and have access to MyConcern to log any disclosure that arises.
- Ensure communication supports are in place for learners who use AAC or have limited verbal communication, so they are able to disclose if needed.

Links to wider safeguarding policy

This protocol must be read alongside the school's Safeguarding and Child Protection Policy, which sets out full procedures for referral, multi-agency working, and record keeping.

MyConcern is the school's primary recording route for all safeguarding concerns, including those arising from RSE sessions. All staff delivering RSE must have completed up-to-date safeguarding training and have access to MyConcern.

9. Roles and Responsibilities

Role	Responsibilities
Governing Body Representative (Mrs. P Macpherson-Jones)	Oversee RSE policy implementation and review. Ensure statutory compliance and strategic leadership.
Headteacher and Senior Leadership Team	Provide strategic direction, allocate resources, ensure staff training, and monitor RSE quality and impact.
Designated Safeguarding Officers	Receive and act on all RSE-related disclosures recorded on MyConcern. Ensure staff are trained and confident in disclosure procedures, including correct use of MyConcern. Liaise with external agencies as required.
ALNCo	Ensure RSE provision is appropriately differentiated and reflected in learners' IDPs where relevant. Advise on communication strategies and adaptive resources.
Curriculum/Unit Leads	Coordinate RSE planning, support staff, monitor delivery, and liaise with external agencies.

Role	Responsibilities
Teaching Staff	Deliver RSE using inclusive, developmentally appropriate approaches. Assess and support learners. Report any disclosures immediately to the relevant DSO and log them on MyConcern the same working day.
Support Staff	Assist in delivering RSE activities and provide additional learner support. Report any disclosures immediately to the relevant DSO and log them on MyConcern the same working day.
Learners	Engage actively in RSE learning. Contribute to curriculum development and evaluation through learner voice.
Parents and Carers	Support learning at home. Engage with school communications and partnership opportunities. Receive updates on RSE content and raise any concerns with the Headteacher.

10. 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, drawing on IDPs and multi-sensory resources.
- Total communication approaches are used throughout, including AAC, Widget symbols, PECS, social stories, and visual supports, ensuring every learner can access RSE meaningfully and as appropriate.
- Teaching fosters respect for all identities and actively 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.

Equality and Protected Characteristics

RSE at Ysgol Hendrefelin actively teaches respect for people with all nine protected characteristics under the Equality Act 2010. Teaching is delivered in a developmentally appropriate way that supports learners to understand fairness, dignity and respect for difference.

The nine protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Ysgol Hendrefelin does not tolerate discrimination, harassment or victimisation linked to any protected characteristic. Staff model inclusive language and behaviour at all times. Curriculum content, resources and classroom displays reflect the diversity of our learners and the wider community.

Political Impartiality and Balanced Teaching

RSE at Ysgol Hendrefelin is delivered in line with the duty on maintained schools to present contested and sensitive issues in a balanced, factual and age-appropriate way. The following principles apply to all RSE teaching.

- Staff present a range of views on contested issues without promoting their own personal political opinions.
- Teaching distinguishes between factual content (such as the law, biology and statutory rights) and matters of opinion or values, where a range of perspectives is offered.
- Learners are supported to form their own views through respectful discussion, critical thinking and access to accurate information appropriate to their developmental stage.
- Equality, dignity, respect and the rights of every learner under the Equality Act 2010 and the UNCRC are non-negotiable foundations and are not treated as matters of opinion.
- External agencies and visiting speakers are vetted in advance. The school confirms their materials are accurate, age-appropriate and aligned with the Welsh Government RSE Code before any content is delivered to learners.
- Concerns about bias, balance or content can be raised with the Headteacher in line with the school's Complaints Policy.

11. Professional Development

- All staff of Ysgol Hendrefelin delivering RSE receive training to build confidence and competence in sensitive and complex topics.
- Training covers safeguarding, inclusive pedagogy, total communication strategies, disclosure procedures including correct use of MyConcern, and legal and statutory updates.
- Opportunities for reflective practice, peer support, and external expert input are provided.
- New staff receive induction on RSE policy and practice before delivering any content.
- Training needs are reviewed annually as part of the school's professional development planning.

12. Monitoring and Review

- The RSE policy and provision are monitored and reviewed annually by the Governing Body representative, the Headteacher, Senior Leadership Team, curriculum leads, and learners.
- 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 and carers and the wider school community are consulted during the review process.
- The policy is updated to reflect changes in legislation, guidance, and school context.

13. Links to Other Policies

This RSE policy should be read alongside the following school policies:

- Safeguarding and Child Protection for Schools Policy
- Positive Mental Health and Well-being Policy and Procedures
- Anti-bullying Policy and Procedures

- Online Safety Policy
- Equality Policy
- Access and Inclusion Policy

Appendix A: Curriculum Content Overview

The tables below set out the curriculum content for each key stage across the three RSE strands. All content is delivered in a developmentally appropriate and differentiated way, taking account of individual learning needs and communication styles.

Horizon Centre - Cognition and Learning Difficulties (CLD) Provision

CLD	KS3 (Years 7, 8 and 9)	KS4 (Years 10 and 11)
Relationships and Identity	• Form and maintain healthy, respectful relationships. • Show kindness, empathy, and compassion. • Know rights and responsibilities in relationships. • Understand family diversity. • Manage the emotional impact of change and coping strategies. • Develop self-worth, self-esteem, and resilience. • Respect cultural differences and manage conflict respectfully. • Understand democracy, community rules, and participation. • Understand how relationships affect feelings, well-being, and identity. • Set goals and work towards personal ambitions.	• Understand different relationship types, including romantic and intimate relationships. • Respect differences in relationships, including LGBTQ+ awareness. • Know how identity is shaped by culture, family, faith, and community. • Communicate effectively, manage conflict, and use refusal skills. • Challenge stereotypes, prejudice, and discrimination. • Understand equality, diversity, and fairness. • Develop self-worth and resilience. • Understand how media affects body image and self-perception.
Sexual Health and Well-being	• Understand puberty: physical, emotional, and social changes for boys and girls. • Know about menstrual well-being and personal hygiene. • Understand body image and accept that all bodies are unique. • Know the impact of media and online images on body image. • Understand how conception occurs naturally and through IVF. • Develop coping strategies for physical and emotional changes.	• Understand puberty and physical, emotional, and social changes. • Know about human reproduction, including IVF. • Understand the risks of unprotected sex. • Know about contraception methods and support services. • Know the law on sexual relationships and age of consent. • Understand mental health and its link to well-being and relationships.

CLD	KS3 (Years 7, 8 and 9)	KS4 (Years 10 and 11)
Empowerment, Safety and Respect	• Recognise kind and unkind behaviour, including bullying. • Know rights to privacy, personal boundaries, and body autonomy. • Know who trusted adults are and how to seek help. • Stay safe in friendships online and offline. • Understand SMART online safety rules. • Recognise and report harmful or abusive behaviours. • Understand consent in everyday interactions. • Know laws that protect children and young people from harm.	• Recognise and respond to bullying, discrimination, and prejudice. • Stay safe online and manage social media risks. • Understand consent in romantic relationships. • Know digital consent, grooming, and image-sharing risks. • Recognise harmful or controlling behaviours in relationships. • Stand up for rights and safe environments. • Understand how alcohol and substances affect decisions.

Social, Emotional, and Behavioural Difficulties (BESN) Provisions

KS2

BESN KS2	Year 4	Years 5 and 6
Relationships and Identity	• Show kindness, empathy, and compassion. • Understand that everyone has needs linked to their rights. • Know what happens when relationships have problems or end. • Treat everyone with respect regardless of gender. • Understand that people express identity in different ways.	• Know what different families look like. • Make and keep positive relationships. • Know what happens if relationships have problems or end. • Show inclusive behaviour and treat everyone with respect. • Understand that people show who they are in different ways.
Sexual Health and Well-being	• Know that bodies change as we grow. • Understand puberty brings emotional, social, and thinking changes. • Know why it is important to look after ourselves and keep clean.	• Know that bodies change as we grow. • Understand puberty brings changes to how we feel and get along with others. • Know why it is important to look after ourselves and keep clean.

BESN KS2	Year 4	Years 5 and 6
	• Know who trusted adults are and how to ask for help. • Be aware that people have different feelings, and that is okay.	• Know who trusted adults are and how to find help and information. • Understand that people have different feelings, and that is okay.
Empowerment, Safety and Respect	• Recognise kind and harmful behaviour, including bullying. • Know that everyone has the right to be safe from harm. • Stay safe online and when using digital devices. • Tell a trusted adult if someone touches them uncomfortably. • Be a good friend and stand up for others.	• Spot kind and unkind behaviour, including bullying. • Know that everyone has the right to feel safe. • Stay safe online and in online games. • Tell a trusted adult if someone touches them in a way that feels wrong. • Be a kind friend and know how to stay safe in friendships.

KS3 and KS4

BESN KS3/KS4	KS3 (Years 7, 8 and 9)	KS4 (Years 10 and 11)
Relationships and Identity	• Show kindness, empathy, and compassion in relationships. • Know rights, needs, and wants in relationships. • Understand that families and relationships can all look different. • Learn about yourself and what makes you who you are. • Respect everyone's rights and show inclusive behaviour. • Know what healthy and unhealthy relationships look like. • Communicate well, make decisions, and solve problems with others. • Understand how culture, religion, and laws affect well-being around sex, gender, and sexuality.	• Make and keep healthy relationships. • Know what marriage and civil partnerships are across different societies. • Stand up for the rights and respect of everyone. • Understand fairness, respect, and gender equality. • Communicate well, make decisions, and say no when needed. • Know that everyone's rights must be respected in a diverse society. • Understand how and why attitudes towards gender and sexuality are changing.

BESN KS3/KS4	KS3 (Years 7, 8 and 9)	KS4 (Years 10 and 11)
	• Know about marriage and civil partnerships across different cultures. • Understand diversity in society.	
Sexual Health and Well-being	• Know the correct names for parts of the body. • Understand puberty: physical, emotional, and social changes. • Know how to look after ourselves and maintain menstrual health. • Recognise that everyone's body is unique. • Know who trusted adults are and how to seek help. • Understand human reproduction, pregnancy, and birth. • Understand that people may feel attracted to others as they grow. • Know about fertility, contraception, and reproductive health. • Know about STIs, HIV, HPV, and reproductive health risks. • Know the legal age of consent. • Know how to find support services.	• Understand sexual and reproductive health risks and outcomes. • Make informed decisions about sexual activity and know the legal age of consent. • Know about fertility problems, STIs, HIV, and reproductive cancers. • Know about fertility, menstrual health, and how to find support. • Understand contraception and choices about having children. • Know how to find support services for health, well-being, and safety. • Critically evaluate how bodies are shown in the media.
Empowerment, Safety and Respect	• Know that everyone has the right to be free from discrimination and harm. • Treat others fairly and respect personal boundaries. • Know that everyone has the right to feel safe. • Recognise harmful or abusive behaviours and know how to respond. • Use the internet and social media safely and responsibly. • Know about LGBTQ+ inclusion and why it matters. • Understand consent in healthy relationships.	• Stay safe from discrimination, violence, abuse, and harassment. • Understand consent in safe and healthy relationships, including sexual relationships. • Recognise harmful, abusive, or controlling behaviours. • Know about LGBTQ+ inclusion and treat everyone fairly. • Know the legal and ethical issues around sharing images. • Understand your right to safety, support, and protection.

BESN KS3/KS4	KS3 (Years 7, 8 and 9)	KS4 (Years 10 and 11)
	• Know the legal protections for children and young people.	

Aspire Centre - ASD Provision

ASD	KS3 (Years 7, 8 and 9)	KS4 (Years 10 and 11)
Relationships and Identity	• Have respectful relationships with others. • Know rights within relationships. • Communicate well, make decisions, and manage conflict. • Understand that people express identity in different ways. • Understand stereotypes and why they can be unfair. • Know that families can be different from each other. • Know about marriage and civil partnerships across different cultures. • Understand diversity and the challenges of living in a diverse society. • Understand fairness, respect, and gender equality.	• Make and keep good relationships. • Know what healthy and unhealthy relationships look like. • Communicate well and make good decisions in relationships. • Know that families and relationships can look different. • Understand how relationships affect how we feel and who we are. • Value the contributions of others. • Understand the importance of sex and gender equality. • Know how social, cultural, and religious influences affect us.
Sexual Health and Well-being	• Know how bodies change as we grow. • Know the correct names for parts of the body. • Know how to look after ourselves and manage menstrual health. • Understand puberty, including feelings of attraction. • Know about human life cycles, reproductive organs, and reproduction. • Understand pregnancy and birth. • Know that everyone's body is unique.	• Know about human reproductive organs and what fertility means. • Understand reproduction, menstrual health, pregnancy, and birth. • Understand sexual and reproductive health risks and outcomes. • Make informed decisions about sexual activity. • Know about STIs, HIV, and reproductive cancers. • Know how to reduce risks and seek help. • Know the legal age of consent.

ASD	KS3 (Years 7, 8 and 9)	KS4 (Years 10 and 11)
	• Know who trusted adults are and how to seek help.	• Know how to find support services for relationships, health, and safety.
Empowerment, Safety and Respect	• Have respectful relationships in person and online. • Recognise harmful, abusive, or controlling behaviours. • Understand the difference between positive and harmful behaviours. • Stay safe in friendships online and offline. • Treat others fairly and respect personal boundaries. • Know about body privacy and how to speak up for yourself. • Understand consent in safe and healthy relationships.	• Recognise harmful and controlling behaviours, including sexual violence. • Understand consent, especially in sexual relationships. • Know how to give and check consent in different situations, including online. • Know what affects someone's ability to give consent. • Know about LGBTQ+ inclusion and treat everyone with respect. • Speak up when you see discrimination, disrespect, or harm. • Understand the legal and ethical issues around sharing images online. • Know laws that protect young people from discrimination and harassment. • Speak up against sexual and gender-based violence.

Appendix B: Resources and Support Services

The following resources support RSE planning, delivery, and learner safety across Ysgol Hendrefelin.

Resource	What it covers	Where to find it
Welsh Government RSE Code and Guidance	Statutory guidance for designing and delivering RSE as part of the Curriculum for Wales.	hwb.gov.wales
Growing Up / Tyfu I Fyny	Welsh Government resource supporting RSE delivery across key stages. Available via HWB only.	hwb.gov.wales
Brook Learn	Free, self-directed courses to support staff in delivering effective RSE.	learn.brook.org.uk
SENSE Interactive Resource	Supports RSE delivery in special education settings. All schools have been provided with a copy.	sensecds.com
Spectrum (Hafan Cymru)	Educates schools, learners, and parents in Wales about healthy relationships and tackling domestic abuse.	hafancymru.co.uk
SchoolBeat	Resources for learners, teachers, and parents reinforcing key safety messages from School Community Police Officers.	schoolbeat.cymru
NSPCC Learning and PANTS	Training and resources to help protect children from neglect and abuse. Includes free lesson plans and classroom activities.	learning.nspcc.org.uk
Stonewall Cymru	Supports schools to become more LGBTQ+ inclusive. Guidance, resources, and training.	stonewallcymru.org.uk
ThinkuKnow Toolkit	Online safety information and activities for young people aged	thinkuknow.co.uk

Resource	What it covers	Where to find it
	11 to 18. Can be delivered as one-off lessons or as part of RSE.	
Kooth	Free, anonymous online wellbeing service for children and young people in Wales.	kooth.com
Meic	Free 24-hour helpline for children and young people in Wales covering bullying, mental health, and more.	meiccymru.org
Agenda and CRUSH	Downloadable resources for practitioners supporting young people aged 7 to 18 to build positive relationships. CRUSH is designed specifically to support the RSE Code.	agendaonline.co.uk
Frisky Wales	NHS Wales sexual health website providing information and signposting for young people.	friskywales.org
Terrence Higgins Trust	Information about HIV, other sexually transmitted infections, and maintaining good sexual health.	tht.org.uk
Barnardo's	Resources to help identify and engage young people at risk of sexual abuse and exploitation.	barnardos.org.uk
Kaleidoscope Trust	Resources supporting freedom, safety, and equality for LGBT+ people.	kaleidoscopetrust.com
Amnesty International UK	Human rights education resources for schools.	amnesty.org.uk
Mentally Healthy Schools	Includes the Learn Without Fear girls rights school pack, covering gender-based violence and safety.	mentallyhealthyschools.org.uk

Resource	What it covers	Where to find it
Children's Commissioner for Wales	Resources for schools covering children's rights and well-being.	childcomwales.org.uk
CAFOD	Education resources for primary and secondary schools covering values, relationships, and global citizenship.	cafod.org.uk

Appendix C: UNCRC Related Articles

United Nations Convention on the Rights of the Child (UNCRC)

This policy reflects the rights set out in the United Nations Convention on the Rights of the Child (UNCRC). The following articles are directly relevant to the delivery of Relationships and Sexuality Education at Ysgol Hendrefelin.

Article	Relevance to this Policy
Article 2	RSE is delivered without discrimination. Every learner, regardless of gender identity, sexual orientation, disability, culture, or belief, has equal access to RSE provision.
Article 3	All decisions about RSE content, delivery, and individual support are made with the best interests of each learner at the centre. This is the overarching principle governing the policy.
Article 12	Learner voice is actively sought in RSE planning and evaluation. Learners contribute to shaping how RSE is delivered and are given age-appropriate opportunities to express their views and preferences.
Article 13	RSE supports learners to communicate their identity, feelings, and boundaries. Teaching approaches are designed to enable all learners to express themselves safely, using their preferred communication methods.
Article 16	RSE teaching includes understanding body privacy, personal boundaries, and the right to bodily autonomy. Learners are taught they have the right to privacy and that personal information shared during RSE sessions is handled with sensitivity and respect.
Article 19	RSE teaches learners to recognise harmful, abusive, and controlling behaviours and to know how to seek help. Clear safeguarding protocols ensure disclosures are handled appropriately and learners are protected from harm.
Article 23	As a special school, this article is central to our provision. All learners with disabilities or ALN have the same right to access RSE as any other learner. Differentiation, IDPs, and multisensory approaches ensure full participation and meaningful engagement.
Article 24	Sexual health, reproductive health, emotional well-being, and physical hygiene are core strands of RSE. This policy supports learners' right to accurate information that enables them to make healthy, informed choices about their bodies and relationships.
Article 28	RSE is mandatory for all learners aged 3 to 16 under the Curriculum and Assessment (Wales) Act 2021. Every learner at Ysgol Hendrefelin has the right to access RSE as part of a broad and balanced curriculum.

Article	Relevance to this Policy
Article 29	RSE directly supports the four purposes of the Curriculum for Wales. It develops learners as ethical, informed citizens with knowledge, skills, and values to respect themselves, respect others, and contribute positively to their communities.
Article 34	RSE equips learners to recognise exploitation, understand consent, and know how to seek help. Learners with ALN are at heightened vulnerability to sexual exploitation and grooming. This policy addresses that risk through explicit, accessible teaching and robust safeguarding links.

Wales is the first country in the UK to embed the UNCRC in domestic law through the Rights of Children and Young Persons (Wales) Measure 2011. This policy actively upholds that commitment by placing learner rights at the centre of every decision made within Relationships and Sexuality Education.

Policy Review Record:

Policy Review		Signature	Signature
Date approved by Governors	07/07/2026	Mr R. Blank (Chair of Governors)	Mr R. Duford (Headteacher)
Date Reviewed			

