



YSGOL GYMRAEG YSTALYFERA-BRO DUR

Relationships and Sexuality Education Policy

Designated Safeguarding Officer Ystalyfera (Secondary):	Mrs Delyth Spurway
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Designated Safeguarding Officer Ystalyfera (Primary):	Mrs Louise Edmondson
Under the guidance of Mrs Delyth Spurway	
Deputy Designated Safeguarding Officers Ystalyfera (Primary):	Mr Robert Colwell
Designated Safeguarding Officer Bro Dur:	Miss Kath Jones
Deputy Designated Safeguarding Officer Bro Dur:	Miss Carys Hughes
Designated Safeguarding Officer Governor:	Ms Kerys Thomas

Adopted by Governing Body 2018

Signed (Chair of Governors):  January 2018

Reviewed by Governing Body:

Signed (Chair of Governors):  November 2022

Signed (Chair of Governors):  November 2023

Signed (Chair of Governors):  November 2024

Signed (Chair of Governors):  November 2025

The Sex Education & Relationships programme at Ysgol Gymraeg Ystalyfera Bro Dur is planned in conjunction with the Relationships and Sexuality Education (RSE) Code. This Code contains mandatory requirements, which is set out in the legislation summary of the Curriculum for Wales framework guidance.

The content for RSE is set within the context of broad and interlinked learning strands, namely:

- relationships and identity
- sexual health and well-being
- empowerment, safety and respect.

The goal is to assist students to acquire the skills and knowledge appropriate to their age, understanding and development and enable them to make responsible decisions about their relationships, emotions, sexual health and wellbeing.

Our curriculum will be designed, developed and tailored to our learners, and we are committed to making connections and developing authentic contexts for learning across the curriculum.

The curriculum will cover 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 will be interwoven into the learning strands and will be inclusive and reflect diversity. It will include learning that develops learners' awareness and understanding of different identities, views and values and a diversity of relationships, gender and sexuality, including LGBTQ+ lives.

Content appropriate to learner development

We are committed to ensuring that our RSE curriculum will be developmentally appropriate for learners, taking account of a range of factors including the learner's age; knowledge and maturity; any additional learning needs and anticipating their physiological and emotional development. RSE will be developmentally appropriate for each learner, and we acknowledge that learners' needs of similar ages may differ.

Relationships and identity

This strand focuses on:

- the range of relationships that human beings have throughout their lives
- how identity can be shaped by our relationships and sexuality
- the importance of human rights in securing healthy, safe and fulfilling relationships in an inclusive society.

Learners will develop the understanding and behaviours that will support them to develop and maintain healthy, safe and fulfilling relationships throughout their lives. Learners will be supported to recognise and value different types of relationships, including families and friendships, as well as the diversity within different types of relationships, including LGBTQ+ diversity, and that these can change over time.

Developing empathy, compassion and communication skills are critical to learners' relationships now and the relationships they will form in the future. This will also support respect, understanding and equitable treatment for others, whatever their sex, gender, sexuality, faith or belief.

Learners will develop both their sense of self and their sense of everyone being unique. They will explore how relationships, sex, gender, romantic and sexual attraction and personal experiences may shape and inform a person's identity and individuality. This will support our learners to understand how identity, relationships and sexuality are informed by biology, technology and social, cultural and religious norms and that these may change over time. By engaging with these aspects, our learners will recognise both positive and harmful behaviours and norms and have the confidence to speak up for themselves and to speak out and advocate for the rights and respect of others.

This strand also recognises how rights can support and underpin equitable, respectful relationships, as well as a fair and inclusive society.

Sexual health and well-being

This strand focuses on:

- learning about how living things grow, reproduce and have a life cycle
- developing an understanding of the human body, including people's feelings about their bodies and how these can be represented
- the health issues related to relationships and sexuality
- an understanding of how sexuality and sexual health affects our well-being.

In early development, learners need to experience contexts for understanding the importance of maintaining personal health and well-being, including hygiene, and how these

impact on themselves and others. This progresses to applying broad principles of health and hygiene within sexual health.

As learners develop, teaching and learning will include a focus on exploring how physical changes have an impact on well-being and relationships ensuring the representation of LGBTQ+ experiences and lives. Learning also focuses on menstrual well-being and conditions which can affect the reproductive system; as well as developing understanding of the possible outcomes of the decisions made relating to sexual health and relationships.

All learning will focus on recognising the diversity of human body types, how society, the law, science and technology and the impact of this on well-being shape perception and understanding of the human body.


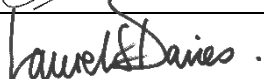
Empowerment, safety and respect

This strand focuses on:

- learners' rights to safety and protection and freedom from harm and discrimination
- how and where to seek information, help and support
- how to support and advocate for the rights, fair treatment and respect of all.

We are committed to building on the positive behaviours and skills of healthy relationships. We will support learners to develop empathy, kindness and compassion towards each other and empower them with the confidence to draw upon available support if they are concerned about their own safety or that of others.

Learners will be supported to understand change and conflict and recognise the impact of these on relationships, and where appropriate seek help and support. They will be supported to understand that exercising their right to be free from all forms of discrimination, violence, abuse and neglect is enabled by trusted adults who can support their safety. This includes through a number of legal protections that exist for all. Criminal law makes such behaviours unlawful and there are criminal sanctions for those found guilty of committing such offences. Learners will develop an understanding of the social, emotional, physical and legal nature and impact of harmful behaviours, including all bullying, and LGBTQ+ based bullying, sexual violence and gender-based violence in a range of contexts, including online.

	Name	Signature	Date
Chair of Governors	Mr Tudur Jones		November 2025
Head Teacher	Mrs Laurel Davies		November 2025

Review Date

November

2026