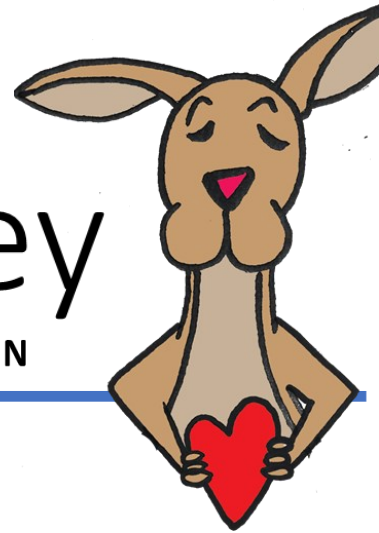
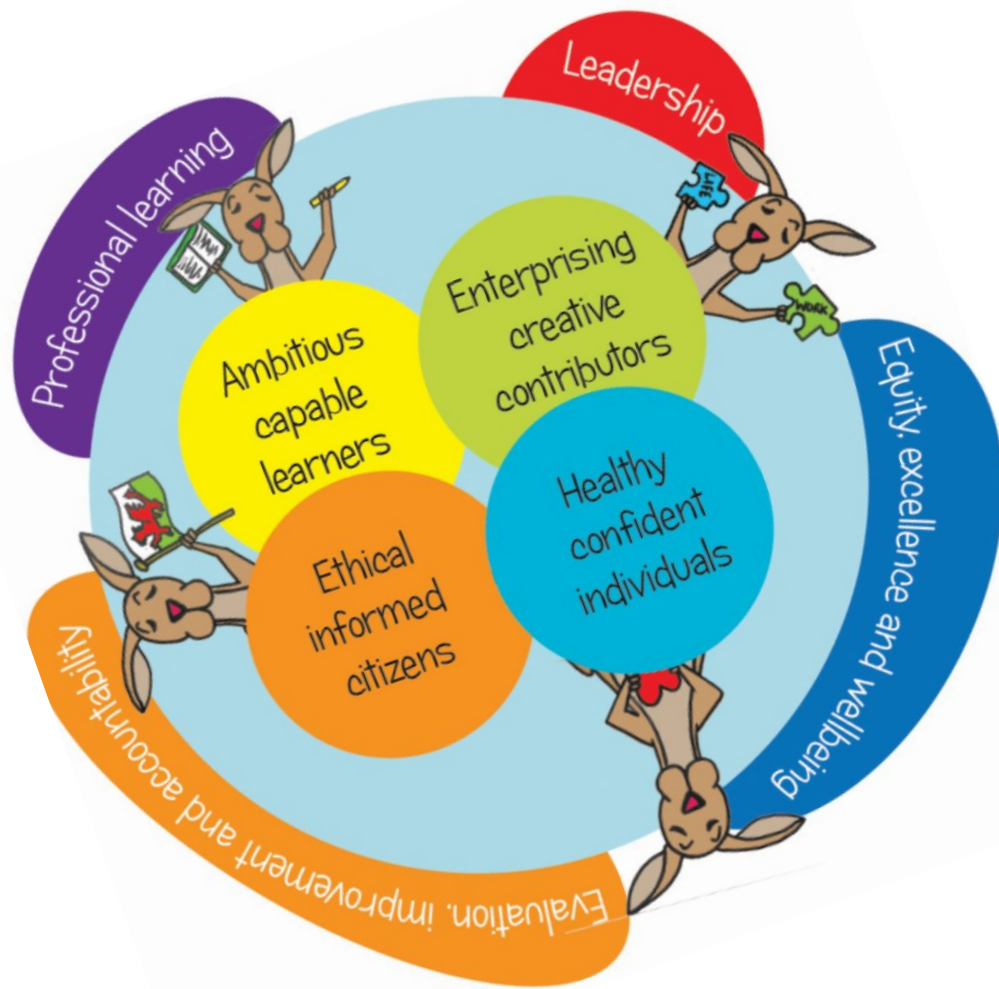


# Our **RSE** Journey

**R**ELATIONSHIPS & **S**EXUALITY **E**DUICATION



## Information for Parents and Carers



# Our RSE Journey

RELATIONSHIPS & SEXUALITY EDUCATION

RSE is a positive and protective part of the Curriculum for Wales. It plays a central role in supporting learners' rights to enjoy fulfilling, healthy and safe relationships throughout their lives.

Central to the Curriculum for Wales is an aspiration for every child and young person to achieve the four purposes of the curriculum. A rights and equity based RSE curriculum helps ensure that all learners can develop an understanding of how people's faith, beliefs, human rights and cultures are related to all aspects of RSE and how these rights can contribute to the freedom, dignity, well-being and safety of all people. Therefore, across the North Gower Partnership, we will discuss RSE in the context of the Rights protected by the United Nations Convention on the Rights of the Child.

RSE, across the NGP, will support learners to develop the knowledge, skills and values to understand how relationships and sexuality shape their lives as well as the lives of others. Learners will be equipped and empowered to seek support on issues relating to RSE and to advocate for self and other.

In the North Gower Partnership, we have designed and developed a curriculum tailored to our learners, making connections and developing authentic contexts for learning across the curriculum at a developmentally appropriate stage.

In the North Gower Partnership, we will ensure that we meet the aims of objective and pluralistic RSE by continuing to use the developmentally appropriate stage resources currently recommended by Welsh Government.

# Our RSE Journey

## RELATIONSHIPS & SEXUALITY EDUCATION

The strands are presented as three phases. Ages are attached to each phase as a general guide (from age 3, 7 and 11). However, it is recognised that all children develop at different rates and practitioners are strongly encouraged to take account of everything they know about a learner's cognitive, social and emotional development when introducing RSE strands. One of the central ideas relating to these phases, is that they are never taught in isolation (Welsh Government)

Phase 1— From age 3

Phase 2— From age 7



## RSE Code

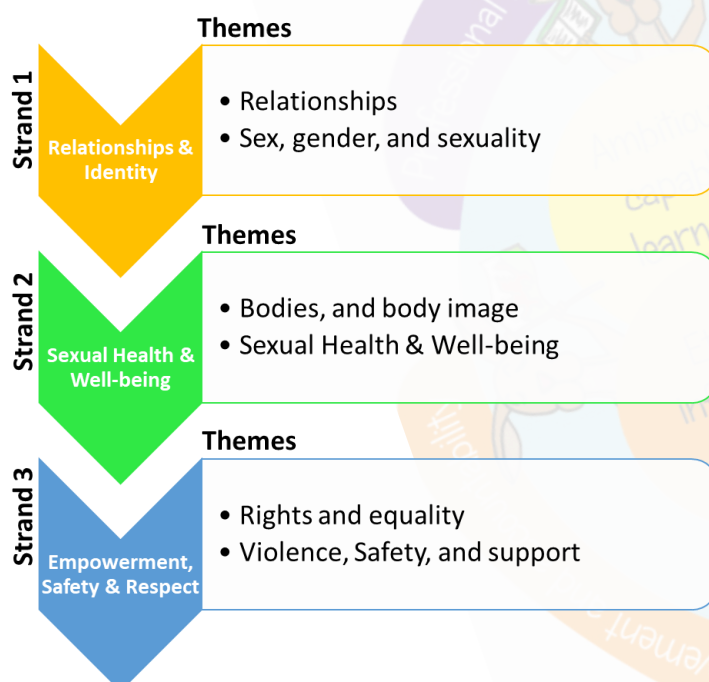
### RSE Code

#### 3 RSE Strands

- Relationships & Identity
- Sexual Health & Well-being
- Empowerment, Safety & Respect

### 6 Themes

- Relationships
- Rights & Sexuality
- Sex, Gender, & Sexuality
- Bodies & Body Image
- Sexual Health & Well-being
- Violence, Safety, & Support



# RELATIONSHIPS & SEXUALITY EDUCATION

# Relationships & Identity

- 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

# Sexual Health & Well-being

- 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

## Empowerment, Safety & Respect

- 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.



# Our RSE Journey

RELATIONSHIPS & SEXUALITY EDUCATION

## STRAND 1

### Relationships & Identity

#### From age 3

- Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.
- Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.
- Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.
- Developing a sense of themselves, in the context of families, friends and communities.
- Recognising how people value different things and have different families, friends and communities.
- Experiencing inclusive behaviours, language and role modelling that show respect for others, whatever their gender.
- Recognising learners' rights to be treated fairly, kindly and with respect.

#### From age 7

- Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.
- How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.
- Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.
- Understanding positive behaviours in relationships and what can happen when relationships breakdown.
- An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.
- Recognising how people's relationships with others shape who they are and their happiness.
- An awareness of how identity can be expressed in different ways.
- Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.
- Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.
- An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours.

# Our RSE Journey

RELATIONSHIPS & SEXUALITY EDUCATION

## STRAND 2

## Sexual Health & Well-being

### From age 3

- The use of accurate terminology for all body parts.
- An awareness of the human life cycle and that reproduction is a part of life.
- Awareness of how human bodies change as they grow.
- An awareness of the importance of personal self-care and hygiene.
- A recognition that everyone's body is unique and special to them.
- Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.
- Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.

### From age 7

- Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being.
- Recognising the process of pregnancy and birth.
- The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.
- The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.
- An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people's bodies.
- Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.
- Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.

# Our RSE Journey

RELATIONSHIPS & SEXUALITY EDUCATION

## STRAND 3

### Empowerment, Safety & Respect

#### From age 3

- Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination.
- Ability to interact with others in a way that is fair.
- Recognising the right to be free from harmful, abusive and bullying behaviour.
- An awareness of how to recognise positive and harmful behaviours, including bullying.
- Ability to share with a trusted adult when faced with harmful behaviours.
- Beginning to recognise that other people have thoughts, feelings and opinions that are different.
- An awareness of the need to seek agreement in order to share, for example toys.
- An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.
- Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.
- Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.
- An awareness that everyone has the right to be safe and no one is allowed to harm anyone else.
- Ability to speak up for each other.

#### From age 7

- Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.
- Know how and when digital media can be shared safely, with permission and when it can be a source of harm.
- Awareness of the benefits and dangers of the internet and social media in forming friendships online.
- Exploring the motives behind fabricated and digitally-altered media.
- An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable.
- Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.
- Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.
- Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.
- Understanding of the right for everyone to be free from harm or abuse.
- An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play.
- How to seek support for oneself, and offer support to others. How to be a good friend and advocate for others.
- Understanding of the right to bodily privacy, personal boundaries including online.
- Understanding how behaviours may be perceived by others offline and online.
- Recognising which steps to take to keep safe from harm both in offline and online friendships.
- Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms.



# Our RSE Journey

RELATIONSHIPS & SEXUALITY EDUCATION