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| Policy Area: | RSE Curriculum Policy | | |
| Date: | January 2022 | Policy code: | R2 |
| Last reviewed: | September 2025 | Reviewed by: | Esma Izzidien |
| Next review: | September 2026 | <i>(For all review dates see end of document)</i> | |

Introduction

Relationships and Sex Education involves the delivery of lessons that aim to prepare all pupils for the opportunities, responsibilities and experiences of adult life, taking note of their moral, spiritual, cultural, mental and physical development at school and in the world.

Our RSE curriculum broadly follows the The Curriculum for Wales – Relationships and Sexuality Education Code and covers the following topic areas

Healthy Relationships
Health and well-being
Empowerment, safety and respect

This policy has been developed in line with guidance from:

The Curriculum for Wales – Relationships and Sexuality Education Code.

The Sexual Health and Wellbeing in Wales Action Plan, 2010–2015

Education Act 1996

The requirements of the Personal and social education framework for 7 to 19-year-olds.

AoLE for Health and Wellbeing

Aims

At CMS we aim to prepare for pupils to be responsible global citizens who celebrate inclusivity and diversity. Our RSE curriculum interweaves themes of relationships; rights and equity; sex, gender and sexuality; bodies and body image; sexual health and well-being; and violence, safety and support into our Montessori curriculum through health and social studies, ethics, science and biology.

Across all of the learning strands, our aim is to provide content that is inclusive and reflects 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. Learning about rights and equity runs through all of our education, as well as embedding learning and experience through a rights-based approach to the learning.

The management and organisation of RSE

It is the responsibility of the **Head of Primary** and the **Head of Secondary**, supported by the **Head of School** (Esma Izzidien) to plan the delivery of the curriculum and review the content included. Where appropriate, health professionals may be invited into school to deliver specialist lessons. Outside agencies are made aware of their role within the delivery of RSE and are provided with a copy of the school's RSE policy.

RSE lessons will be taught in appropriate age groups based on the content of the topic and will be made up of both mixed gender and single gender groups as deemed appropriate. Depending on the topics covered, the delivery of the lesson may take the form of whole class discussion groups or small group presentations. At times it may be appropriate for lessons to be held in small groups outside of the main classroom so that topics can be tailored by age.

As part of the RSE programme the pupils will view a range of visual aids and video clips. These will be watched in a relaxed atmosphere and the pupils will have opportunities to view parts of the video again, if they wish to. The teachers and outside agencies involved will attempt to deal with questions in a sensitive, open, frank and matter of fact way. The subject will be dealt with in as sensitive but informative a manner as possible and due attention will be paid to matching teaching to the maturity of the pupils involved.

In discussing ground rules, the pupils will be asked not to discuss the contents of the lessons with younger pupils. Also we will encourage pupils not to ask personal questions of each other or the staff involved. Pupils will be encouraged to discuss the lessons with their parents/carers and also parents/carers will be encouraged to instigate discussions about the classes with their pupils.

Before the programmes are seen by the pupils, parents/carers are given reasonable notice that they are about to take place in order to allow parents/carers time to meet and discuss with their child if necessary or to discuss with the class teacher any concerns about the content being delivered. Parents/carers are able to discuss with the class teacher their views and feelings on their child's developmental readiness for the planned content. In consultation with parents, CMS will take into account a range of factors including the learner's age; knowledge and maturity; any additional learning needs and anticipating their physiological and emotional development. RSE must be developmentally appropriate for each learner, meaning that learners' needs of similar ages may differ.

Programme Content

General principles underlying the program are given below. A breakdown of RSE topics and specific learning at CMS is covered later in this document.

Healthy relationships

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. This is taught in conjunction with social skills such as how to take turns, and our school values which include how to treat each other with kindness, the importance of honesty and truthfulness, respect and permission seeking and giving, and the concept of personal privacy.

Empowerment, Safety and Respect

We teach pupils the knowledge they need to recognise inappropriate behaviours. This is achieved by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. We believe that these principles of positive relationships also apply online, especially as many of our pupils have access to the internet (at home as well as in school). We address online safety and appropriate behaviour and include content on how information and data is shared, for example pictures and videos.

Emotional Health and Well-Being

The RSE Curriculum is one of main vehicles to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing and the development and practice of resilience - helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, our pupils are helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This is achieved in a variety of ways throughout our Montessori curriculum and by providing opportunities for pupils to take part in social action projects, charitable work and community service to others locally or more widely.

As part of our biology and health studies, pupils will learn subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty), conception and the reproductive systems of the human body.

Involving Learners

Learners have the right, as provided for by Article 12 of the United Nations Convention on the Rights of the Child (UNCRC), to contribute in a meaningful way to the development and review of the RSE programme. Year 7 pupils who have previously participated in the RSE programme will have the opportunity to comment on the appropriateness of it, making suggestions about the timing, content, resources and delivery of the programme. This feedback will be used to monitor and review the programme regularly.

Disclosures

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a disclosure, then we will follow our Safeguarding policies and procedures as we would in any other circumstance.

Relationship and Sex Education (RSE) at Cardiff Montessori

Our Relationship and Sex Education (RSE) curriculum at Cardiff Montessori is outlined below. The curriculum broadly falls under 3 main categories: 1) Relationships and identity, 2) Sexual health and well-being and 3) Empowerment, safety and respect

An overview of the topics covered during the various classes at CMS is listed below. These topics are not exhaustive and are intended as a guide. As with all lessons at CMS teachers will deliver topics in line with when students are deemed developmentally ready.

Relationships and identity

| In 3-6 | In Lower elementary | In Upper Elementary | In Lower Secondary (Yr 8/9) | In Upper Secondary (Yr 10/11) |
|--|---|--|--|--|
| <p>Being kind & courteous</p> <p>Grace and courtesy towards others- turn taking, kindness, empathy. Values within and outside of school.</p> | <p>What makes a good friend?</p> <p>Looking at key aspects that lead to maintaining relationships that are equitable, respectful and kind.</p> | | <p>What do healthy relationships look like?</p> <p>Exploring characteristics and healthy or unhealthy aspects of a range of relationships, within professional and personal relationships. Including equity and mutual respect.</p> | |
| <p>All about me</p> <p>Looking at what things are important to them. Family, pets, their friends and community. The places we come from all over the world.</p> | | <p>Families and friends</p> <p>Looking at how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time. Exploring disability and inclusivity.</p> | | <p>Laws re: relationships</p> <p>How marriage and civil partnerships have changed over time. Understanding social and cultural norms and laws in different ways around the world.</p> |
| <p>Human rights</p> <p>Exploring equality. Book: "We are All Born Free: The Universal"</p> | | <p>Equality</p> <p>Valuing and recognising the</p> | <p>Freedoms</p> <p>Understanding how the law and</p> | <p>Perceptions</p> <p>Ability to critically explore</p> |

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| Declaration of Human Rights in Pictures” by Amnesty International. | contributions of everyone; and the importance of sex and gender equality. Recognising and knowing how to safely and appropriately respond to and challenge gender stereotypes. | human rights secure freedoms around sex, gender and sexuality and how these can differ in other countries and over time. | and understand how a range of social, cultural and religious norms and influences about relationships, sex, gender and sexuality can shape perceptions and our well-being and can be both positive and harmful. |
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Sexual health and well-being

| In 3-6 | In Lower elementary | In Upper Elementary | In Lower Secondary (Yr 8/9) | In Upper Secondary (Yr 10/11) |
|--|---|--|-----------------------------|-------------------------------|
| <p>Growing up</p> <p>Looking at how they have changed and developed from babies to children with an awareness that this growth and change will continue until they become adults.</p> <p>The use of accurate terminology for all body parts: Head, neck, shoulders, arms, hands, chest, breasts, abdomen, back, loin, pelvis, thighs, knees, calves, feet, vagina, penis, testicles, anus and buttocks.</p> | <p>Puberty</p> <p>Understanding the changes the body experiences as it goes through puberty.</p> <p>Reproduction (Typically in Year 6/7)</p> <p>The process of conception, pregnancy and birth.</p> | <p>Puberty</p> <p>Understanding the changes the body experiences as it goes through puberty and menstrual health.</p> <p>Looking more closely at how hormones continue to affect emotional and physical health throughout adulthood.</p> <p>Reproduction</p> <p>The anatomy and physiology of reproductive organs. Fertility and contraception including abortion and the ethics surrounding it.</p> | | |
| <p>Caring for my body</p> <p>An awareness of the importance of personal self-care and hygiene.</p> <p>The importance of a healthy diet and exercise.</p> | <p>Personal hygiene</p> <p>The knowledge and skills needed to manage personal</p> | <p>Sexual and reproductive health</p> <p>Risks and outcomes from sexual experiences and the knowledge needed to support informed decisions about sexual activity and about reproductive choices. Including STI's, HIV and</p> | | |

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| | self-care and hygiene, including the importance of menstrual well-being. | reproductive cancers. Understanding the legal age of consent. |
| <p>Feelings</p> <p>Exploring emotions- happiness, sadness, excitement, anger and frustration. How to manage our emotions. Mindfulness and mental health.</p> | <p>Emotional wellbeing</p> <p>How to manage our emotions. Mindfulness and mental health. Different sources of mindfulness- yoga, walking, exercise, prayer, meditation.</p> | <p>Body image & wellbeing</p> <p>Critically engaging with positive and negative representations of a diversity of bodies, including through various forms of media and understanding that these can be unrealistic and harmful and have negative impacts on our wellbeing.</p> <p>How to manage our emotions. Mindfulness and mental health. Different sources of mindfulness- yoga, walking, exercise, prayer, meditation.</p> |
| <p>Trusted adults</p> <p>Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.</p> | <p>Trusted support</p> <p>Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.</p> | <p>Trusted sources of support</p> <p>Recognise and be able to use a range of support services to access information and support around relationships, health and well-being and safety. Identifying adults who can act as sources of support.</p> |

Empowerment, safety and respect

| In 3-6 | In Lower elementary | In Upper Elementary | In Lower Secondary (Yr 8/9) | In Upper Secondary (Yr 10/11) |
|---|--|---------------------|--|-------------------------------|
| <p>Being fair</p> <p>Understanding that we should always try to be fair and interact</p> | <p>Discrimination and inclusivity</p> <p>Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.</p> | | <p>Discrimination and inclusivity</p> <p>Understanding the importance of inclusivity, including for LGBTQ+ people, non-discrimination and the value of diversity in our</p> | |

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| <p>with others in a way that is fair.</p> | <p>Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.</p> | <p>interpersonal behaviours and relationships.</p> <p>Developing a sense of individual and social responsibility to others, including consideration of how we respond to behaviours that are discriminatory, disrespectful and harmful, offline and online.</p> | |
| <p>Being Kind</p> <p>Understanding that everyone has a right to feel safe and secure and happy. How to stand up for oneself and for others.</p> | <p>Recognising bullying</p> <p>Recognising the right to be free from harmful, abusive and bullying behaviour.</p> <p>An awareness of how to recognise positive and harmful behaviours, including bullying.</p> <p>Ability to share with a trusted adult when faced with harmful behaviours. How to stand up for oneself and for others.</p> | <p>Recognising abuse</p> <p>Understanding of the right for everyone to be free from harm or abuse.</p> <p>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.</p> <p>How to be a good friend and advocate for others.</p> | <p>Recognising and challenging harmful behaviours</p> <p>Recognising harmful, abusive or coercive behaviour in personal relationships including control, violence and sexual violence and how to respond and seek help for self and others. This includes all forms of violence based on sex, gender and sexuality.</p> |
| <p>Boundaries</p> <p>Importance of respecting peoples space both with regards to work</p> | <p>Communication skills and privacy</p> <p>Managing conflict. How refusal skills are part of ensuring your own and others rights and part of friendships and relationships.</p> | <p>Decision making and consent</p> <p>Managing conflict. How refusal skills are part of ensuring your own and others rights and part of friendships and relationships.</p> | |

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| <p>spaces and personal space for example, asking before giving a hug.</p> <p>Recognising everyone has a right to privacy. In particular private body parts. Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.</p> | <p>Understanding of the right to bodily privacy, personal boundaries including online. Recognising which steps to take to keep safe from harm both in offline and online friendships.</p> | | <p>Understanding the importance of personal boundaries and respecting boundaries of others. How to speak out about harmful behaviors whether these are directed at them or others. Understanding of the importance of consent for safe and healthy relationships and in particular sexual relationships.</p> |
| <p>Stranger safety</p> <p>Talking to people we don't know.</p> | <p>Online safety</p> <p>Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.</p> | <p>Online safety</p> <p>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</p> | <p>Online safety</p> <p>Understand the ethical and legal issues relating to the consensual and non-consensual sharing of self-generated imagery, and rights to safety, support well-being and protection. Understanding the impacts associated with sexual material and intimacy online, including the ethical and legal implications. An awareness of how sexual material and media often represents gender, sexual activity, bodily appearance and relationships in unrealistic and harmful ways. Dangers of Sexting.</p> |

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| | | share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable. | |
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Review of policy dates:

| Date of review | Reviewed by | Notes |
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| January 2023 | Esma Izzidien | |
| January 2024 | Abigail Eynon | |
| September 2025 | Esma Izzidien | |
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