

Ysgol Bryn Castell



Curriculum for Wales Policy v2.0

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Curriculum definition

Our school curriculum is defined as everything our pupils experience in pursuit of the four purposes, and where relevant the National Curriculum and qualifications. It is not just what we teach but is also how we teach it and importantly, why we teach it.

Ysgol Bryn Castell (YBC) implemented the Curriculum for Wales in its entirety in-line with national guidance and from September 2022 for pupils within KS3 (Candleston). The school recognises the positive impact of the Curriculum for Wales on pupil experiences and continues to implement beyond mandatory year groups. From September 2025, all pupils within YBC will be learning solely through Curriculum for Wales.

Vision

Our vision is to enable our learners to experience success and make progress within a happy, safe, nurturing and healthy environment, where they are enabled to develop lifelong skills to prepare them for their futures.

All learners will experience fun, acceptance and happiness on their individual learning journey at Ysgol Bryn Castell. They will work with the school community to develop healthy relationships and experience broad opportunities for learning including through play and community-based education.

The school recognises that learners thrive and enjoy the best individual success and progress when the whole school community works together as one. Ysgol Bryn Castell actively involves Parents/Carers and the community in supporting learners' health, wellbeing, learning and development.

We recognise that it is only by working together as a school community, as a YBC Family, that 'together we can achieve' the very best for our learners and enable them to celebrate their achievements and individual journey through our school.

Curriculum aims

To make our vision a reality for our pupils, our curriculum will:

- enable our pupils to realise the four purposes and equip them for ongoing learning, work, and life.
- enable all pupils to achieve their full potential.
- offer a broad and balanced education, which enables our pupils to make links between the different areas of learning and experience and apply their learning to new situations.
- support progression along a continuum of learning.
- support our pupils' health and well-being, including their mental health and well-being.
- support our pupils to develop the skills, knowledge, and experience to participate in their chosen society.
- support our pupils' development of knowledge that is the foundation of being an informed citizen.
- recognise our pupils' identity, languages, ability and background and the different support they may need.

- reflect the diversity of perspectives, values and identities which shape our locality and Wales and develop understanding of the wider world.
- enable our pupils to make sense of growing up in contemporary Wales and of issues which will be important in the future, including well-being, sustainable development, and citizenship.
- enable our pupils to develop an understanding of their rights and the rights of others.
- be built in co-construction with our stakeholders, pupils, families, the wider community, our cluster colleagues.

Child development

YBC's curriculum design recognises the importance of child development and considers the five developmental pathways, which are fundamental to the development of all pupils and are used to ensure pupils are supported to make progress at their own pace and in their preferred learning environment:

- Belonging
- Communication
- Exploration
- Physical development
- Well-being

The pathways are child-centred and are interdependent, having equal value in supporting overall development and progress.

Enabling pupils

YBC follows the Enabling Learning guidance ([Enabling learning - Hwb \(gov.wales\)](https://www.gov.wales/guidance/enabling-learning)) which focuses on the key principles that are essential for holistic and meaningful learning for all pupils.

Fundamental to this are three 'enablers', identified in the guidance as:

- enabling adults
- engaging experiences
- effective environments

These enablers are interrelated and interdependent and the interplay between them is integral to teaching and learning across Curriculum for Wales. While the [twelve pedagogical principles](#) apply to all curriculum design, particular attention should be paid to the following key features, which are essential for learning:

- play and play-based learning
- being outdoors
- observation
- authentic and purposeful learning

The four purposes

The [four purposes](#) are the aspiration for all pupils in Wales.

The Curriculum at YBC is taught through an inter-disciplinary approach that is underpinned by the four purposes. The four purposes are the starting point and aspiration for YBC's curriculum, enabling each pupil to develop in the ways described in the four purposes, supporting pupils to become:

Ambitious, capable pupils who:

- set themselves high standards and seek and enjoy challenge.

- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts.
- are questioning and enjoy solving problems.
- can communicate effectively in different forms and settings.
- can explain the ideas and concepts they are learning about.
- can use number effectively in different contexts.
- use digital technologies creatively to communicate, find and analyse information.
- undertake research and evaluate what they find.
- are ready to learn throughout their lives.

Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products.
- think creatively to reframe and solve problems.
- identify and grasp opportunities.
- take measured risks.
- lead and play different roles in teams effectively and responsibly.
- express ideas and emotions through different media.
- give of their energy and skills so that other people will benefit.
- are ready to play a full part in life and work.

Ethical, informed citizens who:

- find, evaluate, and use evidence in forming views.
- engage with contemporary issues based upon their knowledge and values.
- understand and exercise their human and democratic responsibilities and rights.
- understand and consider the impact of their actions when making choices and acting.
- are knowledgeable about their culture, community, society, and the world, now and in the past.
- respect the needs and rights of others, as a member of a diverse society.
- show their commitment to the sustainability of the planet.
- are ready to be citizens of Wales and the world.

Healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs.
- are building their mental and emotional well-being by developing confidence and resilience.
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives.
- know how to find the information and support to keep safe and well.
- take part in physical activity.
- take measured decisions about lifestyle and manage risk.
- have the confidence to participate in performance.
- form positive relationships based upon trust and mutual respect.
- have the skills and knowledge to manage everyday life as independently as they can.
- are ready to lead fulfilling lives as valued members of society.

YBC has developed strategies, including the use of stickers, displays, targeted marking and reward systems, to embed and reinforce the language and concepts of the four purposes, using the characters and key words:

- Healthy hedgehog
- Enterprising elephant
- Ethical emu
- Ambitious alligator



- HC: Healthy Confident
- EC: Enterprising Creative
- EI: Ethical Informed
- AC: Ambitious Capable



Integral skills

The four purposes are also underpinned by [integral skills](#) which will be developed through a wide range of teaching and learning within our curriculum.

Creativity and innovation

Our curriculum is designed in a way that develops our pupils' creativity and innovation by providing the space for and the opportunities that support them to:

- be curious and inquisitive, and to generate ideas.
- link and connect experiences, knowledge, and skills.
- be able to identify opportunities and communicate their strategies.

Critical thinking and problem-solving

Our curriculum is designed in a way that develops our pupils' critical thinking and problem solving by providing the space for and opportunities that support them to:

- ask meaningful questions, and to evaluate information, evidence, and situations.
- analyse and justify possible solutions, recognising potential issues and problems.
- become objective in their decision-making, identifying, and developing arguments.

Personal effectiveness

Our curriculum is designed in a way that develops our pupils' personal effectiveness by providing the space for and opportunities that support them to:

- develop emotional intelligence and awareness helping them to become confident and independent.
- participate in debate and discussions, helping them to become aware of the social, cultural, and ethical implications of their arguments.
- evaluate their learning helping them to identify areas for development.
- become responsible and reliable.

Planning and organising

Our curriculum is designed in a way that develops our pupils' planning and organising by providing the space for and opportunities that support them to:

- set goals and make decisions.
- develop an appreciation of sustainable development and the challenges facing humanity.
- develop awareness of emerging technological advances
- generate creative ideas.
- build their resilience and develop strategies which will help them manage their well-being.
- learn to work effectively with others, valuing the different contributions they and others make.

Areas of Learning and Experience (AoLE)

YBC's curriculum is designed in a way that ensures learning and teaching that encompasses all six Areas of Learning and Experiences.

- [Expressive arts](#)

- [Health and well-being](#)
- [Humanities](#)
- [Languages, literacy and communication](#)
- [Mathematics and numeracy](#)
- [Science and technology](#)

All AoLEs have equal status within our curriculum. Where relevant National Curriculum subjects and qualification areas form part of the curriculum structure.

Statements of what matter

Our school curriculum provides opportunities for our pupils to engage with and develop their understanding of the key concepts within all the [statements of what matter](#).

Expressive Arts Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Expressive Arts Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Expressive Arts Creating combines skills and knowledge, drawing on the senses, inspiration, and imagination.			
Humanities Enquiry, exploration, and investigation, inspire curiosity about the world, its past, present and future.	Humanities Events and human experiences are complex, and are perceived, interpreted, and represented in different ways.	Humanities Humanities Our natural world is diverse and dynamic, influenced by processes and human actions.	Humanities Human societies are complex and diverse, and shaped by human actions and beliefs.	Humanities Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.	
Health and Well – being Developing physical health and well – being has lifelong benefits.	Health and Well – being How we process and respond to our experiences affects our mental health and emotional well – being.	Health and Well – being Our decision – making impacts on the quality of our lives and the lives of others.	Health and Well – being How we engage with social influences shapes who we are and affects our health and well – being.	Health and Well – being Healthy relationships are fundamental.	
Languages, Literacy & Communication Languages connect us.	Languages, Literacy & Communication Understanding languages is key to understanding the world and around us.	Languages, Literacy & Communication Expressing ourselves through languages key to communication.	Languages, Literacy & Communication Literature fires imagination and inspires creativity.		
Mathematics & Numeracy The number system is used to represent and compare relationships between numbers and quantities.	Mathematics & Numeracy Algebra uses symbol systems to express the structure of mathematical relationships.	Mathematics & Numeracy Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	Mathematics & Numeracy Statistics represent data, probability models chance, and both support informed inferences and decisions.		
Science and Technology Being curious and searching for answers is essential to understanding and predicting phenomena.	Science and Technology Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	Science and Technology The world around us is full of living things which depend on each other for survival.	Science and Technology Matter and the way it behaves defines our universe and shapes our lives.	Science and Technology Forces and energy provide a foundation for understanding our universe.	Science and Technology Computation is the foundation for our digital world.

Our curriculum uses the statements of what matter to guide the selection of curriculum content. Specifically, the statements of what matter are used to:

- select the range of experiences, knowledge and skills that enable our pupils to make sense of the big ideas and key principles within each statement.
- support our pupils' progression within the big ideas and key principles and their ability to be able to develop an understanding and application of the statements of what matter.
- allow pupils to explore topics and ideas through different lenses – the same concept or idea will be explored through different statements of what matter.
- help our pupils to make sense of a range of experiences, knowledge, and skills within each Area by ensuring that content helps pupils to develop a coherent understanding of a range of information.

Qualification specification may drive curriculum content in relevant areas of the school alongside the statements of what matter.

Descriptions of learning

Descriptions of learning provide guidance on how pupils should progress within each statement of what matters, as they journey through the continuum of learning. These are arranged in five progression steps, which provide reference points for the pace of that progression. Descriptions of learning are designed to

sustain learning over a period of years, and this gives practitioners scope to use them to select content that provides both breadth and depth of learning.

At YBC, we have chosen to use the [descriptions of learning](#) as a planning tool to support selection of a wide range of knowledge, skills and experiences within our curriculum. Our curriculum also uses the descriptions of learning to inform planning for a range of contexts for learning across a progression step to create depth and breadth across our curriculum. Where relevant Nation Curriculum descriptors or qualification specification may also be used for planning.

Our curriculum does not use the descriptions of learning to create stand-alone tasks, activities, assessment tasks or interim reports to make judgements about our pupils' outcomes at a particular point on the continuum.

Progression

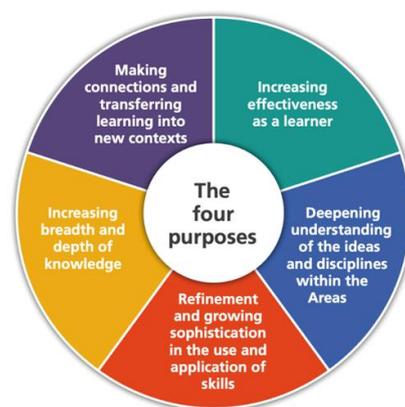
[Progression](#) in learning is a process of increasing depth, sophistication, engagement, and pupil control, rather than of covering a body of content. Progression is not linear and different pupils are likely to progress in markedly different ways, from their unique starting points. Progression is at the heart of our curriculum design. When selecting the content of our curriculum and assessment, we use the [principles of progression](#) for each AoLE to inform our approach to progression.

YBC recognise that some pupils are in the period of learning leading to Progression step 1. The value of this period of learning should not be underestimated. It should be thought of as the gateway to the [statements of what matters](#) in the six AoLEs and the [descriptions of learning](#) at Progression step 1.

YBC recognises that progression is not a linear process, but a roadmap for each individual pupil. This provides the firm foundation that all pupils need to support development, at their own pace, towards realising the [four purposes](#) of the curriculum.

YBC is collaborating with a range of colleagues, both within and outside the school, including cluster-working, to develop a [shared understanding of progression](#).

During attendance at an external meeting, such as CSC or cluster network meetings, a 'Professional Learning Feedback Form' should be completed to facilitate information sharing.



Delivering our curriculum at YBC

Development of a responsive curriculum can empower pupils to develop the skills, knowledge and dispositions needed to learn successfully and realise the [four purposes](#). With skilful and sensitive support from those who know them well, pupils become more engaged, capable and independent participants and contributors in the world around them. They become healthier and more confident to interact with a diverse range of people, places and experiences. This prepares them well for the next stage in their learning journey. Over time, at their own level and pace, pupils build relationships, develop skills for life and ignite personal interests that enable them to reach their potential.

[\[Enabling learning - Hwb \(gov.wales\)\]](#)

Curriculum map

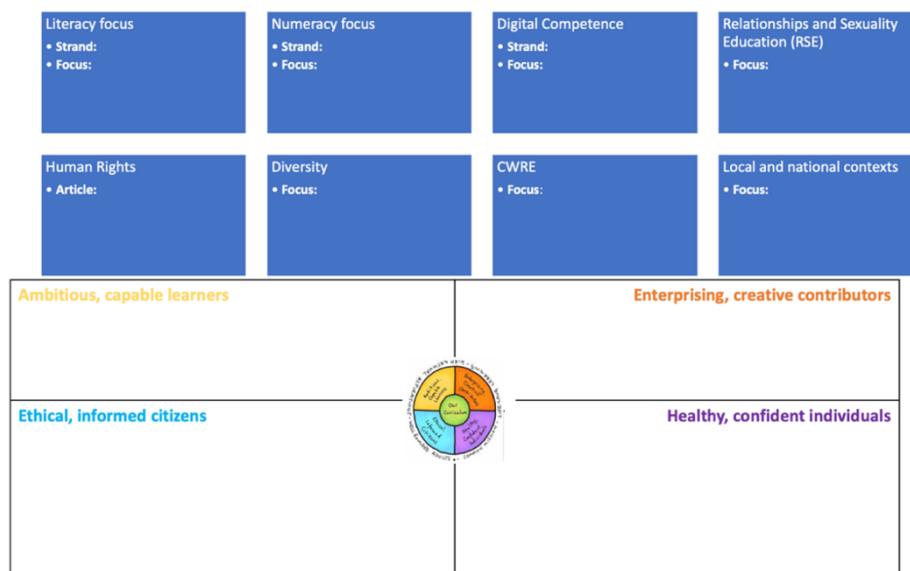
Each department within YBC produces a **curriculum map** that encompasses themes which are suitable for each learner's age, ability and aptitude. These take account of each learner's additional learning needs, to create broad and balanced learning and teaching opportunities for learners. Each theme includes a big question to encourage learners to engage more actively.

Coity curriculum map

	Autumn Term		Spring Term		Summer Term	
Cycle 1	Out of this World		Come Fly with Me		Rewind	
	Lower Space Odyssey What planet are you from?	Upper Time Travel Faster than the speed of light?	Lower Around the World in 80 Days Where does Wales fit?	Upper Traveller's Tales Where would you take a selfie?	Lower Forgotten Footprints Where did it all begin?	Upper Through the Eyes of others? How does society view others?
Cycle 2	The Big Questions		Lights, Camera Action!		Extreme Earth	
	Lower Let's Celebrate How bright can we shine?	Upper New Beginnings The afterlife - what do you believe?	Lower Playlist What's that noise, bang, base or an acoustic drum?	Upper Life through the Lens What can you see?	Lower Forces of Nature Can you feel the force?	Upper Fire, Famine, Floods How will you plan, prepare, survive?
Cycle 3	The Lost Worlds		Into the Blue		Heroes and Villains	
	Lower Archaeology Adventure! Which fallen kingdom will you discover?	Upper Extinction! What will survive?	Lower Ocean Deep How deep will you dive?	Upper Seaspiracy How deep will you dare to venture?	Lower Superheroes Who inspires you?	Upper Influencers Heroes or villains?

Cross-curricular Overview

This is constructed differently in each department, to reflect the teaching and learning styles which take place within each department:



Ogmore (KS2) and Candleston (KS3):

Each department works collaboratively to produce a **cross-curricular overview** for each theme. This details the whole school cross-cutting themes, mandatory curriculum elements foci and department-specific four purposes plan.

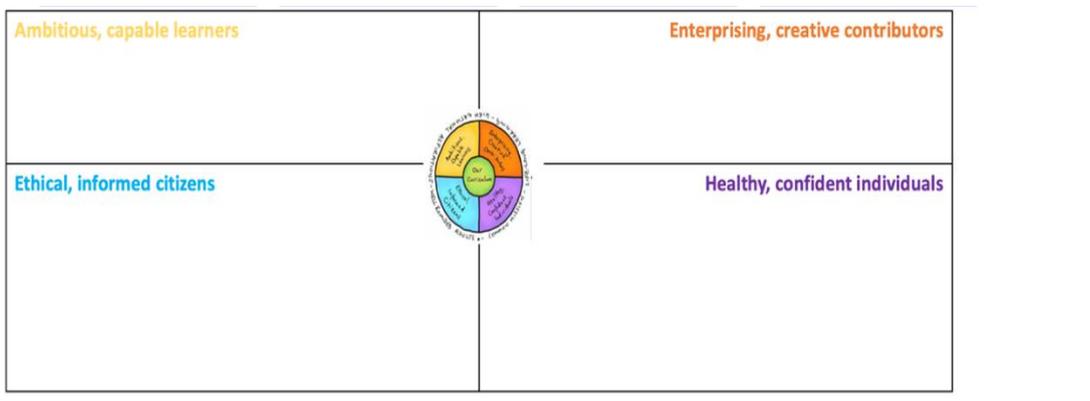
Coity (ASD):

Each class teacher produces a **cross-curricular overview** for the theme that details the differentiated whole school cross-cutting themes and mandatory curriculum elements foci and a class specific four purposes plan.

Dunraven (KS4) and Newcastle (P16):

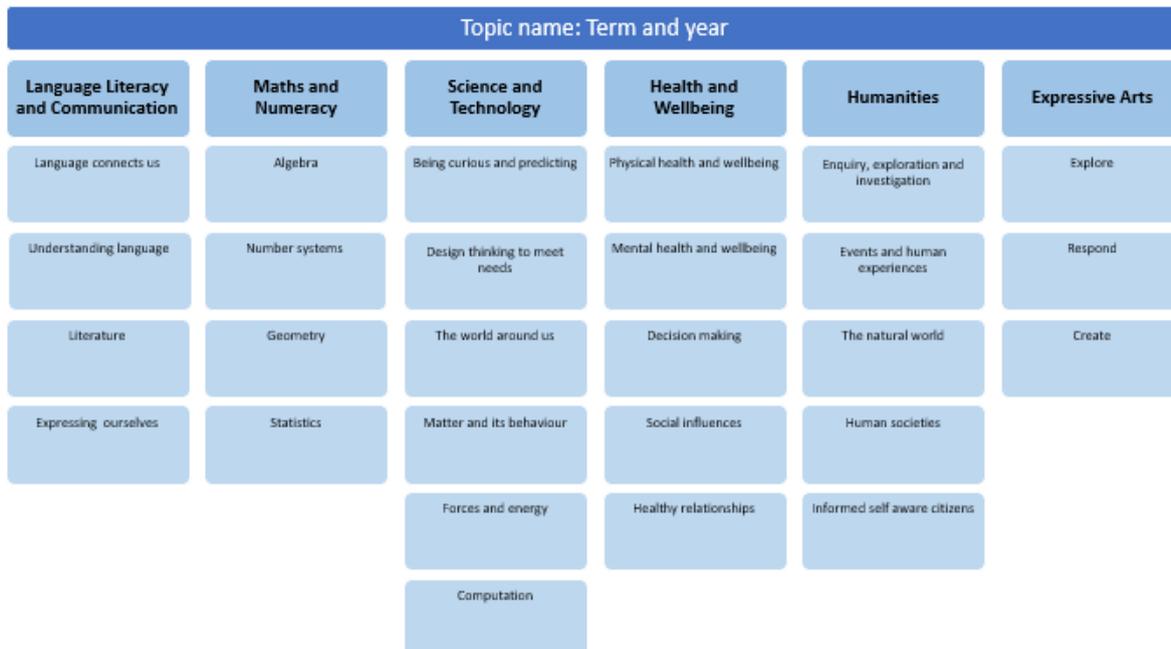
Each department works collaboratively to produce a **cross-curricular overview** for each theme.

Each teacher of a qualification produces a **cross-curricular overview** for each qualification that details the qualification-specific mandatory curriculum elements and four purposes.



Thematic map

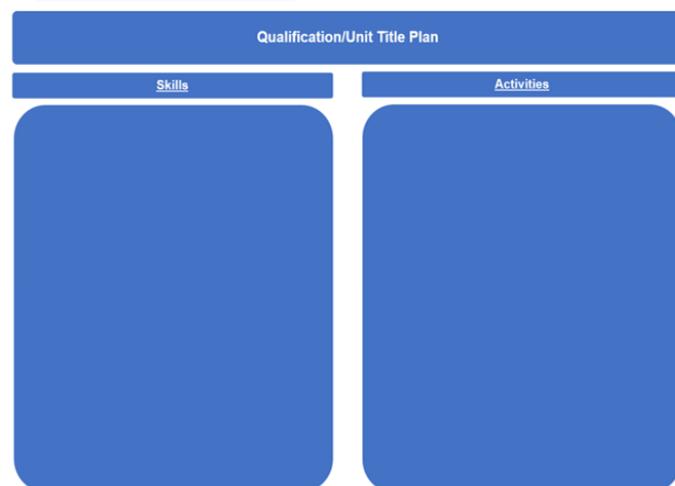
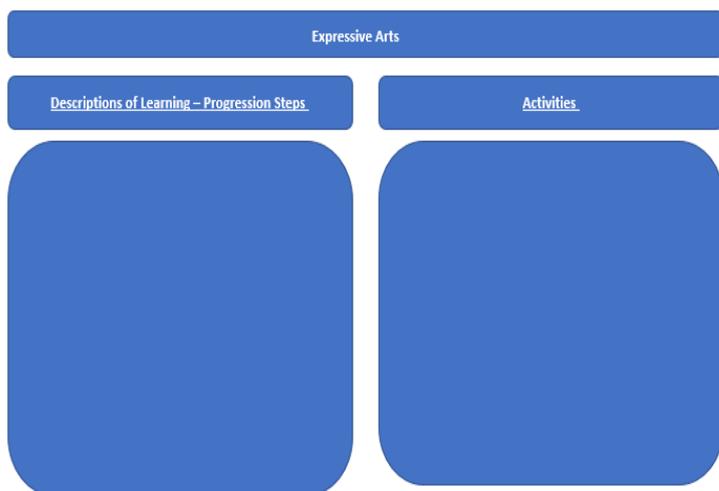
The **thematic map** details the curriculum content for each AoLE using the What Matters statements. This is constructed differently in each department, to reflect the teaching and learning styles which take place within each department:



Example of a thematic map

AoLE/qualification plan

This is supported by an **AoLE/qualification plan** that provides details on how learners progress within the statements of what matters/qualification criteria, as they journey through their individualised and adaptive continuum of learning.

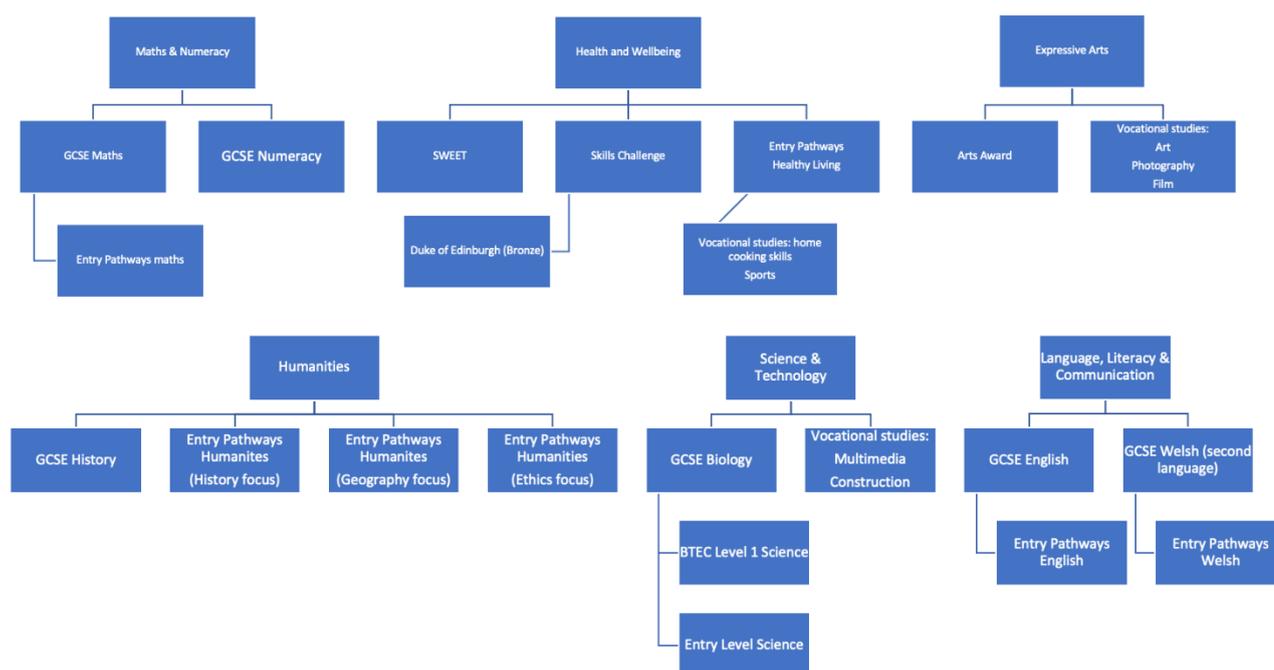


The cross-curricular overviews, thematic maps and AoLE plans remain flexible and adaptable to meet the specific needs of learners over time

Qualifications

During the transitional period to the implementation of Made for Wales qualifications (beginning September 2025), the qualification map details the range of qualifications on offer at YBC. The qualifications delivered year on year will vary, dependent on a range of factors including theme, pupil voice and pupil needs. The cross-curricular overviews, thematic maps and AoLE plans remain flexible and adaptable to meet the specific needs of learners over time.

Whole School Qualification Map



Mandatory curriculum elements

Our curriculum will include:

- Areas of Learning and Experience (AoLE) / National Curriculum / Qualification specifications
- Welsh
- English
- Relationships and Sexuality Education
- Religion Values and Ethics (RVE)
- The cross-curricular skills (literacy, numeracy and digital competence)

Relationships and sexuality education (RSE)

Relationships and sexuality education (RSE) within our curriculum is planned using the [RSE Code](#) and is designed in a way that is developmentally appropriate, inclusive and pluralistic.

Ysgol Bryn Castell is fully inclusive which means that we use a whole-school, strategic approach to fully include and respond to the needs of all our pupils and families.

RSE has a positive and empowering role in pupils' education and is vital in supporting them to realise the four purposes as part of a whole-school approach. Our RSE curriculum enables pupils to form and maintain a range of relationships, all based on mutual trust and respect. This is the foundation of RSE at our school. Good quality RSE empowers pupils to make responsible, well-informed decisions and be able to understand themselves and others. Our RSE Curriculum seeks to equip pupils to challenge harmful stereotypes and perceptions and be able to seek help and support.

Good quality RSE is positive, protective, and preventative and underpinned by a need led, rights-based approach which takes a positive view of human sexuality and relationships.

Every class throughout the school follows the same sequence of half termly themes with differentiated content:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships	Keeping Safe	Feelings and attitudes	Me and my body	People who can help me	Lifecycles

Further information can be found within the Relationships and Sexuality Policy document within the appendix.

Religion, Values and Ethics (RVE)

Religion, Values and Ethics (RVE) is mandatory for all pupils and sits within the Humanities Area of Learning and Experience. Teaching and learning in RVE reflects that the religious traditions in Wales are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Wales. It also reflects the fact that a range of non-religious philosophical convictions are held in Wales.

RVE is planned to meet the mandatory requirements of the Humanities AoLE, and to have regard to both the statutory RVE guidance within the Humanities AoLE, and the Bridgend Locally Agreed Syllabus. There is no right to withdraw from RVE.

Cross-curricular skills

We believe that the [mandatory cross-curricular skills](#) of literacy, numeracy and digital competence are essential for pupils to be able to access knowledge and to enable pupils to enjoy success. They enable pupils to access the breadth of our curriculum, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling our pupils to adapt and thrive in the modern world.

Our curriculum is designed in a way that enables pupils to develop competence and capability in the cross-curricular skills and extend and apply them across all AoLEs.

Across our curriculum, pupils will be given a range of opportunities to:

- develop listening, reading, speaking, and writing skills.
- be able to use numbers and solve problems in real-life situations.
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world.

Cross-cutting themes

Relationships and sexuality education (RSE)

As outlined under [mandatory curriculum elements](#), our curriculum is designed in a way that identifies and makes authentic and meaningful links between learning within a particular AoLE and learning within the RSE Code.

Human Rights

We are a Silver Rights Respecting School, and we believe that learning about human rights empowers pupils as rights-holders. This enables our pupils to critically examine their own attitudes and behaviours and to develop skills to be ethically informed citizens of Wales and the world, who can advocate for their rights and the rights of others.

Our curriculum incorporates opportunities for our pupils to:

- learn about human rights by developing their understanding of what human rights are and where those rights have come from. This includes developing their understanding of the UNCRC and UNCRPD.
- learn through human rights which supports our pupils to develop values, attitudes and behaviours that reflect human rights.
- learn for human rights, which motivates pupils to social action, empowerment of active citizenship and to advance respect for the rights for all.

Diversity

We want our curriculum to recognise and celebrate the diversity that exists within our school community, the communities we serve and wider society. We want our pupils to be aware of the characteristics of others and to treat others with compassion, empathy, understanding and equity, regardless of those characteristics. As our pupils' progress through our curriculum, we hope they will become increasingly aware of a range of specific characteristics which can define our identity, including sex, gender, race, religion, age, disability and sexuality.

Our curriculum incorporates opportunities for our pupils to:

- develop compassion for others.
- celebrate diverse backgrounds, values, and characteristics.
- develop their own values and sense of identity.
- develop understanding of people with different beliefs and perspectives.
- challenge stereotypes.

Careers and work-related experiences (CWRE)

We believe that learning about CWRE is fundamental to developing skills for work and life.

Our curriculum incorporates opportunities for CWRE that inspires our pupils to:

- develop an understanding of the purpose of work in life, both for themselves and for society.
- become increasingly aware of the range of opportunities available to them, broadening their horizons.
- develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning.
- explore opportunities through a variety of meaningful experiences in learning and work.
- develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life.

Local, national and international contexts

Local, national and international contexts provide key perspectives for our pupils and are important in supporting them to realise the [four purposes](#).

Our curriculum incorporates opportunities for pupils to:

- develop learning through a range of places and events of significance.
- make links with the local community and organisations.
- learn about the contributions and experiences of different individuals that shape each context.
- learn about cultural diversity, values, histories, and traditions that shape each context.
- understand different identities, histories, cultures, perspectives, and values that shape communities and societies.
- develop an authentic sense of cynefin, building knowledge of different cultures and histories, allowing them to develop a strong sense of individual identity and understanding how this is connected to and shaped by wider influences.
- draw on the stories and distinctiveness of our school's local surroundings.

- explore and respond to contemporary issues and challenges affecting their lives and the lives of others through each context.
- understand contemporary Wales, providing opportunities to reflect, understand and analyse contemporary society and their engagement with it.
- recognise Wales' diverse linguistic heritage and culture, and its connections with the rest of the world.
- recognise how our languages unlock knowledge about our literature, geography, history, and their links beyond Wales.
- recognise the links between local, national, and international contexts, understanding how they constantly influence each other.

Pupil Choice

Our curriculum will provide pupils across the school with the opportunity to influence and direct their learning within the curriculum.

Pupils will be provided with a choice of learning across AoLEs including access to external qualifications, that are appropriate to their age and needs, although not everything from the statements of what matters for each AoLE will be covered.

A curriculum accessible for all

Through the design of our curriculum, we ensure it:

- is tailored and specific to each pupil's needs, experiences, and input.
- is suitable for each pupil's age and ability.
- takes account of each pupil's additional learning needs (ALN).
- secures broad and balanced learning and teaching for each pupil.
- assesses the ability and aptitude of learners in respect of the relevant curriculum, on entry to a school or setting, to identify the next steps in their progression and the learning and teaching needed to support that progress.

Learning and Teaching

Practitioners within YBC act as Enabling Adults, who facilitate learning and teaching that offers appropriate progression for each pupil through the use of the 12 pedagogical principles:

1. Maintains a consistent focus on the overall purposes of the curriculum.
2. Challenges all pupils by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.
3. Means employing a blend of approaches including direct teaching.
4. Means employing a blend of approaches including those that promote problem-solving, creative, and critical thinking.
5. Sets tasks and selects resources that build on previous knowledge and experience and engage interest.
6. Creates authentic contexts for learning.
7. Means employing assessment for learning principles.
8. Ranges within and across AoLE.
9. Regularly reinforces the cross-curricular skills of literacy, numeracy, and digital competence, and provides opportunities to practise them.
10. Encourages pupils to take increasing responsibility for their own learning.

11. Supports social and emotional development and positive relationships.
12. Encourages collaboration.

YBC supports practitioners to develop a deep and thorough understanding of child development, cognitive science and teaching to plan the what and the how of their curriculum. This is achieved through a robust professional learning offer which is specific to each individual and values the importance of action research.

YBC supports practitioners to better enable them to:

- Promote and implement the school policies for inclusion, well-being, teaching, and learning.
- Participate in evaluation activities as part of the school improvement and evaluation systems and processes.
- Know and respond to the diversity of pupils.
- Accept, understand, and attend to pupils' physical, social, behavioural, emotional, linguistic, cognitive, and academic differences.
- Engage with relevant reading and research and use this to inform own and others' practice in inclusion, well-being, teaching, and learning.
- Participate in professional learning that supports the development of inclusive provision and practices, and high-quality learning, teaching, and standards of well-being.

The curriculum at YBC will offer regular opportunities for pupil to participate in immersive experiences, to enable greater sophistication and depth of curricular experience.

The purpose and role of assessment within our curriculum

Assessment is an integral part of teaching and learning and plays a fundamental role in enabling our pupils to make progress. For assessment to be effective, we recognise that partnerships between our practitioners, our pupils and parents and Carers are important.

Progression in learning is a process of increasing depth, sophistication, engagement, and pupil control, rather than of covering a body of content. Progression is not linear and different pupils are likely to progress in markedly different ways. Assessment planning and practice, built into the curriculum and classroom practice recognises this and allows for a variety of diversions, stops and variations in pace in a pupil's journey.

We assess all pupils based on the progression articulated in our curriculum, against planned learning intentions. At its heart progression in our curriculum is focussed on the five principles of progression:

- Increasing effectiveness
- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within the Areas
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts

YBC recognises that each pupil arrives at the school with an individualised set of experiences, which may include gaps in their learning, thus creating uneven developmental profiles. As such, the school uses a robust baseline assessment process to identify the learning journey for each pupil at YBC.

The school uses Professional Enquiry Groups (PEGs) to develop and identify a shared understanding of the purpose, principles and approaches to assessment.

The role of different participants in our assessment process

Leaders and Managers

Leaders and Managers at our school establish a strong learning culture that supports and challenges our practitioners to enable them to make appropriate progress.

This is achieved by:

- creating a clear vision for curriculum that supports our pupils' realisation of the four purposes and supports individual pupil progression.
- creating an environment that develops the necessary knowledge and skills to promote pupil well-being.
- creating an environment based on mutual trust and respect, rather than one focused on compliance and reporting.
- enabling our practitioners to develop the knowledge and skills necessary to carry out their role in assessment effectively.
- ensuring the design, adoption, review, and revision of our curriculum that affords opportunities for our practitioners to plan purposeful learning that addresses the needs of each of our pupils.
- developing and embedding processes and structures that enable our practitioners to develop a shared understanding of progression.

- ensuring there is a clear picture of pupil progression within our school that is understood by all our practitioners, a process that embeds regular ongoing professional dialogue on progression into our systems to support self-reflection and inform improvement.
- ensuring there is a clear understanding of pupil progression across our cluster of schools that feeds into discussions on pupil progression within each school or setting.
- considering how additional challenge and support for our pupils can be best provided, including working with other partners.
- encouraging engagement between all participants in the learning and teaching process to develop effective partnerships.
- ensuring that the statutory requirements have been met and that due regard has been paid to this guidance for assessment, and that practitioners are taking account of this in planning, learning, and teaching and within daily practice.

Practitioners

Practitioners at YBC will plan for and provide effective learning experiences that are appropriate to the age and development of our pupils. They support and challenge pupils effectively to ensure individuals make progress from their own starting points.

This is achieved by:

- being clear about the intended learning and planning engaging learning experiences accordingly.
- supporting the promotion of pupil well-being through assessment practice.
- sharing intended learning appropriately with pupils.
- evaluating learning, including through observation, questioning and discussion.
- using the information gained from ongoing assessment to reflect on their own practice to inform next steps in teaching and planning for learning.
- providing relevant and focused feedback that actively engages pupils, encourages them to take responsibility for their learning, and moves their learning forward.
- encouraging pupils to reflect on their progress and, where appropriate, to consider how they have developed, what learning processes they have undertaken and what they have achieved.
- providing opportunities for pupils to engage in assessing their own work and that of their peers and supporting them to develop the relevant skills to do this effectively.
- developing pupils' skills in making effective use of a range of feedback to move their learning forward.
- involving parents and Carers in pupil development and progression, with the pupil's involvement in this dialogue increasing over time.
- engaging in dialogue with leaders and managers and fellow practitioners to ensure we have a clear picture of the progress being made within our school.
- identifying any additional challenge or support pupils may require, engaging with external partners where necessary.

Pupils

Our pupils will participate in and contribute to the learning process in a way that is appropriate to their age and stage of development. This will help them develop knowledge, skills and understanding, and to apply them in different contexts.

As they make progress with increasing independence, our pupils will be supported and encouraged to:

- understand where they are in their learning and where they need to go next.
- develop an understanding of how they will get there.
- respond actively to feedback on their learning, and develop positive attitudes towards receiving, responding to, and acting upon feedback in their learning.
- review their progression in learning and articulate this both individually and with others.

- reflect on their learning journey and develop responsibility for their own learning over time.

Parents and Carers

Parents and Carers have an important role to play in assessment and we will engage with them so that they can support their child's progress in an appropriate way.

We encourage and enable parents and Carers to:

- engage regularly with our school and our practitioners to understand and support their child's progression.
- share relevant knowledge and understanding with us which will support their child's learning and progression.
- respond actively to information provided about their child's learning and, in collaboration with us, plan ways of supporting that learning within and outside of school.

External partners

We will engage external partners to:

- help our practitioners assess and identify the needs of pupils who may require additional support and then help them through the provision of advice and support. This includes specialist educational support and support from other agencies such as health.
- provide information about learning progression that has taken place for our pupils who may spend some of their time in other contexts.

Supporting each of our pupils on an ongoing, day-to-day basis

To support our pupils on an individual and ongoing, day-to-day basis, assessment is embedded into everyday classroom practice in a way that supports and is indistinguishable from learning by ensuring that the principles of progression are at the forefront of all classroom practice.

Enabling adults, facilitate day-to-day continuous assessment of pupil, to build a holistic picture of their strengths and areas for development along the continuum of learning including the pursuit of the four purposes.

To build a holistic view our pupils, a range of strategies are used such as:

- Written feedback [tickled pink; green for growth; 4 purpose stickers]
- Verbal feedback
- Peer assessment
- Self-assessment
- IDPs
- IEPs

Our assessment practices identify pupil's strengths, achievements, areas for improvement and barriers to learning. This understanding will be used by our practitioners, in discussion with our pupils, to ascertain the next steps required to move their learning forward.

Identifying, capturing and reflecting on each pupil's progress over time

Our practitioners will identify the progress being made by our pupils, and record this, where appropriate, to understand each pupil's journey over different periods of time and in a variety of ways. This includes developing an understanding of how a pupil has learned, as well as what they have learned and are able to demonstrate.

Reflecting on a pupil's progress over time enables our practitioners to provide feedback and plan their future learning, including any interventions, additional support or challenge that may be required. This

feedback will include both immediate next steps and longer-term objectives and goals that the pupil should work towards to help keep them moving forward in their learning. This information will also be used as a basis for communicating and engaging with our parents and carers.

The school has worked with [Tyfu](#) to develop a digital portfolio that captures pupil progress across the curriculum. This allows enabling adults to recognise where along the continuum of learning each pupil sits in each AoLE and captures progress made by pupils through therapeutic interventions and extracurricular activities. Pupils are also encouraged to play a proactive role in their progression and upload to their portfolios if they are able to.

The school continues to use SIMS marksheets in Dunraven and Newcastle, pending the implementation of Made for Wales qualifications from September 2025 onwards.

Creative summaries of each pupil’s learning are captured in paper-based learning journeys and are supported by self-assessment including celebration of their progress and achievement over time.

Pupils take part in termly learning reviews to reflect on what they have learnt, celebrate their achievements and consider future targets. These pupil reviews are carried out in a way that is appropriate for the individual pupil.

The school uses a range of assessments to inform pupil progress over time.

	Name of test	Person coordinating	Data stored	Frequency
Reading	IDL	Literacy coordinator	SIMS	Once per year
Spelling	IDL	Literacy coordinator	SIMS	Once per year
Vocabulary	BPVS	Literacy coordinator	SIMS	Once per year
Well - being	Motional	Pastoral teacher	Motional website	Once per year
Maths	AMT	Numeracy coordinator	AMT website	Once per year

YBC recognise that pupils have a right to specific experiences and skills (linked to the four purposes) and make a commitment to enabling each pupil at YBC to have access to enrichment activities through their learning journey. Pupil’s progress in this area will be recorded within the ***Pupil Passport***.

Approaches that support us in identifying, capturing and reflecting on each of our pupil's progress over time

YBC uses a range of strategies to support the identification, capture and reflection of the [progress of each individual pupil](#) including:

- Baseline assessment processes
- Setting and review of IEP targets
- Person-centred planning
- IDP development/review
- Planning for learning
- Summative and formative assessment approaches
- Professional learning including Professional Enquiry Groups (PEGs)
- School-based assessment practices
- Development of a shared understanding of progression
- Pupil's learning journeys
- Pupil passport

Communicating with parents and Carers

The school will report pupil information to Parents and Carers, using an accessible format, at least termly, including pupil's reflections of progress, on the following:

- the progress their child is making.
- their future progression needs.
- how future progression needs can be supported at home.
- their general well-being in school.

This will be supplemented by specific events including:

- Autumn – Parents evening
- Spring – Progress phone call
- Summer – Annual report to Parents/Carers
- Time TBC – Annual Review of Statement or IDP

Our pupils are provided with opportunities to contribute to the communication process with their Parents and Carers through attendance at annual reviews where appropriate and through person-centred planning meetings.

At YBC we administer the online personalised assessments twice per year in line with the statutory guidance. Feedback on progress from these assessments are shared with parents within the annual report to parents.

Autumn term

	Person coordinating	Data stored
Literacy (Reading)	Literacy coordinator	Hwb
Numeracy (Procedural)	Numeracy coordinator	Hwb
Numeracy (Reasoning)	Numeracy coordinator	Hwb

Summer term

	Person coordinating	Data stored
Literacy (Reading)	Literacy coordinator	Hwb
Numeracy (Procedural)	Numeracy coordinator	Hwb
Numeracy (Reasoning)	Numeracy coordinator	Hwb

On-entry assessments

YBC recognises that each pupil arrives at the school with an individualised set of experiences, which may include gaps in their learning, thus creating uneven developmental profiles. As such, the school uses a robust baseline assessment process to identify the learning journey for each pupil at YBC that is in line with the statutory guidance and includes:

- Numeracy and literacy skills and capabilities
- Well-being abilities, to include physical, social, and emotional development.

The baseline admission process includes the following:

	Name of test	Person coordinating	Data stored
Reading	IDL	Literacy coordinator	SIMS
Spelling	IDL	Literacy coordinator	SIMS
Vocabulary	BPVS	Literacy coordinator	SIMS
Well - being	Motional	Pastoral teacher	Motional website
Maths	AMT	Numeracy coordinator	AMT website
Dyscalculia	IDL	Numeracy coordinator	Microsoft Teams

Results of these baseline assessments inform curriculum planning for progression.

Transition

YBC is an active participant within the Bryntirion Cluster and is included in their transition plan. However, as the school accepts pupil from schools both within and beyond the Local Authority, the school offers an individualised transition package to each pupil.

Curriculum review, evaluation and revision

The review process

It is the responsibility of the governing body and headteacher to keep the curriculum and assessment arrangements under review, revising them if they no longer comply with our curriculum policy. Any amendments include consultation with a range of stakeholders.

Appendix

- ◇ Enabling pupils - <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/enabling-learning/>
- ◇ Twelve pedagogical principles - <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/pedagogy/>
- ◇ Four purposes - <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes>
- ◇ Integral skills - <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#skills-integral-to-the-four-purposes>
- ◇ Statements of What Matter - <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/principles-for-designing-your-curriculum/#statements-of-what-matters>
- ◇ Descriptions of Learning - <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/principles-for-designing-your-curriculum/#descriptions-of-learning>
- ◇ Progression - <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#progression>
- ◇ Principles of Progression - <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/principles-for-designing-your-curriculum/#principles-of-progression>
- ◇ Four Purposes - <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes>
- ◇ A Shared Understanding of Progression - <https://hwb.gov.wales/api/storage/fa86cf54-b75f-4807-b32a-d305218205cd/Shared%20understanding%20of%20progression.pdf?preview=true>
- ◇ Relationships and Sexuality Education (RSE) Code - <https://hwb.gov.wales/curriculum-for-wales/summary-of-legislation/#relationships-and-sexuality-education>
- ◇ Mandatory Curriculum Elements - <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#cross-curricular-skills>
- ◇ Assessment - <https://hwb.gov.wales/api/storage/a232555c-bb3f-472c-94c8-d5b125441454/Assessing%20pupil%20progress.pdf?preview=true>
- ◇ Supporting Pupil Progression - <https://hwb.gov.wales/curriculum-for-wales/assessment-arrangements/supporting-pupil-progression-assessment-guidance/>

Ysgol Bryn Castell



Relationships and Sexuality Education Guidelines v2.0

*Written in line with Welsh Government Statutory Guidance, the RSE code and legislative
summary*

Approved by: GB

Date: 10/03/2025

Last reviewed on: March 2025

Next review due by: September 2025

Introduction

Ysgol Bryn Castell (YBC) is committed to adopting a Whole School Approach to high-quality provision of Relationships and Sexuality Education (RSE) for all pupils.

The purpose of this policy is to provide all stakeholders (pupils, staff, parents/carers, governors, and external organisations) with information about the provision of RSE in our school.

High quality RSE allows for all pupils to grow and develop in a safe environment to understand how to become healthy adults who are critical thinkers, whilst developing positive and healthy relationships with others. It is important that pupils can explore, develop, and nurture positive attitudes towards equality, gender diversity and respectful relationships. This RSE Policy supports wider approaches to preventing violence against women, domestic abuse, and sexual violence (VAWDASV), harmful sexual behaviours, and peer-on-peer harassment and abuse.

Aims of RSE

Ysgol Bryn Castell is fully inclusive which means that we use a whole-school, strategic approach to fully include and respond to the needs of all our pupils and families.

RSE has a positive and empowering role in pupils' education and is vital in supporting them to realise the four purposes as part of a whole-school approach. Our RSE curriculum enables pupils to form and maintain a range of relationships, all based on mutual trust and respect. This is the foundation of RSE at our school. Good quality RSE empowers pupils to make responsible, well-informed decisions and be able to understand themselves and others. Our RSE Curriculum seeks to equip pupils to challenge harmful stereotypes and perceptions and be able to seek help and support. Good quality RSE is positive, protective, and preventative and underpinned by a need led, rights-based approach which takes a positive view of human sexuality and relationships.

Good quality RSE should also:

- Provide accurate facts.
- Use correct biological terminology during RSE lessons.
- Promote a safe, positive, open, and honest learning culture free from stigma, shame, fear and guilt which is positively inclusive, respectful and safe for all pupils.
- Promote a critical awareness of the different attitudes and values in relation to RSE.
- Empower pupils to make responsible, well-informed decisions and to be able to understand themselves and others.
- Challenge harmful stereotypes and perceptions, including gender norms.
- Provide access to objective, supportive and inclusive information about growing up, body changes, healthy relationships, reproductive and sexual health.
- Provide information on where pupils can access help and support services in relation to RSE.

Legislation and guidance

Relationships and Sexuality Education (RSE) is a statutory requirement in the new Curriculum for Wales framework and is mandatory for all pupils from ages 3 to 16.

The RSE code is issued in legislation under Section 8 of the Curriculum and Assessments (Wales) Act 2021 and clearly states the legally mandatory requirements for RSE which schools and education provisions must deliver.

Key points are:

- RSE is mandatory for all pupils from ages 3 to 16 in Wales.

- Parents/carers will no longer be able to withdraw their child/young person from RSE in line with the roll out of the new curriculum.
- Using supportive guidance, schools will design their own RSE Curriculum.
- The RSE Curriculum must be developmentally appropriate for pupils.
- The RSE Curriculum must include learning that develops pupils' awareness and understanding of different identities, views and values and a diversity of relationships, gender and sexuality, including LGBTQ+ lives.

The RSE statutory guidance (2022) is published under Section 71 of the Curriculum and Assessment (Wales) Act 2021 and is designed to assist those responsible, as stated in the RSE Code, to design the RSE Curriculum for their school/education provision.

YBC complies with the legal statutory duty stated in the RSE Code from Welsh Government.

YBC recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within our community and between pupils, parents/carers, staff, governors, and partners.

Our school policy and curriculum have been developed in line with Welsh Government statutory guidance and legislative summary and aligns with the Equality Act 2010.

Enabling Human Rights

As the world around us evolves at a rapid and significant rate, we will uphold pupils' rights under the United Nations Convention on the Rights of the Child (UNCRC) to education (Article 28) which prepares them to understand others (Article 29) through an inclusive, holistic, evidence based and participative RSE Curriculum. In this way, pupils develop an understanding of how rights are related to all aspects of RSE and contribute to the freedom, dignity, well-being, and safety of all people. This also helps pupils to understand the importance of equity, recognising the importance of rights in ensuring fair treatment for all.

Our school also links learning to the United Nations Convention on the Rights for Persons with Disabilities (UNCRPD): United Nations Convention on the Rights of Persons with Disabilities.

Everyone who works with children and young people at YBC will always do what is best for each pupil, as part of our Whole School Approach to RSE (Article 3).

What is RSE?

RSE encompasses the knowledge, skills, dispositions, and values that will empower pupils to:

- Support their health and well-being.
- Develop healthy, safe, and fulfilling relationships of all kinds, including those with family and friends, and in time, romantic and sexual relationships.
- Navigate and make sense of how relationships, sex, gender, and sexuality shape their own and other people's identities and lives.
- Understand and support their rights and those of others to enjoy equitable, safe, healthy, and fulfilling relationships throughout their lives and advocate for these.

Responsibilities for RSE

In line with a Whole-School Approach, RSE is everyone's responsibility at YBC. However, the Governing Body, Headteacher, Senior Management Team, and RSE Lead have specific roles to ensure the successful implementation of RSE and a safe environment for all pupils.

Role of the Governing Body

The role of the Governing Body at YBC is to:

- Determine and authorise the RSE Policy, ensuring it is compliant with the Statutory Requirements outlined in the RSE Code.
- Ensure the RSE Policy is up to date and reviewed regularly.
- Ensure the RSE Policy is widely disseminated throughout the whole school community.

Role of the Headteacher and Senior Management Team

The role of the Headteacher and Senior Management Team at YBC is to:

- Co-ordinate the formulation of the YBC RSE Policy by involving all relevant stakeholders.
- Allocate a named member of staff to lead on RSE.
- Inform all staff and adults involved with the delivery of RSE within the school of the contents of the policy and its implications to them as providers.
- Assess the Continued Professional Development needs of school staff involved with the programme and seek to respond to these needs with suitable professional training.
- Provide support to the RSE Lead where appropriate.
- Determine and allocate funding allowance for RSE curriculum to support resources/professional training/external organisations costs.
- When the RSE Policy is reviewed, pupils, teachers, governors, families, and outside agencies will be consulted to ensure it is effective and meeting statutory requirements.

Role of the Manager of Health and Wellbeing and cross-cutting themes:

The role of the [Manager of Health and Wellbeing and cross-cutting themes](#) at YBC is to:

- Develop and implement a developmentally appropriate RSE Curriculum for all pupils, in line with the statutory requirements outlined in the RSE Code.
- Monitor and evaluate RSE in conjunction with other staff to ensure that RSE is integrated effectively across all AoLE.
- Ensure pupil voice is reflected within the RSE Curriculum.
- Liaise with outside agencies and co-ordinate their involvement with the RSE programme.
- Liaise with parents/carers where needed regarding RSE Curriculum.
- Liaise with the Local Authority and Healthy Schools Team.
- Offer support to parents/carers in talking to their children about RSE and how to link this with what is being taught at school.
- Monitor and evaluated by the RSE curriculum annually to ensure that it remains relevant, up to date and is meeting the needs of all pupils

RSE Curriculum

RSE is a broad, interdisciplinary, and complex area that includes biological, social, psychological, spiritual, ethical and cultural dimensions.

YBC seeks to provide a high quality pluralistic RSE Curriculum which is based around the six key principles for RSE as set out in the Welsh Government RSE guidance. This provision aims to be inclusive, factually correct, and encourages pupils to critically engage with the materials used. The RSE Curriculum will be taught by staff using cross-cutting themes and discreet lessons within all related Areas of Learning and Experience (AoLE), using teaching strategies and techniques which are developmentally appropriate and meet pupils needs. This will also help to avoid a 'single issue' approach where each lesson covers a different RSE issue, isolated from other learning.

Every class throughout the school follows the same sequence of half termly themes with differentiated content:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and my body	Relationships	Feelings and attitudes	Keeping safe	People who can help me	Lifecycles

Positive, protective, and preventative RSE

Building on the Code, the approach to RSE in our school is positive, protective, and preventative. We support pupils to:

- Have access to objective, supportive and inclusive information about growing up, changing, relationships, reproductive and sexual health.
- Understand and cope with change, conflicts, and pressure.
- Recognise potentially harmful behaviours in relationships and know how to seek support.
- Have the knowledge to recognise all forms of discrimination, violence, abuse and neglect, including violence against women, domestic abuse and sexual violence.
- Seek help and advice where appropriate.

Inclusivity; Including LGBTQ+

In line with the mandatory requirements of the RSE Code, RSE will be realised in a way that is inclusive in accordance with the principles of equality. This helps ensure that all pupils can see themselves, their families, their communities, and each other reflected across the curriculum and can learn to value difference and diversity as a source of strength. This contributes to a cohesive, fair and equitable society that equips pupils with skills for life. This includes gender equity and LGBTQ+ inclusivity.

Strands

RSE in the curriculum focuses on three broad strands:

- Relationships and identity: helping pupils develop the skills they need to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.
- Sexual health and well-being: helping pupils to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.
- Empowerment, safety and respect: helping to protect pupils from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.

The Welsh Government is committed to covering 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 are interwoven into the above strands.

Understanding the nature of progression in RSE

The RSE Curriculum must be developmentally appropriate for pupils. At YBC we will broadly follow the Phases 1, 2 and 3 approach, as outlined by the Welsh Government's Code in terms of what content is covered by each age range. This means at our school we will take account of a range of factors including the pupil's age; knowledge and maturity; additional learning needs and anticipating their physiological and emotional or social development and needs during planning.

Learning within the RSE Curriculum is to be linked to the following phases:

- Phase 1: from age 3
- Phase 2: from age 7
- Phase 3: from age 11

The principles of progression across Health and Wellbeing offers guidance to progression in RSE. Our curriculum revisits content, themes and topics as outlined in the preceding phases set out in the Code, reinforcing, and building on pupils' developing understanding and changing needs.

YBC seeks to provide accurate, unbiased information on RSE to pupils as part of our pluralistic approach. This means that where questions of values are concerned, we provide a range of views on a given subject commonly held within society. As they develop, pupils are encouraged to take increasing responsibility for their own learning.

Role of Pupil Voice in RSE

As stated in the United Nations Convention on the Rights of the Child (UNCRC), children and young people have the right to be consulted on decisions being made about their lives (Article 12).

To ensure the RSE Curriculum meets pupils' needs and addresses emerging trends, YBC will consult pupils and involve them in the curriculum content for RSE and retain flexibility to address the issues pupils identify. Pupils' views about what, how and where they learn will be taken into consideration so that the RSE Curriculum can truly reflect the experiences that children and young people encounter in society.

The RSE Lead will undertake regular evaluation with pupils to ensure the RSE Curriculum is as robust, purposeful, responsive, and engaging as possible using creative and participatory methods to do this where possible.

Responding to Pupil Needs

YBC is fully inclusive which means that we use a whole school, strategic approach to fully include and respond to the needs of all our pupils and families.

Ground rules

At YBC we endeavour to create safe and supportive learning environments. This helps to create trust and allow pupils a safe space to consider learning, ask questions and express their thoughts and feelings. We aim to encourage respectful conversation, which can be achieved by developing a working agreement of ground rules with pupils. This helps to maintain professional boundaries and keep pupils and practitioners safe. For example, creative approaches can help pupils share their questions, views, and experiences anonymously, allowing more open, honest discussion. Each class will be encouraged to develop ground rules for use within RSE sessions.

Dealing with questions

If staff are asked questions by pupils during RSE lessons (which may be of a sensitive nature) they will never disclose their personal experiences. They will use their professional judgement in providing answers which are age and stage appropriate to the pupil and of other pupils who may be listening. There may be times when teachers feel that pupils should be advised to ask another adult, probably a parent/carer, and if this happens, teachers will try to inform parents/carers.

Distancing techniques will also be used to help pupils to discuss sensitive issues and develop their decision-making skills in a 'safe' environment. Sometimes an individual pupil may ask an explicit or

inappropriate question. If this situation arises, the pupil will be reminded of the class agreement/ ground rules. If a question feels inappropriate for a pupil, or for the whole class or raises concerns, the teacher will acknowledge the question and reassure the pupil that they will attend to it after the lesson on an individual basis. In this way, the pupil will feel they have been treated with respect, but inappropriate personal information will not be shared with the rest of the class. Staff are fully aware of the schools safeguarding procedures.

RSE resources

YBC will use RSE resources which are relevant, reputable, developmentally appropriate, inclusive and sensitive to pupils' need to support the RSE Curriculum.

In YBC the following key resources are used:

- NSPCC
- Cwm Taf Healthy School Scheme Resources
- Hafan Cymru (Spectrum Project)
- Agenda
- CRUSH
- School Beat
- ALN specific books/resources

Parents/carers are invited to view or discuss the resources the school intends to use to provide reassurance and to enable conversations, where appropriate, to be reinforced and continued in the home.

Partnerships and Engagement with Stakeholders

Working with Parents / Carers

As part of the Curriculum for Wales, RSE is mandatory for all pupils aged 3 – 16. This means that parents / carers can no longer withdraw their child from RSE in line with the roll-out of the curriculum in each year group. However, YBC acknowledges that parents and carers have an important influence and role to play in terms of delivering messages about relationships and sexuality education. Parents and carers are the key people in teaching their children about sex and relationships and maintaining the culture and ethos of the family. As a result, we see RSE as a shared responsibility and seek to keep parents /carers informed about this RSE Policy, the RSE Curriculum, and resources where possible. We support parents / carers in understanding why high quality, inclusive RSE at YBC is important to the development and learning of every young person.

External partnerships

Whilst YBC is responsible for the delivery of the RSE Curriculum, we recognise the value of involving appropriate external agencies/visiting speakers to complement the RSE Curriculum. This input does not substitute or replace the school provision and delivery of RSE. If the school is approached by an unknown external agency/speaker, then advice regarding suitability will be sought.

Good practice for when working with external agencies/visiting speakers:

- Ensure that the external agency has the right skills, knowledge, and competency, and has a professional reputation for being holistic and inclusive in their approach to RSE.
- Ensure aims and learning outcomes are age appropriate for the intended pupils.
- The external agency/visiting speakers have a DBS and are considered appropriate in respect of Safeguarding Procedures.

- The school have made the external agency aware of their school's policies.
- Staff will inform and prepare pupils for the visit of an external agency/visiting speaker and allow them time to prepare questions prior to this.

Period Dignity

Our school fully supports the Welsh Government Period Dignity Strategy Action Plan, which aims to end the stigma and shame associated with periods.

We will support the plan by ensuring the following:

- Provision of free period products, including environmentally friendly resources, that pupils can access from staff.
- A robust RSE Curriculum that covers the menstrual cycle and periods for all genders.
- A safe and suitable environment for applying/changing products.
- Provision of sanitary bins in pupil toilets to support the safe and environmental disposal of products.
- Clear communication to pupils and parents/carers informing them of the available free products on site, and how they can access them.

Safeguarding and Confidentiality

The RSE curriculum at YBC supports pupils to be able to develop their knowledge, awareness and understanding on how to recognise discriminatory behaviours, harmful sexual behaviours, unhealthy and abusive/violent relationships, whilst ensuring that all pupils develop an understanding of what consent is, including developing skills on how to give and withdraw consent.

It is important that all school staff receive the appropriate Safeguarding Training. Staff understand that they have a duty to follow the School Safeguarding Policy and Procedures at YBC, which will follow the All Wales Child Protection Procedures.

Our RSE curriculum supports pupils to be able to build their knowledge and understanding of how to recognise harmful sexual behaviours, discrimination, abusive relationships, and violence and develop an understanding of consent. Pupils may disclose information to school staff that cannot remain confidential.

When this occurs, our staff will follow the guidelines below:

- Remind pupils that staff cannot offer unconditional confidentiality.
- Inform pupils first if staff are going to break confidentiality.
- Where appropriate, encourage pupils to talk about any worries and concerns they have with parents/carers.
- Ensure pupils are supported adequately by an appropriate member of staff.
- Always follow the school Safeguarding Policy if there are child protection concerns.

Harmful Sexual Behaviour

Peer on peer sexual harassment taken very seriously at YBC. The whole school approach to RSE ensures that a preventative and proactive approach is adopted to tackle the issue. This includes providing pupils with assurance that school staff will take every incidence of peer-on-peer sexual harassment seriously and work in partnership with the pupils, parents/carers, and external agencies where appropriate to deal with any incidents.

Equality Statement

This RSE Policy aligns with the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils based on their age, sex, race, disability, religion or belief, gender

reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage.

Access to the Policy

This policy will be located on the school website. Parents/carers may request a paper copy from the school office.