



# Myddelton College

## Relationships & Sexuality Education Policy

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## RELATIONSHIPS AND SEXUALITY EDUCATION

### 1. Introduction – legislative framework and Government requirements

Taken and adapted from:

#### **The Curriculum for Wales – Relationships and Sexuality Education Code 2021**

This RSE Code supports schools to design their RSE. The content is set within the context of broad and interlinked learning strands, namely:

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

The 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; and violence, safety and support.

#### **The Themes:**

- must be inclusive and reflect diversity,
- must include learning which develops learners' awareness and understanding of different identities, views and values and a diversity of relationships, gender and sexuality, including LGBTQ+ lives,
- must teach learners about rights,
- must ensure equity runs through all the strands,
- learning and experience must be embedded through a rights-based approach to learning,
- must ensure content appropriate to learner development,
- must be developmentally appropriate for learners.

#### **Relationships and identity strand focuses on:**

- the range of relationships that human beings have throughout their lives,
- how identity can be shaped by our relationships and sexuality,
- the importance of human rights in securing healthy, safe and fulfilling relationships in an inclusive society,
- recognising how rights can support and underpin equitable, respectful relationships, as well as a fair and inclusive society.

#### **Sexual health and well-being strand focuses on:**

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

#### **Empowerment, safety and respect strand focuses on:**

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

This strand builds on the positive behaviours and skills of healthy relationships. It reinforces the requirement to support learners to develop empathy, kindness and compassion towards each other and empowering them with the confidence to draw upon available support if they are concerned about their own safety or that of others.

## 2. Aims and Objectives

### **This Relationships and Sexuality Education policy is a whole school policy.**

Taken from: DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education [2019]

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

Relationships and Sex Education should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.

This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Effective RSE does not encourage early sexual experimentation but teaches young people to understand human sexuality and to respect themselves and others."

## 3. Myddelton College's Values in the context of Government Guidance on Relationships and Sexuality Education

Myddelton College is a community based on trust, mutual respect and consideration for others; all members of our community are expected to uphold these values.

- Learning together about the values of family life, marriage and stable relationships.
- Practising respect, love and care towards all others.
- Understanding that **consent** is central to healthy, equal and safe relationships.
- Learning about respectful attitudes towards friendships, sexuality and gender.
- Considering and evaluating moral dilemmas, and reflecting on others' perspectives in a respectful way.
- Developing a positive self-image and self-esteem, and supporting others to do this.
- Practising listening skills to appreciate, respect and support the feelings of others.
- Learning to be sensitive to the feelings of others as relationships develop.
- Understanding the importance of not using, either intentionally or unintentionally, behaviour, language and actions which could offend the sensibilities and sensitivities of others.

RSE will also provide an objective, balanced and respectful view of sexual matters, correcting any misconceptions and misinformation our young people may have developed over time.

The RSE policy will also

- reflect this ethos, promoting the development of self-awareness and a sense of responsibility for one's own actions,
- promote an open and respectful attitude towards family members, friends and the wider community,
- develop an understanding of diversity regarding religion, culture and sexual orientation,

- stress the importance of consent, and what this means, within relationships.

#### **4. Curricular delivery of RSE**

Girls and boys will normally be taught together by Year groups to encourage their awareness, respect and sensitivity towards each other's differences. For certain topics within each of the three Strands, single-sex groups may be considered more appropriate.

A cohesive, graduated curriculum, starting in the Prep School (start of Key Stage 2) through to the Upper Sixth (end of Key Stage 5), will be supported by appropriate materials and resources, which may also include presentations and contributions from visiting specialists for certain topics.

It is recognised that this syllabus will be challenging to deliver but the School will work hard to provide teachers with the required skills, knowledge and materials, through appropriate training and INSET, to allow them to feel comfortable and confident, and in due course enthusiastic about the syllabus.

Prior to the commencement of teaching and learning, Myddelton College needs to create a supportive and secure atmosphere in classes and year groups in which our students have the confidence to talk, listen and think about relationships and sexuality. To do this, we will need to:

- establish ground rules for pupils with staff,
- teach and embed the importance of mutual respect,
- develop pupils' ability to reflect,
- make individuals aware of how to seek support should discussion become difficult for them,
- ensure staff understand how best to direct, control and promote sensible, mature discussions and learning.

#### **5. Parental Consultation and Right of Withdrawal**

The RSE policy is being developed in relation to parental views and comment, and its outline is available to parents on the website. In addition, pupils and staff are asked to comment and 'feed-back' so we know how well we are delivering the syllabus and whether important topics have been missed, underplayed or over-covered.

Parents and guardians need to feel confident that our syllabi topics and programmes of learning complement and supports their role. Should parents have any concerns about the RSE programmes of study, they are encouraged to talk with the PSHE Co-ordinator, or their daughter's or son's Head of Year or Houseparent.

There is no right to withdraw from Relationships and Sexuality Education in Wales. Requests will be looked at on a case by case basis by the Headteacher and Deputy Headteacher (pastoral)

#### **6. Dealing with Sensitive Information and Answering Those Difficult Questions**

Teachers will answer pupils' questions with care and sensitivity, using their professional judgement. There is no expectation that a teacher delivering RSE will automatically answer a pupil's question; in this instance, girls and boys will be advised to talk to their parents or another member of staff, or advised as to where they may be able to access information, for example: helplines, websites, medical or societal leaflets.

Teachers will, as far as possible, conduct sex education lessons in a sensitive manner and in confidence. In line with the DfE 'Relationship and Sex Education Guidance', Myddelton College staff will:

- ensure staff, pupils and parents and guardians are aware of our policy on confidentiality,
- use ground rules in lessons including the limits of confidentiality,
- ensure that pupils are informed of sources of confidential support; for example: their GP, the school's independent person, local young person's advice services, and help-lines.
- encourage pupils to talk to their parents or carers and give them support to do so.

If a teacher believes a young person is vulnerable or at risk, or in breach of the law, it is their duty to ensure the young person is aware of the risks and encourage them to seek support from their parents or a young person's support service if appropriate. Should a safeguarding or child protection concern arise, staff will always follow the school's safeguarding procedures, seeking advice from the DSP.

## **7. Inclusion**

We comply with the various provisions of the Equality Act 2010. The School's objective is to be sensitive to the needs of all its pupils and to ensure they are appropriately met. We do this by promoting the needs and interests of all our pupils, helping them build confidence and a positive sense of self, and to stay healthy.

We include all pupils regardless of their sex, age, race, disability, religion or belief, gender re-assignment, or sexual orientation in RSE classes. We have a variety of ethnic, religious and linguistic groups, for example, and we aim to accommodate all groups.

For some young persons, it is not culturally appropriate for them to be taught in mixed groups on all occasions; we will respond to their and their parents' requests and concerns.

We will ensure that our children and students receive relationships and sexuality education, and we will endeavour to:

- ensure provision is appropriate to the particular needs of all our pupils, taking specialist advice where necessary,
- implement quality planning for pupils with special educational needs and disabilities,
- deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support,
- whatever their developing sexuality, ensure that young people feel that sex and relationships education is relevant.

## **8. Monitoring and Evaluation**

The RSE curriculum, syllabi and classroom delivery will be reviewed as part of the regular cycle of academic-review. Provision for relationships and sexuality education, including the personal development of pupils, will be monitored, evaluated and reviewed by Senior Management, to include the DSP. The policy will be reviewed annually and, after appropriate consideration, approved by Governors.

Governors are aware that the effective teaching of RSE requires particular skills and expertise. Staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be both 'in-house' and through CPD. As challenging RSE issues can be raised in different contexts and occasions, for example, in tutor time or in informal discussions, staff should have the opportunity to attend awareness-raising sessions and to discuss whole-school issues through the INSET programme.

## 9. The RSE Programme Outline of Topics

– taken from: Welsh Government:

**The Curriculum for Wales, Relationships, Sexuality Education Code, 2021**

### a. Relationships and identity

This strand focuses on:

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

Key Stage 1 - up to age 7	Relationships and identity
1	Ability to act with kindness, empathy and compassion in interactions with other children and also family, friendship and peer relationships.
2	An awareness of how to communicate 'wants' and 'needs' in relationships, and begin to respect those of others.
3	Awareness of how 'needs' relate to 'rights'.
4	Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.
5	Developing a sense of themselves, in the context of families, friends and communities.
6	Recognising how people value different things that have different families, friends and communities.
7	Experiencing inclusive behaviours, language and role modelling which show respect for others whatever their gender.
8	Recognising learners' rights to be treated fairly, kindly and with respect.

Key Stage 2 – up to age 11	Relationships and identity
1	Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.
2	How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others' rights and part of friendships and relationships.
3	Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.
4	Understanding positive behaviours in relationships and what can happen when relationships break down.
5	

	An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws which have changed over time.
6 7	Recognising how people's relationships with others shaped who they are and their happiness. An awareness of how identity can be expressed in different ways.
8 9 10	Valuing and recognising the contributions of everyone; and the importance of sex and gender equality. Recognise and know how to respond safely to and challenge gender and sexual stereotypes and unfair behaviour. An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours.

<b>Key stages 3 and 4 – from age 11 to 16</b>	<b>Relationships and identity</b>
1 2	Understanding the positive and negative characteristics and healthy or unhealthy aspects of a range of relationships including family, friendship, romantic and sexual. Ability to develop and understand the importance of equity, mutual respect, and affection in relationships with others.
3 4	Understanding and use of effective communication, decision-making, managing and resolving conflict, and refusal skills in a range of different contexts and types of relationships, off-line and online, including intimate relationships. Understanding how to speak out about harmful behaviours directed at them or others.
5	Understanding how the diversity of relationships including marriage, and all types of civil partnership, has changed over time, and how relationships are positively and negatively impacted by social and cultural norms and laws in different ways around the world.
6	Understanding how rights need to be balanced in a diverse society; characteristics, benefits and challenges of living in a diverse society; and how and why attitudes have changed and are changing including towards gender and sexual diversity.
7 8 9	An ability to advocate for and advance the rights of all and understand and respect all people in relation to sex, gender and sexuality. Understanding how the law and human rights secure freedoms around sex, gender and sexuality and how these can differ in other countries and over time. Ability to explore critically and understand how a range of social, cultural and religious norms and influences about relationships, sex, gender and duality can shape perceptions and well-being and can be both positive and harmful.

## **b. Sexual health and well-being**

This strand focuses on:

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



<b>Key Stage 1 – up to age 7</b>	<b>Sexual health and well-being</b>
1	The use of accurate terminology for all body parts.
2	An awareness the human life cycle and that reproduction is a part of life.
3	Awareness of how human bodies change as they grow.
4	An awareness of the importance of personal self-care and hygiene.
5	A recognition that everyone's body is unique and special to them.
6	Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.
7	Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.

<b>Key Stage 2 - up to age 11</b>	<b>Sexual health and well-being</b>
1	Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being.
2	Recognising the process of pregnancy and birth.
3	The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.
4	The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.
5	An awareness that there are many different sources of information off-line and online help us learn about our bodies and affect how we feel about our body and other people's bodies.
6	Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.
7	Be aware to identify trustworthy sources of information and be able to raise issues and questions with trusted adults.

<b>Key stages 3 and 4 – from age 11 to 16</b>	<b>Sexual health and well-being</b>
1	Understanding how fertility, sexual function and menstrual health and well-being can change across the life course and how to find information and support when needed.
2	The knowledge and understanding of how hormones continue to affect emotional and physical health throughout adulthood
3	Understanding how contraception can assist with reproductive choices, including awareness of abortion.
4	Understanding of good sexual and reproductive health, including the range of risks and outcomes from sexual experiences and the knowledge needed to support informed decisions about sexual activity and about reproductive choices.

5	The knowledge and understanding of the causes, symptoms and impact of conditions connected to sexual and reproductive health and to fertility including sexually-transmitted infections, HIV and reproductive cancers.
6	Understanding and skills needed to minimise risks and seek help.
7	Critically engaging with positive and negative representations of the diversity of bodies including through various forms of media and understanding that these can be unrealistic and harmful.
8	Understanding how all are entitled to safe and pleasurable relationships recognising the role consensual sexual activity plays within healthy relationships.
9	Understanding the legal age of consent.
10	Recognise and be able to use a range of support services to access information and support around relationships, health and well-being and safety.

### c. Empowerment, safety and respect

This strand focuses on:

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

Learners should be supported to understand change and conflict and recognise the impact of these on relationships, and where appropriate seek help and support.

They should be supported to understand that exercising their right to be free from all forms of discrimination, violence, abuse and neglect is enabled by trusted adults who can support this. This includes through a number of legal protections that exist for all. Criminal law makes such behaviours unlawful and there are criminal sanctions for those found guilty of committing such offences.

<b>Key Stage I - up to age 7</b>	<b>Empowerment, safety and respect</b>
1	Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination.
2	Ability to interact with others in a way that is fair.
3	Recognising the right to be free from harmful, abusive and bullying behaviour.
4	An awareness of how to recognise positive and harmful behaviours, including bullying.
5	Ability to share with a trusted adult when faced with harmful behaviours.
6	Beginning to recognise that other people have thoughts, feelings and opinions which are different.
7	An awareness of the need to seek agreement in order to share, for example, toys.
8	An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.
9	Ability to communicate if someone is touching them in a way which makes them feel uncomfortable.
10	Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.
11	An awareness that everyone has the right is safe and no one is allowed to harm anyone else. An ability to speak up for each other.

<b>Key Stage 2 - up to age 11</b>	<b>Empowerment, safety and respect</b>
1	Understanding of the importance of fair treatment for all and of respect in all into personal interactions off-line and online.
2	Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.
3	Understanding of the right for everyone to be free from harm and abuse.
4	An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including child on child harassment and bullying and the role technology can play.
5	How to seek support for oneself, and offer support to others.
6	How to be a good friend and advocate for others.
7	Understanding of the right to bodily privacy, personal boundaries including online.
8	Understanding how behaviours may be perceived by others off-line and online.
9	Recognising which steps to take to keep safe from harm both in off-line and online friendships.
10	Understanding the social and emotional norms and pressures which lead to non-consensual behaviours, friendships and relationships, for example, gender norms.
11	Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships off-line and online.
12	Know how and when digital media can be shared safely, with permission and when it can be a source of harm.
13	An awareness of the benefits and dangers of the Internet and social media in forming friendships online.
14	Exploring the motives behind fabricated and digitally altered media.
15	An understanding of the need to keep safe online and ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been or is upsetting or uncomfortable.
16	Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.

<b>Key stages 3 and 4 – from age 11 to 16</b>	<b>Empowerment, safety and respect</b>
1	Understanding the importance of inclusivity, including for LGBTQ+ people, non-discrimination and the value of diversity in our interpersonal behaviours and relationships.
2	Developing a sense of individual and social responsibility to others, including consideration of how we respond to behaviours which are discriminatory, disrespectful and harmful, off-line and online.
3	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.
4	Understanding of the importance of consent for safe and healthy relationships and in particular sexual relationships
5	Understanding of how consent can be communicated in different social contexts and relationships, including online.
6	

	A critical understanding of how consent is impacted by perception and social context and the factors that influence and impair people's ability to engage in consensual behaviour, for example, substances, violence, coercion and relationship norms.
7	Understanding 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.
8	Understanding the impacts associated with sexual material and intimacy online, including ethical and legal implications.
9	An awareness of how sexual material and media often represents gender, sexual activity, bodily appearance and relationships in unrealistic and harmful ways.
10	An understanding of laws around RSE issues that are in place to protect us from all forms of discrimination, violence, abuse, neglect and harassment, and the laws are intended to protect not criminalise young people.
11	An understanding of how to advocate for safe environments and the rights and understanding of everyone on a range of RSE issues.
12	Appreciate the importance of safely speaking out against sex and gender based and sexual violence.

## 10. The Sixth Form Relationships and Sexuality Education

The main Sections of the KS 5 syllabus will build further on previous themes, and reflect upon the wishes of Sixth Form students for inclusion and development of topics of their own choices, but stressing the 4 main sections below:

Key Stage 5, the Sixth Form	Key Themes
1	Forming and maintaining respectful relationships
2	Sexual health, diversity and inclusion
3	Consent and safety
4	Building and maintaining relationships

The emphasis in terms of sixth form teaching and learning will be upon:

- polled choices of topics for consideration in RSE classes, often drawing upon current and topical items (for example: Everyone's Invited),
- preparation of perspectives, views and opinions by sixth form representatives ready to explore key questions, having first undertaken necessary research, and taken from these topics within the four key themes above,
- invitations to specialist or interested speakers on topics of interest and importance, giving sixth form students the opportunity to question, debate and speak publicly with, wherever possible, the inclusion of a range of views linked to the international nature of Myddelton College,
- the identification of questions of relevance, interest and importance to members of the Sixth Form for discussion, research, challenge and reflection.

**11. By the end of the Sixth Form, and in line with DfE guidance which states that pupils should cover the following content by the end of secondary school:**

(Taken from: **Relationships Education: Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (Section 81). June 2019**)

**Families**

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including its legal status (e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony).
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.
- How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships) and seek help or advice, including reporting concerns about others if needed.

**Respectful relationships, including friendships**

- The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful and consensual relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice).
- That in school and in wider society they can expect to be treated with respect by others and that, in turn, they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

### **Online and Media**

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they wouldn't want shared further, and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material (for example: pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online.

### **Being safe**

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). Intimate and sexual relationships, including sexual health
- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- All aspects of health can be affected by choices they make in sex and relationships, positively or negatively (for example: physical, emotional, mental, sexual and reproductive health and wellbeing).
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women, and menopause.
- There is a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.
- They have a choice to delay sex or enjoy intimacy without sex.

- The facts about the full range of contraceptive choices, efficacy and options available.
- The facts around pregnancy, including miscarriage.
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing.
- About the prevalence of some sexually transmitted infections, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment.

This policy is fully compliant with the Welsh Government's statutory requirements as set out in the *Curriculum for Wales: Relationships and Sexuality Education Code (2021)* and reflects the principles of inclusivity, rights-based learning, and age-appropriate delivery. It also meets the Boarding Schools Association (BSA) standards for safeguarding, equality, and pupil welfare in residential settings. Myddelton College ensures that all RSE provision is delivered in line with these standards through a structured curriculum, ongoing staff training, parental engagement, and regular monitoring. The School is committed to promoting respect, consent, diversity, and safety in all relationships education, and will review this policy annually to maintain compliance and best practice.