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**CATFORTH PRIMARY SCHOOL**

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RE

(Relationship Education)

Policy

**RSE Policy**

**Contents**

1. Rationale and Ethos
2. Roles and Responsibilities
3. Legislation
4. Curriculum design
5. Safe and Effective Practise
6. Safeguarding
7. Engaging Stakeholders
8. Monitoring, reporting and evaluating
9. RSE policy review date

**Rationale and Ethos**

This policy is a working document, which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. At Catforth we shall provide a broad and balanced Relationship and Sex education (RSE) that will support the lifelong learning about spiritual, moral, physical, social, cultural and emotional development of pupils.

It will develop the understanding of the importance of family life, stable and loving relationships, respect, love and care and marriage.

At Catforth Primary School, Relationship Education is taught within a broader, carefully planned Personal, Social, Health and Relationship Education curriculum (PSHE), it aims to gradually and appropriately prepare children for adult life, and ensuring the development of the personal skills needed by pupils if they are to establish and maintain relationships both now and in their future.

The curriculum is designed to ensure that young people can make responsible and informed decisions about their own health and wellbeing.

RSE at Catforth, lays the foundations for factual knowledge required by young people in later years. Effective RSE, set within PSHE lessons, encourages children to reflect upon and to develop their own values, attitudes, personal and social skills including awareness of the values of their own community and others, whilst understanding the beliefs and ideas of their peers and increase their knowledge and understanding, so that they are able to make informed decisions and life choices both now and in the future.

This includes the positive benefits of loving, rewarding, safe and responsible relationships, emotional and physical changes to their bodies (including puberty), developing positive mental health and emotional well-being and develop the skills to be digitally safe.

**We believe relationships education is important for our pupils and our school because it will:**

• provide the knowledge, information and skills (at an age-appropriate time) to which all pupils are entitled to ensure that they able to make informed decisions grounded in self-respect, confidence and empathy towards others.

• clarify/reinforce existing knowledge and where arising, to dispel myths and misinformation by providing factually accurate and age-appropriate knowledge.

• provide students with the opportunity to ask questions (in a way that they are comfortable doing), express emotions and opinions and discuss issues openly and without embarrassment. This includes developing empathy to other’s ideas and listen sensitively to other’s opinions and ideas.

• raise pupils’ self- esteem, mental health and emotional wellbeing, including self-confidence and resilience, especially in their relationships with others; to learn to manage emotions and relationships in a confident and sensitive manner.

We shall provide a preventative programme which enables pupils to learn about safety and risks in relationships.

At Catforth we shall endeavour to support pupils through:

* Management of their own feelings and behaviour, and how they relate to others
* Understanding of how to keep themselves safe from sexual exploitation, including when using the internet and social media
* Knowledge of how to keep themselves healthy, both emotionally and physically
* Personal development, so that they are well prepared to respect others

**Roles and Responsibilities**

Those involved in the development of this policy include:

|  |  |
| --- | --- |
| The Head teacher | Remains responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdrawal their child from the curriculum. |
| Governing Body | Fulfilling the legal obligations on the part of the school, ensure pupils are making progress and the overall quality of the provision offered in the school. |
| Designated Safeguarding Lead | Checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise. |
| PSHE Coordinator | The development of the curriculum, delivering training and resources to key members of staff, monitor the teaching of the subject and work with partners including safeguarding lead, external partner groups and individuals. Relationship Education Policy |
| Teaching and support staff | The planning and delivery of lessons and key RSE messages, identifying and working with PSHE leads to address gaps in their knowledge. |
| Parents / carers / guardians | To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the wellbeing of their child and supporting learning within the home environment. |
| Pupils (where appropriate). | Express the wishes of their peers and contribute ideas into the school curriculum |

Teaching staff have received training delivered by the SCARF education team on curriculum coverage and delivery. Designated time will be given to PSHE and RSE in staff meetings to review the content, language, resources and teaching to ensure teachers are confident and content is regularly reviewed in relation to the needs of each cohort. This will involve all teachers, PSHE lead and the head teacher.

**Legislation**

Current regulations and guidance from the Department for Education state that it is statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education which covers the key facts about puberty and the changing adolescent body.

The RSE policy supports and compliments the science and PSHE curriculum.

**Curriculum**

Our RE programme is an integral part of our whole school PSHE education provision. Bringing together all the key elements of Relationships Education: Relationships, Keeping Safe, Emotional Health, and Puberty and Reproduction. In addition, Sex education will be taught in a one off lesson in year 6. The content of the SCARF resource has been informed by the PSHE Association’s Programme of Study and related learning opportunities.

Our Relationships Education is designed as a spiral curriculum that helps children to develop the knowledge and understanding, life skills, attitudes and values which they will use in a range of situations now and as they grow older. By ensuring that children follow this curriculum, where the same key themes are taught each year, they can apply their learning to age-relevant scenarios, helping them to make healthy decisions and keep themselves and others safe.

At Catforth we follow the PSHE Association programme of study that includes three core themes:

* Health and Wellbeing
* Relationships
* Living in the Wider World.

Teachers use the SCARF (Safety, caring, resilience and friendship) planning tool from Coram life education to deliver the curriculum and ensure full and effective coverage through six topics. High quality resources such as film clips, photographs and scenarios from the SCARF scheme will be used to support and promote understanding. Learning about relationships (and sex education in year 6) in PSHE lessons will link to and compliment learning in science and assemblies.

The themes of health and wellbeing, relationships and living in the wider world are embedded in the topics

**Me and My relationships**

(All years - Includes feelings/ emotions/ conflict resolution/ friendships)

**Valuing differences**

(All years - Includes British values)

**Keeping myself safe**

(Year 1-6 incudes relationship education/ year 3-6 also includes safe internet use and drugs)

**Rights and responsibilities**

(All years - includes money/ living in the wider world/ environment)

**Being my best**

(All years includes keeping healthy/ Growth Mindset/ goal setting/ achievement)

**Growing and changing**

(All years includes RSE related issues)

See Appendix A for curriculum map.

**Safe and Effective Practise**

At Catforth Primary School, we will ensure a safe learning environment by developing, with pupils, an agreed set of rules to be followed during PSHE & RSE lessons. Children will be encouraged to distance themselves from content of lessons by talking about content in a general manner to ensure all children feel confident to speak out in discussions and ask questions.

Pupils will be able to raise questions anonymously through a class question box.

All staff teaching RSE will be supported by the PSHE lead and head teacher.

**Safeguarding**

At Catforth Primary School teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue and known procedures are in place so that teachers can confidently consult with the designated safeguarding lead (The head teacher, Julie Bainbridge) and in her absence the deputy safeguarding lead (Hannah Woodward).

In the event that an external agency would be invited into school to support RSE lessons, the content of their delivery would first be looked at to ensure the appropriateness and that it was in line with the curriculum and policy adopted by Catforth Primary School.

**Engaging Stakeholders**

Catforth Primary School is committed to working with parents and has actively sought their views, with regard to RSE. Initially through an online questionnaire related to content, vocabulary and the personal needs of individual children. This was then followed up with a meeting including the PSHE lead, teachers and head teacher, which was used to help shape our Catforth curriculum and policy**.** Throughout this process, school ensured that it was sensitive to the range of religious and cultural views about relationships education whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

The policy will be available to parents on Catforth Primary Schools website.

Our RE curriculum will be monitored and amended to suit the needs of our pupils as they move through school.

Special Educational Needs and Disability

The children with Special Educational Needs will have access to the full PSHE curriculum. Children of all abilities are able to access the PSHE Education curriculum through the nature of the multi-sensory approach to teaching and learning that the PSHE curriculum lends itself to. Individual teachers differentiate activities, time and resources to cater for individual needs.

Equal Opportunities

All teaching and non-teaching staff at Catforth Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while in our school. Our PSHE education can help school to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve.

Student Voice

In determining curriculum throughout RE and PSHE lessons, students can contribute to class discussions and to reflect upon their own ideas and opinions. As part of the PSHE curriculum, pupils will be given the opportunity to voice concerns that they may have over the modern world and the implications in relation to this concerning relationships and modern technology. The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed.

**Monitoring, reporting and evaluation**

Children are informally assessed by staff throughout their work.

Evidence of RE will be in a variety of forms that are relevant to the lesson focus. Floor books will be used to record children’s responses during RE in the form of photographs and written work to reflect the ideas, opinions and understanding of the children within the lesson. At the end of each topic children, in years 2-6, will complete a piece of work to show their understanding of the content taught and to give the pupils the opportunity to reflect on their own learning. In nursery, EYFS and year 1 adults will capture responses from the children that reflect their understanding of each topic. Recording of work will be in a form appropriate to the planned focus. Written work may not always be appropriate and staff will use their professional judgment in this.

Pupil voice will be influential in adapting and amending planned learning activities as teachers use responses during lessons and the end of topic activities to gauge pupil understanding and to decipher whether a topic needs to be revisited. This will also allow teachers to critically reflect on their work in delivering RSE.

Assessment allows the PSHE lead, parents, governors and school inspectors to see the impact that RSE education is having for pupils and for whole school outcomes and is used as an integral part of AFL.

Parental Right to Withdraw

In line with DfE recommendations, parents cannot withdraw their child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

After reviewing the responses to our parental questionnaire, teacher training received and recommendations from the PSHE association, Catforth will be delivering a sex education session to children in Year 6 only. The lesson will take place in single sex groups.

Parents who do not wish their child to take part in the session on Sex Education, can ask that they are withdrawn. Here at Catforth Primary School we would encourage parents wishing to do this, to contact the school to discuss this further. Where a child has been withdrawn from the curriculum, they will be taught elsewhere in the school.

The **science curriculum** in all maintained schools also includes content on *human development, including reproduction (*that humans are mammals that need two people to reproduce so the offspring share the genes of both, but it does not include how that might happen*).* There is **no right to withdraw from science**.

**Related school policies include**

- PSHE policy

- Science policy

- School Curriculum

- Safeguarding guidance including Keeping Children Safe in Education guidance

- Behaviour Policy

- Inclusion Policy

- Anti-Bullying

- Health and Safety

- Equality Policy

- Online safety policy

- Online safety Policy

- Religious Education policy

**Policy Review Date**

This policy will be reviewed in September 2025 and then every 2 years after, to ensure compliance with new statutory guidance, Department for Education advice and guidance, and to ensure it continues to meet the need of pupils, staff, parents and the wider community.