



*“Trying to make the world a better place
through creating a learning environment
based upon gospel values where every
adult and child become better people”*

Education for Personal Relationships

Rationale

“We are not some casual and meaningless product of evolution. Each of us is the result of a thought of God.”

- Benedict XVI -

Stemming from our vision, as Christians, of what it means to be human, we seek to educate the whole person: spiritually, intellectually, morally, emotionally, psychologically and physically towards Christian maturity.

In response to the exhortation of the Bishops of England and Wales we recognise our role as teachers in Sex and Relationship Education for our children. We also acknowledge the need to address issues raised by the changing experiences of pupils today.

We seek to provide a safe environment in which pupils learn about relationships in the context of the Catholic faith.

The Whole School Dimension

There are no areas of school life that potentially cannot contribute to EPR and be of benefit to the whole school and its wider communities. How a school community lives, the very relationships that develop, the sign we give as the body of Christ, where no one person is more important than another – these practices underpin the ethos of any Catholic school. The development of positive relationships in a school – where children are partners in the learning enterprise and where participation and inclusion are part of the culture – leads to school improvement and an effective school.

Aims of EPR

- To encourage pupils' growth in self-respect, acknowledging we are all created in the likeness of God.
- To help pupils develop an understanding that love is central to the basis of relationships.
- To encourage pupils to reflect on their own relationships.
- To help pupils understand the nature of relationships.

- To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- To help pupils acquire the skills necessary to develop and sustain relationships.
- To ensure that pupils protect themselves and ask for help and support when needed.
- To help pupils develop an understanding of themselves, their sexuality and that of others.
- To ensure that pupils are prepared for puberty.
- To help pupils to develop a healthy, safe lifestyle.
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom of God.

Delivery of EPR

EPR is taught through RE and Science as well as through other areas of the curriculum by way of a cross curricular, integrated approach where relevant.

All elements of PSHE, whilst non-statutory at Key Stages 1 and 2, are covered:

Key Stage 1

- To share their opinions on things that matter to them and explain their views
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences and recognise what they are good at
- To take part in discussions with one other person and the whole class
- That they belong to various groups and communities, such as family, school and parish
- To contribute to the life of the class and school
- To listen to other people, and play and work co-operatively

Key Stage 2

- To talk and write about their opinions, and explain their views, on issues that affect themselves and society
- To research, discuss and debate topical issues, problems and events
- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships

In addition, we acknowledge that every area of school life can potentially contribute to EPR as the school, of its very nature, operates through positive human relationships. We realise the obligation to deliver EPR in our role as teachers or support staff. We also recognise the need for close co-operation with each other and other subject areas in order to ensure a holistic approach to EPR. That EPR requires sensitive teaching, which is matched in particular by the specific needs and concerns of the pupils, is recognised and modelled. We will use our professional judgement when addressing issues in EPR and careful consideration will be given to the inevitable wide and varied experience and backgrounds of the pupils in the class.

All teachers involved in EPR are required to be sensitive, credible and consistent.

All pupils are given equal access to EPR within the curriculum.

The EPR Programme

As a result of consultation with governors, staff and parents, the chosen programme for teaching EPR from Nursery to Year 6 is 'Journey in Love' by Sister Judith Rossi. This programme is supplemented by visits from the School Nurse to support teaching about Puberty, Health & Hygiene to pupils in Year 5 and Reproduction to Year 6 pupils. These visits will normally take place in the summer term and parents will be informed in advance, as requested during the consultation process, so that they may further support their children in these aspects of EPR.

The Governing Body

The Governing Body and Foundation Governors in particular recognise their responsibility to ensure the EPR programme follows Diocesan guidelines and reflects the Church's teaching.

The Role of Parents

'The Church has always recognised that it is the privilege and responsibility of parents to educate and inform their children in all matters pertaining to personal growth and development, particularly in the sensitive area of their moral education and sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes.' (*Bishops' Low Week Meeting 1994*). The Governing Body fully subscribes to the views expressed by the Bishops' Conference. The Governors will always strive to ensure that:

- Parents are supported in their task.
- Parents are kept informed of the EPR Programme and any subsequent developments.

Co-ordination

The role of co-ordination falls to the PSHCE and RE Coordinators, overseen by the Headteacher.

Assessment, Recording and Reporting

This will be linked into the PSHCE and RE assessment, recording and reporting system of the school.

Child Withdrawal

It is our hope that parents would wish pupils to be involved in the school's programme of Education in Personal Relationships. However, we recognise parents have the right to withdraw their children from this (although not from those areas which are required by National Curriculum Science).

Parents with concerns are invited in the first instance to arrange an appointment with the school to discuss these concerns and see if they can be resolved. If the matter remains unresolved, parents need to notify the Governors, in writing, of their intention to withdraw their child from the programme.

Monitoring and Review

This policy will be monitored bi-annually by the PSHCE and RE Coordinators and will be reviewed by the Governing Body on a bi-annual basis. Any change will be discussed with parents before being implemented.