



The Bishop Wheeler Catholic Academy Trust

ST MARY'S CATHOLIC PRIMARY SCHOOL,
A VOLUNTARY ACADEMY

EDUCATION FOR PERSONAL RELATIONSHIPS (EPR)

POLICY

St. Mary's Catholic Primary School

Catholic Education for Personal Relationships (EPR)

Policy

Rationale

'I have come that you may have life and have it to the full.' (John 10:10)

Our Mission Statement:

Our mission is to offer a distinctive Catholic education within a caring Christian community where everybody feels valued, confident and secure. We believe each person is loved by God and is gifted and unique. In partnership, our community creates a challenging, stimulating and positive learning environment where Christ is at the centre of all that we do and is our inspiration.

Rationale and Context for EPR Education:

Man cannot live without love. He remains a being that is incomprehensible for himself, his life is senseless, if love is not revealed to him, if he does not encounter love, if he does not experience it and make it his own, if he does not participate intimately in it. This is why Christ the Redeemer fully reveals Man to himself.'

John Paul II, *Redemptor Hominis*, 10

Schools have a key role in supporting parents in their primary responsibility in enabling their children to grow in understanding of human relationships and to educate and inform them in all matters of personal growth and development.

We acknowledge that underpinning all personal, social, health, moral and citizenship education is the central belief in the dignity of each one of us as created and loved by God and the importance of relationships. EPR encompasses all these aspects of development.

We aim to provide an environment where pupils are informed about relationships in the context of **the Catholic faith**.

Following the *Guiding Principles*, the Catholic character of the school **requires** that, in the specific area of EPR, the leadership and management of St Mary's Catholic Primary School working with foundation Academy Council, will:

- **ensure** that the school seeks to remain faithful to Catholic belief and teaching on matters of faith and morality.
- **promote** Catholic belief and teaching concerning human dignity and relationships and, in particular, encourage an understanding of and respect for the sanctity of human life, the virtue of chastity, and the sacrament of marriage.
- **oversee** the delivery of education in sex and relationships to guarantee its faithfulness to the belief and teaching of the Catholic Church (this includes the content of teaching and resources) so that it excludes anything which risks reducing the understanding of sexuality to the level of a mere bodily function, biological process or recreational activity.
- **recognise** the primary role of parents in the education of their children and, 'in particular, sex education is a basic right of the parents and must always be carried out under their close supervision. The school recognises that school based education in sex and relationships must always be carried out in direct consultation with parents.

- **demonstrate** pastoral sensitivity for the cultural, personal and family circumstances of children and young people while maintaining the integrity of Catholic belief and teaching.
- **enable** the formation of children and young people through a consistent application of Catholic belief and teaching on matters of faith and morality across the whole curriculum and from all staff.
- **monitor** the involvement and teaching of external agencies/visiting speakers, and the distribution of resources within school provided by them – in order that all presentations and content are in accordance with the belief and teachings of the Catholic Church.

All staff recognise that they have an obligation in their various roles to contribute to EPR.

EPR requires sensitive teaching with pupil activities, discussions and support materials being well **matched** to the **age** and **level of understanding, needs** and **concerns of the pupils**. The Diocesan framework and related mapping documents are used so that EPR is delivered through a **planned** curriculum to ensure progression and continuity.

Aims of EPR

To provide children with the knowledge, understanding and skills needed to:

- ❖ know that they are a unique creation of God and so are able to grow in self-respect, **think positively about their own body** and develop a positive attitude to themselves, their feelings and their sexuality.
- ❖ grow in self-respect, **and in respect for others**, acknowledging we are all created in the likeness of God.
- ❖ **recognize that they are responsible for their behaviour and its outcomes.**
- ❖ develop an understanding that love, **respect and trust** are central bases of relationships.
- ❖ develop confidence in talking, listening and thinking about feelings and relationships.
- ❖ **Understand sex education as part of** the wider context of **personal** relationships.
- ❖ recognize the influence and impact of the media, Internet and peer groups and develop the ability to assess pressures and respond appropriately.
- ❖ recognize and respond appropriately to prejudice and gender stereotyping.
- ❖ protect themselves and ask for help and support when needed.
- ❖ identify and have the confidence to talk about their emotions and ask for help and support when needed.
- ❖ **be able to respond appropriately to the emotions and needs of others.**
- ❖ **be prepared for the onset of puberty and understand the changes puberty brings.**
- ❖ develop the ability to form positive relationships and reject bullying
- ❖ have an understanding of the family, an appreciation of the values of family life and the roles and responsibilities of family members
- ❖ develop a healthier, safer lifestyle.
- ❖ to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God
- ❖ recognise and appreciate the Catholic belief in the importance of marriage for family life and the bringing up of children

Delivery of EPR

EPR is taught through:

- RE and Science as well as other areas of the curriculum by way of a cross curricular, integrated approach.

- All that I Am – Year 5/6 – relationship development
- All elements of PSHCE at Key Stage 1 and 2 are covered. – Nurturing Human Wholeness (These are linked to the RE Statements of Belief)

Expected learning outcomes at Key Stage 1:

- know they are made by God and are precious
- value themselves and others as God's children
- identify and value differences and similarities between people
- recognise their membership of the family and recognise roles of individuals in families
- know and understand that families should care for each other
- know and understand the needs of babies
- recognise the school and the parish as a caring community
- recognise that all are part of God's family
- know and understand the process of growth from young to old and how people's needs change
- know themselves as male or female
- appreciate celebrations marking birthdays and special occasions
- develop their relationship with God through prayer and acts of worship
- know about rituals that mark life, and especially, birth, marriage, death
- listen and co-operate with others
- appreciate relationships, friends, family, working together, sharing, playing together
- know that saying sorry is important
- identify and share their feelings with others and develop an ability to deal with their emotions
- recognise that their feelings and actions affect other people
- identify and be able to talk with someone they trust
- know about being safe, recognise safe and unsafe places, and use simple rules for dealing with strangers or whenever they feel uncomfortable or unsafe
- know the basic rules for keeping themselves healthy

National Curriculum Science

- recognise and compare the main external parts of human bodies
- recognise similarities and differences between themselves and others and treat others with sensitivity
- know and understand that animals, including humans, grow and reproduce
- know and understand that humans and animals can produce offspring and these grow into adults

Expected learning outcomes at Key Stage 2

- value themselves as a child of God, and their body as God's gift to them
- recognise their own worth and identify positive things about themselves
- appreciate that life is precious and a gift from God
- understand that they grow and change throughout life
- recognise as they approach puberty, how emotions can change and how to deal with their feelings towards themselves, their family and others in a positive way
- know and understand their bodies and the need for personal hygiene
- understand the nature of different relationships, marriage, families, friends, communities
- understand that differences and similarities between people can arise from a number of factors, including cultural, ethnic, racial, religious, gender and disability
- recognise and challenge stereotypes
- understand that bullying is wrong and how to get help with bullying
- discuss Jesus' and the Church's teaching on forgiveness and recognise the importance of forgiveness in relationships
- discuss moral questions about relationships in the light of the Bible and Church teaching
- recognise the choices they make and that there are good choices and wrong choices which have consequences
- recognise the need for respect, love and trust to sustain relationships
- develop an appreciation of what is involved in bringing up children and what responsibilities parents have

- develop their relationship with God through prayer and acts of worship
- know the rituals celebrated in Church that mark birth, marriage, death
- be more confident in a wide range of new social situations, such as seeking new friends, taking on responsibilities in school and at home
- form opinions about relationships and express them
- listen to, and show respect for, other people's beliefs and viewpoints
- listen to and support their friends and manage friendship problems
- see things from other people's point of view, for example their parents, carers and teachers
- recognise different risks in different situations and appropriate responses
- identify adults they can trust and who they can ask for help

National Curriculum Science

- know and understand that the life processes common to humans and other animals include nutrition, movement, growth and reproduction
- know about the main stages of the human life cycle

Circle Time

Circle time provides the ideal group listening system for enhancing children's self-esteem, promoting moral values, building a sense of team, providing children a safe climate to voice their thoughts, ideas and feelings and develop social skills. Circle time provides a context for the class to tackle issues that may have arisen throughout the week, address recurring problems within the class and deliver aspects of the EPR programme. During circle time, children are expected to respect all contributions and are expected to keep disclosures confidential and anonymous. Teachers use their discretion to continue to discuss a disclosure or if a private conversation is more appropriate. Children's concerns may form the focus for the next circle time, therefore planning needs to be flexible, so that EPR learning objectives are achieved, but also that the personal, social and emotional development of the class can be tailored to their needs. Disclosures of a serious nature are referred to the Child Protection Teacher for the school and are recorded in the Child Protection incident book.

Whole School Provision

We also acknowledge that every area of school life can potentially contribute to EPR as the school, of its very nature operates through positive human relationships.

All staff realise the obligation to deliver EPR in their role as class teachers or support staff. Staff also recognise the need for close co – operation with each other and other subject areas in order to ensure an holistic approach to EPR.

All pupils are given equal access to EPR, including Sex Education, within the curriculum. All teachers involved in EPR are required to be sensitive, credible and consistent.

We recognise that EPR requires sensitive teaching which is matched in particular to the specific needs and concerns of pupils. Teachers will use their professional judgement when addressing issues in EPR and careful consideration will need to be given to the inevitable wide and varied experience and backgrounds of the pupils in the class.

The Academy Council

The Academy Council and Foundation Academy Councils in particular recognise their responsibility to ensure the EPR programme follows Diocesan principles and reflects the Church's teaching.

The Role of Parents

***'The Church has always recognised that it is the privilege and the 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 Academy Council fully subscribes to the views expressed by the Bishops' Conference. The Academy Councils will always strive to ensure that parents are supported in their task and are

consulted and kept informed of the EPR Programme and its contents and any subsequent developments.

Child Withdrawal

It is our hope that parents would wish pupils to be involved in the schools programme of sex and relationship education. However, we recognise parents have the right to withdraw their children from this but 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 Academy Council of their intention to withdraw their child from the sex education programme.

Entitlement and Equal Opportunities

We provide a broad and balanced education in the sex and relationships programme for all pupils including those with special educational needs. We recognise that there are a wide range of pupils who may require particular support because of their learning needs or disabilities or who have social and communication difficulties or other needs. We recognise that learning and teaching methods may need to be adapted and specialist resources and training required. We shall ensure that children with special educational needs are not, at any point, withdrawn from education in sex and relationships because of lack of resources and training or in order to catch up on other subjects.

Confidentiality and Safeguarding

Teachers and other members of staff cannot promise complete confidentiality. Disclosures by pupils and young people to members of staff that indicate that they are being abused or are at some risk of abuse will be referred by those members of staff to the person responsible for safeguarding in the school. The school will always follow local authority procedures when dealing with safeguarding and child protection issues.

Primary and Secondary School Links

The Catholic Cluster of schools provides a primary forum for sharing information, experience and expertise and for liaising with the Catholic Secondary school. A copy of the school's EPR policy will be made available as part of the transition arrangements between primary and secondary schools.

Monitoring, Evaluation and Review

The effectiveness of EPR provision will be evaluated annually and monitored through day-to-day observation, evidence provided by school behaviour records, talking with children and parents and the use of pupil and parent questionnaires or interviews including formal evaluation of the content and presentation of the sex education programme.

Implementation of the policy will be monitored by the Headteacher and RE Co-ordinator and will be reviewed by the Academy Council on a bi-annual basis. Any change will be discussed with parents and Academy Councils before being implemented.

Signed (Chair of Academy Council)
Angela Wicken

Date March 2016

Signed (Head of School)
Helen Tomlinson

Date March 2016

Review Date: March 2019