



THE MARIST CATHOLIC PRIMARY SCHOOL

With God as our Guide we will value each other and work together to achieve our best

EPR Policy

Education in Personal Relationships

(which includes Personal, Social and Health Education (PSHE);
Citizenship; and Sex and Relationship Education (SRE))

Policy compiled by:	Headteacher
Responsible committee:	Learning and Welfare
Approved by Governing Body:	July 2013
Review Date:	May 2016

Our Mission Statement

The Marist School is a place of teaching and learning:

- *Where we promote the Christian growth of children in a caring environment.*
- *Where everyone is valued not just for what they do or give, but for who they are, a traveller on the way to Christ.*
- *Where children are encouraged and stimulated to achieve their full potential spiritually, academically and socially; where talents and successes are shared and celebrated.*
- *Where all staff work and grow together as a team, giving of their best and supporting each other.*
- *Where all members of the community are made to feel welcome and encouraged to take an active part in the life of the school.*

PREAMBLE

The Governors and staff of The Marist Catholic Primary School believe that Education in Personal Relationships and a Sex Education Programme, together with the fostering of positive attitudes, are essential to the well being of our young people.

At The Marist, pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, cultural, mental and physical issues that are part of growing up, to prepare them for the opportunities, responsibilities and experiences of adult life.

They learn to value and respect the environment, so that they can accept their responsibilities in preserving and repairing a sustainable environment for future generations.

They learn to understand and respect our community, humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

AIMS

- ❖ To follow the moral teaching of the Catholic Church.
- ❖ To encourage and support the work of parents in giving their children the appropriate sex education and instruction.
- ❖ To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- ❖ To promote a comfortable, caring and safe environment which will foster confidence and engender respect amongst pupils and teachers.
- ❖ To prepare children for the challenges they will face throughout their formative years.

OBJECTIVES

- ❖ To acknowledge the sensitivity of this area of development.
- ❖ To give accurate and relevant information.
- ❖ To promote self-knowledge, self respect and self esteem.
- ❖ To enable young people to make informed choices.
- ❖ To encourage personal responsibility in relationships.
- ❖ To facilitate the development and acceptance of a personal moral code.
- ❖ To take account of differing perspectives in a culturally diverse society.
- ❖ To recognise the need for equality of opportunity.
- ❖ To make explicit the partnership with the community and, in particular, with parents as the first educators of their children.
- ❖ To answer the children's questions sensitively, openly, accurately and honestly.

TEACHING AND LEARNING

PSHE and Citizenship is planned progressively for each year group. It is taught through cross-curricular opportunities as well as in discrete topics, using Assemblies, SEAL resources, the presentation of Awards and enrichment activities to support the delivery and launch specific themes.

The Year 6 residential experience is particularly important to their personal and social development before the transfer to secondary education.

PROCEDURE

1. Through the use of a co-ordinated, school-based, social, moral and sex education programme, we will give the children:
 - ❖ General health and hygiene knowledge – particularly: diet, drugs, alcohol, use and misuse of substances.
 - ❖ A knowledge of reproduction in animals and plants.
 - ❖ Basic information regarding human reproduction, appropriate to their understanding and level of maturity, within the context of Catholic family life.
2. Monitor progress and experience in the children and provide them with support and guidance.
3. Establish a point of contact for pupils and parents.

4. Give support and provide relevant knowledge to teachers newly qualified or lacking in confidence, to enable them to be comfortable and confident in their role.
5. Contribute to effective sex education by providing good sanitary provision for menstruating girls.
6. Inform parents by letter, of the programme of sex education to be followed by their child, prior to the start of the programme.
7. Withdraw from the programme, children whose parents decide to exercise their right of withdrawal, and to include those children in the ongoing curriculum lesson of the corresponding year class.
8. Enable parents to view and discuss all sex education material used in the school programme by holding yearly Parent Awareness Sessions.
9. Use visiting speakers from the community to contribute to and reinforce the planned programme.

EQUAL OPPORTUNITIES

All activities should be of interest and relevance to all children irrespective of gender or race.

Instruction and support will be given at appropriate levels.

MONITORING AND EVALUATION

The EPR co-ordinator will monitor delivery of the programme through observation of and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will focus on:

- ❖ Pupil and teacher evaluation of the content and learning process.
- ❖ Sharing and reviewing experiences at staff meetings.
- ❖ Assessment of the children's learning objectives.

LINKS WITH OTHER POLICIES

We recognise the clear links between this policy and those closely relating such as; Religious Education Policy, Science policy, Drugs and Alcohol Policy, Child Protection Policy, Mid-Term Child Policy, Carers Policy and Charity Policy.

RESOURCES

- ❖ All classes or year groups will have appropriate books and videos.
- ❖ A central store of material will be available in the Staff Room.
- ❖ The library and ICT may be used for additional research material.

STAFF TRAINING AND SUPPORT

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. All staff will benefit from PSHE issues incorporated into the staff INSET programme.

MONITORING AND EVALUATION

This policy will be reviewed annually, along with the effectiveness of the systems that are in place.

Policy reviewed and updated: July 2013.

Date of next review: July 2016.