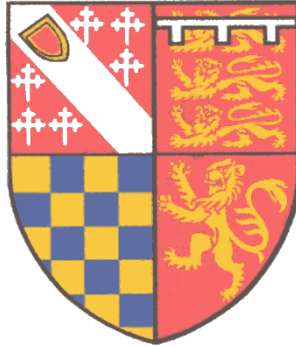


St Philip's Catholic Primary School, Arundel



Education for Personal Relationships

Education for Personal Relationships (EPR)

Mission Statement

St Philip's School is a community inspired by Christ and the Gospel teachings in which we strive to create a safe, secure and happy environment where all are valued and welcomed in a caring and supportive atmosphere.

Rationale

'I have come that you might have life and have it to the full' (Jn.10.10)

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

We acknowledge that PSHE, Citizenship and Sex Education are all underpinned by a theology of relationship and so are all encompassed in the title 'Education for Personal Relationships'. This is in line with the recommendations of the Bishops of England and Wales and the DfES.

We seek to provide an environment where pupils are informed about relationships in the context of the Catholic faith, whilst we acknowledge the need to address issues raised by the actual experience of pupils today.

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 the central basis of relationships.
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and to respect differences between people.
- 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 offer sex education in the wider context of relationships.
- To ensure that pupils protect themselves and ask for help and support when needed.
- To ensure that pupils are prepared for puberty.
- To help pupils develop a healthier, safer 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 other areas of the curriculum by way of a cross curricular, integrated approach. All elements of PSHE and Citizenship, whilst non-statutory at Foundation Stage and Years 1 and 2, are covered. The exception to an integrated approach is when topics are addressed discreetly because of a highlighted need for a group of children, and during Years 5 and 6 when there is explicit teaching on health, sex and relationship education. Year 6 pupils attend a residential during which many aspects of EPR are addressed.

We also acknowledge that every area of school life can potentially contribute to EPR as the school, due to 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.

We recognise that EPR requires sensitive teaching which is appropriate to the specific needs and concerns of pupils. Teachers will use their professional judgement when addressing issues in EPR; careful consideration will need to be given to the inevitable wide and varied experience and backgrounds of the pupils in the class, with due regard to, and the need for, confidentiality. All teachers involved in EPR are required to be sensitive, credible and consistent.

All pupils are given equal access to EPR, including Sex and Relationship Education, within the curriculum.

The Governing Body

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

Appropriate funding will be allocated to EPR to enable the purchase of necessary resources. An EPR resource list is available from the EPR leader.

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 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 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 school's 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 Governors of their intention to withdraw their child from the sex education programme.

Leadership of EPR

The EPR leader will track planning to ensure continuity and progression. This person is also responsible for ensuring appropriate resources are available for the delivery of EPR in all year groups and will evaluate the effectiveness of the EPR budget spending. The EPR Leader is available to support staff in the delivery of the EPR Curriculum. Appropriate non-contact time is given to the Co-ordinator when necessary.

Assessment, Recording and Reporting

A record is kept in the teachers' planning of the delivery of EPR. Reporting is carried out in the Governors' Annual Report on EPR and to Parents in the pupil's end of year reports.

Monitoring and Review

This policy will be monitored annually by the EPR Co-ordinator and will be reviewed by the Governing Body on an annual basis. Any change will be discussed with parents before being implemented.

Discreet Aspects

	Term 1	Term 2	Term 3
Early Years		Loss, responsibilities in family.	
Year One		Medicines, feelings.	
Year Two	Some diseases spread and can be controlled.	Basic road safety, rules (police visit), medicines – drugs.	Things which improve or harm the local environment. Money.
Year Three	Healthy lifestyle – bacteria and viruses can affect your health.	Community – responsibilities, rights and duties. Drugs – legal and illegal, their effects and risks.	Anti-social and aggressive behaviours.
Year Four	Community - responsibilities, rights and duties.	Drugs - legal and illegal, their effects and risks.	Relationships including marriage. Health and safety – basic Emergency Aid procedures.
Year Five	Puberty – changes in body and emotions.	Health – tobacco, alcohol and drugs. Resisting peer pressure. Gender and disability.	Community – allocation of resources. Investigate current issues.
Year Six	Human reproduction within the context of marriage. Community – investigate communities eg Fair Trade Cafod	Drugs. Resisting peer pressure.	Money (Maths).

THE FOLLOWING EXTRACT WAS TAKEN FROM THE MAY 2007 EDITION OF THE BULLETIN AND IS TO BE FILED WITH THE EPR POLICY FOR INFORMATION PURPOSES ONLY. IT DOES NOT FORM PART OF THE ST PHILIP'S EPR POLICY. HOWEVER, CURRICULUM COMMITTEE GOVERNORS ON 4.7.07 AGREED THAT IT BE USED AS A REFERENCE GUIDE IN CONJUNCTION WITH THE EPR POLICY.

BULLETIN SPECIAL: SEXUAL ORIENTATION REGULATIONS

The Equality Act (Sexual Orientation) Regulations came into force on 30th April 2007. Some Catholic schools have expressed anxiety about how these Regulations will affect them. The DfES has replied in the following terms to individuals who have written to them. Their reply offers some reassurance on matters that have caused general concern. The CES has asked dioceses to make the content of the letter available to schools.

'The fundamental aspect of these Regulations in relation to schools is that they will prevent discrimination against a pupil or prospective pupil on grounds of their sexual orientation, or that of parents or associates. However, there seems to be a general misconception or misunderstanding about what that means it does not mean promotion of gay rights (including mandatory use of literature with a homosexual content) and it does not mean censorship of religious teachings.

Schools will still be able to teach about traditional family values and this will include describing religious teaching with regard to marriage, homosexuality or homosexual sexual practice, in the course of acts of worship on school premises, religious education classes or in other contexts where such an explanation is appropriate and relevant. Of course, any explanations must be given in an appropriate way bearing in mind that schools should promote respect between pupils and are under a duty to safeguard and promote the welfare of all pupils at the school.

Guidance is already provided on what should be taught in schools in all subjects, including citizenship, religious education and sex and relationship education (SRE). This guidance does make clear that teaching, particularly in subjects such as Personal, Social and Health Education (PSHE), should meet the needs of all young people whatever their family circumstances or developing sexuality. However, the guidelines also allow schools to exercise appropriate flexibility to ensure that the subjects they are obliged to teach can be taught in a way that is relevant and appropriate to the school's ethos and with which the individual teacher feels comfortable. It is not the intention of the proposed Regulations to undermine that guidance. Teachers are in the best position to determine what is best for their pupils to digest and understand and this will not change as a result of these Regulations.

That is also why the Department does not endorse or recommend particular resources since the detailed organisation and content of PSHE and SRE are best taken at local level, in order to take account of the specific needs and circumstances of the pupils. The materials listed on the 'Wired for Health' website managed by the Department of Health are resources available which cover the subject of homophobic bullying and sexual orientation and are relevant to children. However, their inclusion does not signal Government endorsement or recommendation. It is for individual schools to assess the appropriateness and relevance of any materials in line with DfES guidance on Sex and Relationship Education issued in 2000.

In addition, the Regulations will not prevent individual teachers from expressing comments or viewpoints in the area of sexual orientation based on their particular religion, again provided this is done in an appropriate way bearing in mind their position of authority and influence, and the mixed and impressionable audience they are speaking to.

It is simply not the case that these regulations give gay rights groups the power to sue schools over the content of the curriculum. These regulations will not give gay rights, or any other, groups the right to challenge the

content of the curriculum. If, for example, a school does not teach about homosexuality in a sex and relationship education class, neither a homosexual pupil nor a gay rights group could sue that school under these regulations for not doing so. Any legal challenge or claim under these regulations could only come from a pupil, or his parents or guardians if that pupil had been discriminated against on grounds of his sexual orientation, or that of his parents or associates - for example if he was singled out for criticism or ridicule for being homosexual or excluded from a school field trip.'