

# Education for Personal Relationships (EPR) Policy

St Joseph's Catholic Primary School



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## 1. 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 (Personal, Social & Health Education) and Citizenship as well as Relationship and Sex Education are all underpinned by a theology of relationship and so are all encompassed in the title ‘Education for Personal Relationships’ (EPR).

We support the recommendation of the DfE to root RSE within the wider PSHE and Citizenship framework and to have an overall policy entitled ‘Education for Personal Relationships’.

In response to the exhortation of the Bishops of England and Wales we recognise our important role in Relationship and Sex Education.

We acknowledge the need to address issues raised by the actual experience of pupils today.

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

## 2. Aims and Objectives

- › To help the children to explore their world as a sign of God’s love.
  - › To encourage pupils’ growth in self-respect, acknowledging we are all created in the likeness of God.
  - › To help pupils develop an understanding of God’s love for the people of the world and that love is the central basis of relationships.
  - › To develop a Christian conscience, to be able to exercise self-discipline and develop self-control.
  - › To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and 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.
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- › To ensure that pupils are prepared for puberty.
- › To help 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.
- › To foster and develop an understanding of the Catholic faith and to instil respect for religious and moral values and acceptance of other races, religions and ways of life.

### 3. EPR in the School Curriculum

The deep respect for themselves and others is nurtured in the home and supported by the school.

EPR is taught through RE (Come and See) and Science as well as other areas of the curriculum by way of a cross curricular, integrated approach.

All elements of PSHE and Citizenship at Key Stage 1 and 2, are covered.

The children will be provided with opportunities to relate their own experiences and responsibilities to our multi-racial society and world. This will encompass programmes of study from “Come and See”, which aim to ensure tolerance, respect and understanding between all cultures and traditions represented in school and also the wider environment.

SEAL resources are utilized and embedded across the curriculum within all year groups.

There will be links with outside agencies such as CAFOD, Mission Together, local charities and world appeals.

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 a holistic approach to EPR.

We recognise that EPR requires sensitive teaching which is matched in particular by 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 inevitably wide and varied experience and backgrounds of the pupils in the class.

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

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

There is a separate Relationship and Sex Education (RSE) policy detailing this access.

### 4. The Governing Body

The Governing Body, and Foundation Governors in particular, recognises its responsibility to ensure the EPR programme is in line with guidance from DABCEC (Diocese of Arundel & Brighton Catholic Education Centre) and reflects the Church’s teaching.

In all matters related to EPR, and especially Relationship and Sex Education, governors will ensure that parents are consulted on the contents of the programme and given an opportunity to view resources. See the RSE policy.

### 5. 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 areas of moral education and sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes.

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.

## 6. Child Withdrawal

It is our hope that parents would wish pupils to be involved in the school's programme of relationship and sex 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.

## 7. Resources

Resources relevant to a particular year group are held by the class teacher. A range of teachers' resources is located in the RE resources cupboard in the staff resource room.

## 8. Assessment Recording and Reporting

- A record is kept in the teacher's planning of the delivery of EPR.
- A report is made in the Governors' Annual Report to Parents and in each pupil's individual end of year report under Pupil Profile.

## 9. Health & Safety

Through EPR, Science and Computing the children will be taught to recognise the risks and hazards in their environment in particular in relation to:

- e-safety,
- electricity,
- railways,
- strangers (child protection/safeguarding),
- drugs, medicines, alcohol, smoking and solvent abuse,
- road safety,
- fire.

## 10. Monitoring and Review

EPR will be coordinated by the R.E Subject Leader. They will be responsible for ensuring the effective delivery of the EPR programme, which is well planned and appropriately matched to age and levels of understanding and in keeping with the Catholic ethos of the school.

The R.E Subject Leader and Headteacher will monitor and evaluate the progress of EPR throughout the school, ensuring the programme is in line with guidance from DABCEC and reflects the Church's teaching.