

# St Catherine's Catholic Primary School

## MISSION STATEMENT

St. Catherine's is a school where prayer, worship and learning are centred around the teachings of the Risen Christ.

Together, guided by God, we are:

- Growing in Faith
- Learning for Life
- Aiming for Excellence

Inspired by the Holy Spirit we value individuality and celebrate diversity by building positive relationships within our community.

## EDUCATION IN PERSONAL RELATIONSHIPS (EPR) POLICY

Policy Adopted: 16 October 2018

To be reviewed: October 2019

This policy is correct as at the date of the policy. However, any information documented within may be superseded by any new information received from the LA or the Diocese after the date of the policy and which will be automatically adopted with immediate effect.

At the heart of the Church's and St Catherine's Catholic Primary School's moral teaching lies the overarching understanding that we love because we are truly loved by God. We are called to reflect God's love for us in all our relationships with others and because his love is unconditional and freely given we have been given the autonomy to respond to and reflect this love.

### Rationale

Education is about growth and development of the whole human person. It should aim to integrate a pupil's

- Intellectual
- Moral
- Spiritual
- Emotional
- Psychological
- and physical development

And so lead to full Christian maturity, human wholeness and flourishing.

We 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** (through the Catholic lens).

### The 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.
- To develop pupils' confidence in talking, listening and thinking about feelings, emotions 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 know how to ask for help and support when needed.
- To ensure that pupils are prepared for puberty.
- To help pupils develop healthy and safe lifestyles.
- 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.
- Help our children to have a properly formed conscience to enable them to make right judgements and to take right actions in the many and varied situations in which they find themselves.
- Instil in our children a respect for themselves and others.
- Help children acquire the necessary skills to develop and handle both their present relationships and those that are likely to occur in the future.
- Challenge discrimination and prejudice in society and promote equal opportunities.

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 school's RSE policy sets out guidelines for dealing with questions of a sensitive nature in relation to sex and relationship education and identifies the **specific content to be taught**. EPR is delivered through a **planned** curriculum to ensure progression and. (See Appendix 1) We follow the Diocesan EPR curriculum which links with both the "Come and See" programme and the "Statements to Live By".

EPR is delivered through:

- Weekly timetabled sessions
- General ethos of the school as witnessed by the pupils and underpinned by school policies
- The Religious Education programme (Come and See)

- Discrete teaching time and/or specific 'blocked' time for certain aspects of the programme
- Making cross curricular links with science, history etc
- The use of CAFOD (Catholic Agency for Overseas Development and Missio)
- Developing a learning climate which enables a response to opportunities that arise e.g. personal experiences, school, local, national and international events.
- Developing opportunities for charity support and involvement

### Responsibilities

**The Governors**, and especially the Foundation Governors, are responsible for ensuring that the EPR programme follows Diocesan guidelines and is in keeping with the Church's teachings. 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.

**The EPR coordinator** is 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.

## APPENDIX 1

The Statements to Live By are group under the following themes:

**'Understanding our uniqueness as made in the image of God and developing self awareness, positive self-esteem and confidence'**

- We are all special
- I can say one good thing about myself
- I can say how I feel
- I can laugh and have fun

**'Knowing, appreciating and understanding the importance of social justice and developing independence, interdependence and responsibility'**

- I know what to do if I see anyone being hurt
- I understand that rights match responsibility
- I try to stand up for myself and others without hurting others
- I try to be just and fair

**'Growing towards human wholeness and developing a healthy life style in the body, mind and spirit and understanding the connection between knowledge and living'**

- I can tell how I look after myself
- I think before I make choices that affect my health
- I can work, rest and pray each day
- Simple things make us happy

**'Experiencing a sense of belonging within a range of communities, including the local Eucharistic Community, and playing an active role as members of society'**

- I try to love others as I love myself
- I try to follow our school and classroom rules
- I know I belong in a community that includes my school
- I know we are happiest when we are united

**'Knowing that everything has the capacity to reveal God's presence and in the light of this developing effective and satisfying relationships'**

- I listen to what you say. I show that I am listening to you
- I co-operate with others in work and play
- I try to use words that make the world a better place
- I try to appreciate the beauty and wonder in the world around me

**'Knowing that limitations are also opportunities for growth and making the most of our abilities'**

- I know that it is OK for me to make mistakes
- I can learn from my mistakes and failures
- I try to keep going when things are difficult and not give up hope
- I know what humility means

**'Growing towards human wholeness in body, mind and spirit and learning to keep themselves and others safe'**

- I know when to ask for help and who to ask for help
- I can recognise comfortable and uncomfortable feelings
- I know how to help others when they are in trouble
- I understand what trust means

**'Experiencing a reconciling community'**

- I try to forgive people when they hurt me
- I try to accept forgiveness from others
- I know how to show I am sorry
- I understand the importance of peace

**'Acknowledging the unique giftedness of each individual as made in the image and likeness of God and learning to respect the differences between people'**

- I know what human dignity means and I show that I respect others
- I stand up for people who are being treated unfairly
- I notice that we are the same and we are different
- I try to be accepting of others