



Rationale

I have come that all may 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.
- In response to the exhortation of the Bishops of England and Wales we recognise our role in Sex and Relationship 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.
- We follow the recommendation of the DfE to have a sex education programme within an overall EPR programme as part of our PSHE, Citizenship and SEAL education scheme of work

Aims of EPR

- To encourage pupils' growth in self-respect, acknowledging that we are all created in the likeness of God.
- To help pupils develop an understanding that love is central to relationships.
- To encourage pupils to reflect on their relationships.
- To understand the nature of relationships.
- To develop pupils' confidence in talking, listening and thinking about relationships.
- To 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 help pupils develop an understanding of themselves, their sexuality and that of others.

Delivery of EPR

EPR is taught through RE and circle time activities and through the use of the Christopher Winter Project as approved by governors. It is also taught through Science and other areas of the curriculum by way of a cross-curricular integrated approach. All the elements of PSHE and Citizenship, whilst non-statutory at Key Stages One and Two, are covered also in subjects above. In addition to this Healthy life styles and ways to develop and understand physical well-being are taught in DT and PE.

Sex Education – is incorporated in our EPR Programme and in Summer Term, three modules for the upper Key Stage 2 pupils are delivered to advance their knowledge in a more developed way.

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 in addressing issues in EPR and careful consideration will be given to the inevitable wide and varied experiences and backgrounds of pupils in the class. All teachers involved in EPR are encouraged to be sensitive, credible and consistent.

All pupils are given equal access to all areas of EPR within the curriculum.

Skills

- To help pupils become aware of their emotions.
- To make positive healthy choices.
- Access, understand and resist peer and social pressure.
- Protect themselves from abuse.

Knowledge

Develop a clear understanding of their bodies including the changes which have taken place since birth and those that will take place

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 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

The governing body recognise their responsibility to ensure the EPR programme follows Diocesan guidelines and reflects the Church's teaching.

The governors strive to ensure that:

- Parents are supported in their task
- Parents are kept informed of the EPR programme and any developments to it.

Child Withdrawal

It is our hope that parents would wish their pupils to be involved in the schools programme of sex education. However, we recognise that parents have a right to withdraw their children from this. They are not entitled to withdrawal from areas required by National Curriculum Science.

Parents with concerns are invited in the first instance to arrange an appointment with the school to discuss and attempt to resolve concerns. If the matter remains unresolved, parents need to notify the governors of their intention to withdraw their child/children from the sex education programme.

Co-ordination

EPR is co-ordinated by the PSHE co-ordinator. The specific role of the EPR co-ordinator is to:

- Lead the staff in formulating the scheme of work
- Ensure full delivery of EPR aspects
- Ensure a cross-curricular approach
- Monitor the policy
- Report to the headteacher and governing body of standards and developments in EPR.
- Encourage positive attitudes towards EPR
- Offer guidance and support for teachers
- Liaise with the Diocesan Schools Service
- Ensure parents are informed of any changes in policy
- Support the parents in their task as the first and foremost educators of the children (as do the headteacher, school chaplain and governors)
- Evaluate existing resources
- Manage the purchase and deployment of resources available for EPR, using pot from school budget share
- Ensure that the sex Education modules for upper KS 2 are followed in the summer Term.

Assessment, recording and recording

A record is kept in teachers' planning of delivery of EPR. Written comments pertaining to EPR are made at the end of the children's annual reports in the 'Teacher's Comment' section.

Approach to sensitive issues

Whilst it is felt by us that a structured programme of education is appropriate regarding contraception, homosexuality, HIV, and abortion, it is recognised that to-day children are more sexually aware and may themselves raise questions on these issues. Therefore, it is more urgent that we answer their questions with openness, sensitivity and frankness. The governors support the teaching staff in the exercise of their professional judgement in responding to sensitive topics broached by the pupils. They have the right to know the consequences of their actions and a true basis on which to make their own judgements. In the event of such questions staff should answer them in accordance with the teachings of the Catholic Church. (Appendix 1 removed)

In general we feel that we have a responsibility to ensure that the information given is received in the context of the Christian community and with Christian value based on sound moral principles. Whilst on each of these there is a specific Church view we need to be sensitive and mindful of children's personal circumstances.

Explicitness

The governors accept that great care will be taken to match any Education for Personal Relationships provided to the maturity of the pupils involved which may not always correspond to the chronological age. The delivery of the programmes should take into account pupils' capacity to absorb sensitive information and the extent to which it is essential for them to have such information. Because of this, more explicit modules of SRE are taught in smaller 'year groups' as opposed to 'whole class' teaching. There is therefore the option to place children in a different grouping should staff and parents see fit.

Confidentiality and the Role of the teacher

Staff should be encouraged to help pupils discuss issues and experiences within the classroom without any personal details being revealed. Staff should always attempt to persuade pupils to involve their parents / guardians / carers whenever possible. Staff and pupils should be aware of the legal situation regarding sexual behaviour so that the boundaries of confidentiality are clear.

For a pupil under 16 it should be explained that:

- a) parents must be involved in sharing any problem
- b) the matter cannot be kept confidential from a pupil's parents / guardians/ carers.

Visitors

Visitors may be invited to contribute to our sex education programme as appropriate. They will first be made aware of our Education for Personal Relationships policy, scheme of work and the Christopher Winter project, and the parameters in which we work.

Approved at meeting of the ECM Committee on 7th June 2016 To be reviewed in 2 years

Signed Chair of ECM Committee