

# Cottesmore St Mary Catholic Primary

## Education of Personal Relationships Policy (EPR)



**'Mane nobiscum Domine'**  
(Abide with us O Lord)

Date of policy review: September 2017

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Policy written by: Cath McLoughlin

Policy reviewed & passed by: Pupils, Parents and Community Committee

Key person responsible for EPR: Erin Brady

Other policies linked to this policy:

Child Protection policy, Lunchtime & Playtime policy, Behaviour policy, Equalities policy, SRE policy, Anti Bullying policy, Confidentiality policy and Racist Incident Register.

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**Our Mission**

God made each one of us, we are all His disciples.

We believe in ourselves and help each other to do our best, respecting each other's differences and including everyone. We show care for others, especially by helping those in need and acting as God wants us to whilst living the Gospel daily.

We pray and worship together and so grow closer to God and each other, celebrating when others do well. We are part of God's family, supporting other people in school, at home, at church and in the world around us.

### **Mane nobiscum Domine – Abide with us Lord.**



We want the children who leave our school to make the most of every learning opportunity so that they can grow into the best people they can be, fulfilling their dreams and God's special plan for them, being happy and confident and joyfully showing to others their faith in God.

#### Rationale

***'I have come that you might have life and have it to the full' John 10:10***

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.

Schools 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.**

#### 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 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, emotions and relationships.
- To help pupils acquire the skills necessary to develop and sustain relationships.
- To offer Sex and Relationship 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.

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 Sex and Relationships Education policy (RSE) 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**.

The Diocesan framework and related mapping documents are used so that EPR is delivered through a **planned** curriculum to ensure progression and continuity.

Delivery of EPR: EPR will be taught through:

EPR will be taught through 2 EPR afternoons per half term, one at the start and one at the end. These blocks of discrete teaching time will be coordinated across the whole school wherever possible to ensure a high profile for the subject and celebration of learning involved. Additionally, it will allow for assemblies to be delivered which support the work being done in class.

The principle document to support the delivery of EPR is the EPR scheme of work. From this, year groups will be given the learning objectives that they must cover in each EPR topic. However, because of the nature of the subject, there will be opportunities for EPR objectives to be covered by making cross curricular links . For example, when teaching RSE (Relationships and Sex Education) many of the objectives can be covered through Science. Or when teaching about Difference and Diversity, many of the objectives could be met through history. Additionally, there are many strong links between EPR and RE and in some cases, EPR objectives can be delivered through an RE lesson. Teachers are encouraged to seek out these links where appropriate.

We use a range of resources to deliver our EPR curriculum including the SEAL resource (Social and Emotional Aspects of Learning) and a range of schemes and resources recommended by the local authority.

The school has strong links with our Liaison Police Officer who has a distinct role in supporting individual year groups with the delivery of EPR learning objectives. Annual visits from the Police Liaison Officer support teachers in their delivery of EPR objectives.

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In addition to our school EPR programme we have several school initiatives that enhance structure and support children's learning.

## **Peaceful Problem Solving** (PPS)

PPS is a schoolwide code of behaviour aimed at dealing with the management and fair resolution of conflict. It involves the children in talking through their conflicts and associated feelings with the use of a mediator.

PPS is taught and revisited explicitly in class. Children are encouraged to develop their calming down strategies, recognising and managing their feelings and empathising with others. Our classrooms display the PPS steps. PPS is also taught and explored further in assemblies.

PPS is applied around the school and in the playground. Midday Supervisors are taught the steps involved in PPS and apply them when managing conflicts. They carry cards which remind children of the steps.

## **Circle Time**

Circle time provides the ideal group listening system for enhancing children's self esteem, promoting moral values, building a sense of team, providing children a safe climate to voice their thoughts, ideas and feelings and develop social skills. Circle time provides a context for the class to tackle issues that may have arisen throughout the week, address recurring problems within the class and deliver aspects of the EPR programme. During circle time, children are expected to respect all contributions and are expected to keep disclosures confidential and anonymous. Teachers use their discretion to continue to discuss a disclosure or if a private conversation is more appropriate. Children's concerns may form the focus for the next circle time, therefore planning needs to be flexible, so that EPR learning objectives are achieved, but also that the personal, social and emotional development of the class can be tailored to their needs. Disclosures of a serious nature are referred to the Child Protection Teacher for the school and are recorded in the Child Protection incident book.

## **SEAL**

Part of how Cottesmore St. Mary school delivers their EPR programme is through the SEAL initiative. SEAL provides year groups with activities and scenarios to provoke discussion about children's social and emotional knowledge and understanding. It does not provide support for all aspects of our EPR programme and is therefore used as a resource to support EPR teaching and learning.

## **Working With Others**

In addition to circle time, Cottesmore St. Mary school provides children with the opportunities to develop their group work skills through games that build trust and communication between children alongside problem solving skills. Teachers then provide opportunities to work within various sized groups within the curriculum, which enables children to practice and further develop their ability to work within a group.

## **School Values**

In support of our EPR programme we have also embedded the school core values at Cottesmore St. Mary. Core Values are the moral values agreed by adults and children that inform and develop the 'culture' of the classroom and support the ethos of the school. The Core Values are revisited every September alongside the school's mission statement and each child has a copy of both at the front of their RE book. Weekly, two children per class are awarded a 'Core Value Award' for keeping a particular value. This is awarded and celebrated in our Core Value Assembly. Core Values are displayed in classrooms and within the school hall and are referred to daily when praising positive behaviour and reflecting on negative behaviour.

### **Self Esteem**

Boosting children's self esteem is central to all of the initiatives in place at Cottesmore St. Mary's school. Children's successes and efforts are celebrated through 'Golden Work' boards and Gold Award Certificates. The children within Cottesmore St. Mary's school also take an active role in building each other's self-esteem and confidence in the opportunities they are given to take on positions of responsibility. Examples of such opportunities are: Playground Buddies, Corridor Monitors, Assembly Monitors and Parents Evening Monitors.

### **Citizenship**

Citizenship aims to promote pupil's personal and social development, including health and well being. Children need self-awareness, positive self-esteem and confidence to:

- Stay healthy
- Keep safe
- Have worthwhile and fulfilling relationships
- Respect differences between people
- Develop independence and responsibility
- Play an active role as members of a democratic society
- Make the most of their own and other peoples' abilities

Citizenship gives children the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages children to play a helpful part in the life of their school, neighbourhoods, communities and the wider world.

### **School Council**

At Cottesmore St. Mary's children's independence and responsibilities are developed in a variety of ways. We have our own School Council that meets regularly. The school council provides children with a voice to actively contribute to school life. Our school council has been actively involved in making several decisions about the school and the school environment, e.g. introduction and training of playground buddies, choosing equipment for break times, deciding how to spend money collected for charities such as CAFOD. Every child in Years 1-6 is given the opportunity to apply to be a school councillor

annually. Each class has a selected representative that has been elected by their peers, who attend regular meetings to discuss issues and areas of development for the school. Members of our school council can easily be recognised by their badges and photographs displayed in the main corridor.

### **Protective Behaviours, feeling safe**

Protective Behaviours is a safety awareness and resilience building programme which the school adopted last year. We believe that this programme is an essential part of our school curriculum. It helps the children to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened, and explores practical ways to keep safe. Protective Behaviours also looks at identifying support networks for times when we need someone to listen and help.

Protective Behaviours is based on two key messages:

- We all have the right to feel safe all of the time
- We can talk with someone about anything, even if it feels awful or small

### **Responsibilities within EPR**

**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. For example, we ask teachers to include a religious element to their EPR lessons.

### **Roles and Responsibilities**

- Formulating a written policy for Education for Personal Relationships (EPR)
- Ensuring that there is an action plan for EPR which may at times form part of the school development plan
- Ensuring that EPR is appropriate to the age, aptitudes and family backgrounds of pupils
- Ensuring that EPR takes account of the religious and educational needs of all who share in it and is rooted in the principles of the Catholic Church's teaching. For example, when we teach RSE, we do so in the context of the Church's teaching regarding marriage.
- Assisting the governors and headteacher to carry out their legal responsibilities with regard to EPR

### ***Planning, Recording, Monitoring and Evaluating***

- Maintaining and developing effective procedures and documentation
- Observing, on occasions, EPR teaching and learning
- Discussions with children about their EPR
- Informing the headteacher of standards and developments in EPR
- Monitoring the planning of EPR, including differentiation and creativity
- Monitoring the assessment and progression of EPR

### **Communication**

- Communicating to members of the school community the significance and content of EPR



- Reporting to and consulting with the governors and headteacher regarding matters of concern and development
- Acting as consultant to colleagues
- Encouraging positive attitudes towards EPR
- Informing newly appointed colleagues of school policy regarding EPR and in particular Sex and Relationship Education (SRE)
- Supporting newly appointed colleagues with the schools EPR Framework
- Communicating with parents, governors and the parish community
- Liaison with the school priests
- Liaison with the Diocesan RE Centre
- Working in partnership with local agencies eg School Nurse, Schools Liaison Police Officer

**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. We have a governor with responsibility for EPR, who meets annually with the subject leader to ensure this happens.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Re c	SE AL	New beginnings	1. Getting on and falling out 2. Antbullying Week	Going for goals	Good to be me	Relationships	Changes
	PS HE	Global education <i>My school community</i>	Gender <i>Lunchboxes and toys</i>	Drugs education	Difference and diversity <i>Family diversity</i>	Protective behaviours	RSE

1	SE AL	New beginnings	1. Getting on and falling out 2. Antibullying Week	Going for goals	Good to be me	Relationships	Changes
	PS HE	Global education <i>Identity and belonging</i>	Gender <i>Be who you are</i>	Drugs education <i>Medicines and people who help us</i>	Difference and diversity <i>Gypsy Roma Traveller education</i>	Protective behaviours	RSE
2	SE AL	New beginnings	Getting on and falling out Say no to bullying	Going for goals	Good to be me	Relationships	Changes
	PS HE	Global education <i>My community and multicultural Britain</i>	Gender <i>Careers and gender</i>	Drugs education <i>Keeping safe</i>	Difference and diversity <i>Disability equality</i>	Protective behaviours	RSE
3	SE AL	New beginnings	1. Getting on and falling out 2. Say no to bullying	Going for goals	Good to be me	Relationships	Changes
	PS HE	Global education <i>Being a Global Citizen</i>	Gender <i>Gender identity and stereotyping</i>	Drugs education <i>Smoking</i>	Difference and diversity <i>Family diversity</i>	Protective behaviours	RSE
4	SE AL	New beginnings	1. Getting on and falling out 2. Say no to bullying	Going for goals	Good to be me	Relationships	Changes
	PS HE	Global education <i>Media stereotypes</i>	Gender possible change	Drugs education <i>Alcohol</i>	Difference and diversity <i>Disability equality</i>	Protective behaviours	RSE <i>Pregnancy and growth of baby in womb</i>
5	SE AL	New beginnings	Getting on and falling out Say no to bullying	Going for goals	Good to be me	Relationships Possible change	Changes
	PS HE	Global education <i>Cultural stereotyping and racism</i>	Gender Body image	Drugs education <i>Legal and illegal drugs</i>	Difference and diversity <i>Gypsy Roma traveller education</i>	Protective behaviours	RSE <i>Puberty</i>
6	SE AL	New beginnings	Getting on and falling out Say no to bullying	Going for goals	Good to be me	Relationships	Changes
	PS HE	Global education <i>Refugees/ Islamophobia</i>	Gender <i>LGBT education</i>	Drugs education <i>Preventing early use</i>	Difference and diversity <i>Stereotyping and discrimination</i>	Protective behaviours	RSE <i>Reproduction, conception and marriage</i>

