



SACRED HEART CATHOLIC VOLUNTARY ACADEMY

EDUCATION IN PERSONAL RELATIONSHIPS

Date Revised: Nov 2019

Introduction

Education in personal relationships is learning about physical, moral, sexual and emotional development. It is about understanding the importance of relationships, respect for one's self and for others, love and care. It is also about the teaching of sex, sexuality and sexual health. Sex education is part of the personal, social and health education curriculum in the school. Whilst we use EPR to inform pupils about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows pupils to ask and explore moral questions. We do not use EPR as a means of promoting any form of sexual orientation. Our teachings are within the context of the Catholic faith.

Effective EPR:

- Should be provided early, before puberty and before feelings of sexual attraction
- Offers a positive and open view of sex and sexuality and supports sexual acceptance
- Reinforces value messages
- Ensures that pupils develop a critical awareness of messages about sex in the media

Aims and objectives

We aim to teach pupils about:

- the physical development of their bodies as they grow into adults
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship
- the importance of family life
- moral development
- relationship issues
- respect for the views of other people sex abuse and what they should do if they are worried about any sexual matters

Context

Whilst the teaching of EPR means that we give pupils information about their bodies, relationships and sexual behaviour, we do this with an awareness of the moral code and

values which underpin all our work in school. In particular, we teach EPR in the belief that:

- education about sex and sexuality should be taught in the context of family life
- EPR is part of a wider social, personal, spiritual and moral education
- process pupils should be taught to have respect for their own bodies
- pupils should learn about and become aware of their responsibilities to others, and be aware of the consequences of sexual activity
- it is important to build positive relationships with others

Organisation

We teach EPR through different aspects of the curriculum. Whilst we carry out the main sex education teaching in our personal, social and health (PSHE) curriculum, we also teach some sex education through other subject areas, for example science, and education about relationships through our Religious Education and citizenship programmes. In addition in Year 5 and Year 6 we use materials from the “All that I am” programme developed by the Diocese of Birmingham.

In science lessons in both key stages pupils learn about how their bodies develop and changes which occur and how babies are born. For this aspect of teaching we follow the guidance material in the national scheme of work for science. In Foundation and Key Stage 1 we teach pupils about how animals, including humans, move, feed, and reproduce, we also teach them about the main parts of the body. Much of the Foundation stage teaching will be observational, for example, the pupils watching a baby being bathed, the developmental stages of tadpoles and frogs, or animals being born on farm visits. Pupils also learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. In support of the teaching programme all classes have access to the Nottinghamshire Life Education Caravan which visits the school for 2 days each year.

In Years 5 and 6 a greater emphasis is placed on health education, as many pupils experience puberty at this age. By the end of Key Stage 2 we ensure that all pupils know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women.

The role of parents

We are aware that the primary role in pupils’ sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of pupils at the school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents when direct teaching of sex education is taking place in Years 5 and 6, and that the programme used is “All that I am” which parents are invited to view.
- Answer any questions that parents or carers may have about the sex education of their child

- Inform parents about any changes to the programme or best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to their children at home.

Parents have the right to withdraw their children from all or part of the sex education programme that we teach in school. If a parent wishes their child to be withdrawn from any lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

The role of other members of the community

We encourage other members of the community to work with us to provide advice and support to the children with regard to EPR. In particular members of the Local Health Authority, DARE (Drug Abuse Resistance Education) Officers, Nottinghamshire Life Education, give us valuable support and advice.

Confidentiality

Staff conduct EPR lessons in a sensitive manner and in confidence. However, if a pupil makes a reference to being involved, or likely to be involved in sexual activity, then staff will treat the matter seriously and deal with it as a matter of child protection. Staff will respond in a similar way if a pupil indicates that they may have been a victim of abuse. The Headteacher has designated responsibility for child protection.

Monitoring and review

The Governors Monitoring group monitors the EPR policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.