

St. Paul & St. Timothy's Catholic Infant School's



Love - Learn - Believe - Achieve

Education for Personal Relationships Policy

Current Leader: Miss Threlfall

Date: 29/10/13

Ratification by Governing Body:

Review Date: November 2014



St. Paul and St. Timothy's Catholic Infant School
Mission Statement

Love, Learn, Believe, Achieve

At St. Paul and St. Timothy's Catholic Infant School we celebrate the individual differences and gifts that God has blessed each and every one of us with.

Education "is about forming the human person, equipping him or her to live life to the full." The Catholic ethos, "needs to inform every aspect of school life." (Pope Benedict XVI)

We believe each new day brings the opportunity to express our love for God and one another. We provide a supportive, yet challenging, learning environment where each individual is able to develop their abilities and gifts. Our school is a place where children and adults can express their belief in God; develop belief in themselves and others. We believe everyone in our school community can achieve, whatever their ability. Each achievement is as unique as each individual and all are celebrated. We aspire to equip all in our school community to proclaim the Good News and "live life to the full".

St. Paul & St. Timothy's Catholic Infant School

A Policy for

Education for Personal Relationships

Introduction:

This document is a statement of the aims, principles and strategies for the teaching of Education for Personal Relationships as part of PSHEE, SEAL and Citizenship programs of study at St Paul and St Timothy's Catholic Infant School.

Rationale

At our school we want to convey consistent messages to pupils around relationships which will help our children to create and sustain healthy relationships in the future.

- Ensure that pupils are taught about relationships in a consistent manner, following guidelines agreed by governors, parents, staff and pupils.
- Provide pupils with knowledge and information about changes, feelings, relationships, and responsibility.

Aims:

Personal, social, health and economic education (PSHEE) and citizenship enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is

organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of Education for Personal Relationships:

- Raise pupil awareness in order that they are able to make informed choices and responsible decisions.
- Provide pupils with knowledge and information about feelings, relationships, and responsibility.
- Enable pupils to openly discuss questions related to relationships and so provide a safe environment for young people to share their thoughts and ideas.
- Help pupils to take care of their own bodies.
- Ensure that pupils are taught about relationships in a consistent manner, following guidelines agreed by governors, parents, staff and pupils.

Objectives:

The theme of relationships runs through PSHEE and SEAL topics. In PSHEE the children learn about the different kinds of relationships we experience in life. We discuss ways in which we can maintain healthy relationships, and in our SEAL topic 'Getting on and falling out' the children talk about ways of dealing with conflict and making amends after disagreements. In 'Come and See' the children are able to contemplate the theme of forgiveness. Class teachers sometimes use puppets to represent real life situations asking the children to consider how a situation within a relationship or a dilemma could be resolved. In science at Key Stage one level, the children learn about body parts, and in cross curricular links with PSHEE in keeping healthy, the children learn about how to prevent illness by minimising the spreading of germs and infections. These objectives will enable the children to make choices in order to stay safe and healthy and are the foundation leading them into further education within Key Stage 2 and beyond into adulthood.

Objectives:

- The education for personal relationships programme is tailored to the age, physical and emotional maturity, gender and cultural and social needs of pupils.
- Teaching methods will take into account the differing needs of pupils and include a variety of styles and approaches.

Staff Responsibilities

The named person with responsibility for education for personal relationships is Clare Threlfall.

The key roles involved are:

- To review and update the policy and schemes of work.
- Advise and support staff in planning.
- Attend relevant courses and disseminate to staff.
- Evaluate effectiveness of resources including input from external agencies.
- Liaise with Head Teacher, Governors, SLT, parents/carers, pupils, support agencies as required.

Content

Education for personal relationships is delivered in a clear, concise and consistent manner in line with the EYFS and in conjunction with the National Curriculum. Lessons will be delivered within Science sessions, PSHEE, SEAL and within Come and See sessions. Education for Personal Relationships is part of each individual's lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care.

At **primary** school level education in personal relationships should contribute to the foundation of PSHEE and Citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support

- Are prepared for growing and changing

The National Curriculum requires that the following should be taught at each Key Stage through Science:

Key Stage 1:

Year 1:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Topics will be repeated in a developmental, spiral program of study to enable children to build upon prior learning.

Curriculum content supports the learning outcomes set out in schemes of work. The schemes of work ensure that content and learning outcomes are developmental and have continuity. Special consideration is given to preparation for transition from one key stage to another.

Strategies for Teaching and Learning:

PSHEE, by its nature, permeates all areas of the curriculum. The policy statements for each subject should be referred to for more details. We teach PSHEE, SEAL and citizenship in a variety of ways. In some instances, PSHEE and citizenship are taught as discrete subjects. Some of the time we introduce PSHEE, SEAL and Citizenship through other subjects, e.g. when the children learn about themselves within science topics, they also learn about keeping healthy. As there is a large overlap between the programme of study for religious education and the aims of PSHEE and Citizenship, we teach a considerable amount of the topics through our religious education lessons. In

the Foundation Stage, the PSHEE aspects of the children's work are related to the objectives set out in the Early Learning Goals for 'Personal, Social and Emotional Development.'

SEN/Disability

Members of staff at St Paul and St Timothy's are committed to equal opportunities and education for all children. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHEE and citizenship we take into account the targets set for the children in their Individual Play or One Page Plans. We respect that each child has different needs and we will provide a broad, challenging and differentiated curriculum which addresses the needs of every child.

Inclusion:

At St Paul and St Timothy's we will endeavour to achieve the aims set out in this statement in accordance with the catholic faith and gospel values. We will create an atmosphere in which each child can feel loved, respected and valued by setting standards of behaviour and conduct which is set out in the school promises. These are co-written by the children who agree to follow these rules and learn to become responsible for their own actions. In order to promote good relationships and maintain a happy and caring atmosphere in which to work; staff will lead by example and encourage the children through praise and positive behaviour management.

Safeguarding

We at St Paul & St Timothy's Infant School are committed to safeguarding and promoting the welfare of all our children and expect all staff, parents/carers, governors and visitors to share this commitment. If there is an occasion in which a child discloses information which is a cause for concern, a member of staff will pass on any information causing concern to a named safeguarding officer. This information should be given to Mrs Starkey, Mrs Pryor, Mrs Reichinger, Miss Leadbetter and/or Mrs Thomas.

Parental/Carer Involvement:

Informing parents/carers of the right to withdraw

Parents/carers have the right to withdraw their children from all or part of the SRE provided at school except for those parts included in the statutory National Curriculum (also laid out in this policy). Parents/carers wishing to exercise this right are invited to contact Mrs Starkey who will explore the concerns and the possibilities of adjusting the programme or approach. Once a pupil has been withdrawn they cannot participate in SRE until the request of withdrawal has been removed.

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that they are empowered to talk to health professionals should they need to do so. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some children and families.

Resources:

Resources to support the delivery of the learning outcomes will be appropriate to the age, maturity, gender and ability of pupils. Resources used will be reviewed and approved by staff, parents/carers and governors.

Health and Safety:

All work is planned with an awareness of safety. Members of staff are encouraged to carry out a risk assessment before trying any practical activity and warn children of any hazards.

Disclosure

The school has a Child Protection / Safeguarding policy and procedure for dealing with allegations or disclosures of child sexual abuse based on LA guidelines, recommendations and training. This policy is available on request.

Confidentiality

Pupils will be made aware that some information cannot be kept confidential and that their protection and welfare are of paramount importance.

Answering difficult questions

Class teachers aim to answer questions raised by each child in class. However, due to the nature of the topic, some children may be at different stages in maturity than others and may ask questions beyond the understanding of their peers. All staff will treat questions with sensitivity and may ask the children to put these questions into a 'question box' to be answered at a later date. This will enable the member of staff to discuss the questions raised with parents and carers and to better prepare answers appropriate to the age and maturity of the child.

The named member of staff responsible for the management and coordination of the SRE policy is Miss Clare Threlfall.

The policy will be reviewed in November 2014