

St Mary's
Catholic Primary Blackbrook

Personal Relationships Education Policy



Quotes from our Mission Statement

1. We will strive to be a **safe and secure** place of educational excellence.
2. We will make time to support and listen to all members of our school community.
3. We will promote partnerships with other outside agencies by creating positive links.

We are committed to providing an environment where children's emotional, social and physical potential are developed. It is the policy of the school that a sense of self esteem, mutual care and respect are fostered. Respect for others, support and empathy are modelled and encouraged.

The school provides support, confidentiality (when appropriate) and help when required. It will liaise with outside agencies when necessary. We will be truthful with children and explore possible responses to situations. Children are made aware of members of staff they can turn to, the pastoral team and in addition to their class teacher if they so wish. Through PSHCE children are made aware of outside organisations and charities they can turn to for support if they so desire.

At St Mary's, personal relationships education forms part of a wider programme of the personal, social, and emotional development of the individual. We firmly believe that work relating to personal relationships education should not be taught in isolation but within the context of morality, responsibility and loving and caring relationships.

As we recognise the central role that parents and family play in the overall development of the child we appreciate that it is essential that a close and supportive liaison should be developed between school and home in this most sensitive area. Within a small group, the school nurse and the class teacher teach setting issues around puberty and menstruation. Consent from parents will be sought.

Our personal relationships education policy needs to be read in conjunction with the following policies in order to understand our philosophy in delivering our personal relationships policy.

- Spiritual Development Policy
- Moral Development Policy
- Pastoral Care and Guidance Policy
- Behaviour Policy

Aims for Personal Relationships Education

- To ensure that a sensitive and balanced programme is available as appropriate to the age and stage of development of all the pupils.
- To develop an awareness of the physical and emotional changes that occurs during the natural process of growing up.
- To understand the sensitive nature of the physical changes in relation to themselves and others.
- To help develop understanding of the nature of relationships and the need for appropriate responses.
- To place personal relationships education within a clear, moral framework which encourages a responsible lifestyle.
- To encourage pupils to value self respect and respect for others both physically and emotionally.
- To identify the physical, emotional and moral risks of certain types of behaviour.

Organisation

Personal relationships education is taught in a cross-curricular way beginning in the Foundation Stage and Key Stages 1 and 2.

In order to ensure accessibility to all our pupils the lessons are differentiated to reflect the level of understanding that pupils are demonstrating.

The class teacher will be responsible for the delivery of personal relationship education as part of the planned schemes of work. The school nurse will provide additional support when requested.

The programmes of study for PSHCE and Citizenship form an integral part of St Mary's Curriculum and is modified to take into account the needs of all pupils, ensuring progression as the pupil moves through the foundation stage, key stage 1 and 2. Advice and support from outside agencies will be sought as and when necessary. A series of lessons are delivered in year 5 & 6 following the 'All That I Am' scheme of work.

Curriculum

Science

PSHCE

RE

Teaching and Learning Styles

The person delivering the lesson provides a balanced and sensitive approach to personal relationships education within the broad framework of P.S.H .C.E. and the programme is taught on a mixed gender basis. The class teacher may also be responsible for the planning and delivering of work ensuring differentiation achieved through common aims addressed appropriately depending on individual pupils' needs, using a variety of teaching methods. The subject is also reinforced via cross-curricular means which includes aspects of the following learning styles:

Teaching and Learning Strategies

To engender a sensitive approach to personal relationships education it is essential to make sure the group feels safe. To achieve this, aspects of the following learning strategies will be in place:

- Group rules
- Privacy of rooms
- Dealing with sensitive issues

Use of Visitors

Advice and support from outside agencies will be sought as and when necessary. They will be given copies of the school's policy statement prior to their work in school and they will be required to act within the guidelines given there. Sessions from outside agencies will be planned and delivered in conjunction with the PSHCE leader.

Child Protection

If sensitive issues are raised the recommendations given in the Child Protection policy will be adhered to.

Parental Involvement

Information, examples of work and contents of pupil's files are available to parents enabling them to follow up any issues raised in school thus fostering the close liaison developed between school and parents in this sensitive area.

Parents are informed when their child will be receiving personal relationships education. They will be invited into school to review resources and be informed of intended learning outcomes and how these will be delivered through the schemes of work. In the same invite parents will be informed of the procedure for withdrawing their child from personal relationships education. Alternative lessons will be provided for the child. Parental concerns will be dealt with individually by the deputy head and headteacher.

Monitoring

The Subject leaders will present the personal relationships education policy for the governor's approval and always act within their agreed guidelines. The Subject leader will liaise with the Headteacher. It is the responsibility of the person delivering the lessons to monitor and evaluate pupil progress.

It is the responsibility of the Subject Leader to:

- Keep under review and make suggestions for the updating of all equipment
- Research the range of equipment and resources appropriate to the needs of the pupils at St Mary's.
- Liaise with the Head, Deputy and staff re: the development of teaching and learning this subject throughout the school.
- Review on a regular basis the provision for this subject at St Mary's in line with new government initiatives.

The RE Team are released from their classrooms in order to enable the subject leader to:

- Support teachers in their own classrooms
- Support teachers in the development of subject teaching
- Monitor and evaluate the quality of subject teaching throughout the school

Scheme of Work for years 5 & 6 'All that I Am'

Evaluating the Programme

On going assessment through teacher observation and daily/weekly recording of pupils' work informs evaluation of the termly targets and future target setting. Teachers use the information contained in the termly assessments with regard to pupil's achievements and progress in this subject to inform the Annual Review process, end of Key Stage Assessments and reporting to parents

Signed_____Headteacher

Date:

Signed:_____ Chair of Governors

Review Date: Summer 2018