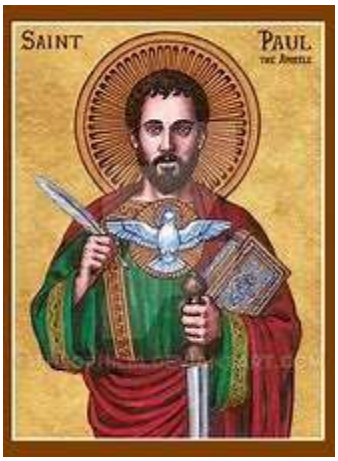
St Paul's CE Primary School

EPR/PSHE – Curriculum Policy

(Education in Personal Relationships/Personal, Social and Health Education)

Agreed by Governing Body on:	22 May 2024
Policy review date:	May 2026

St Paul's CE Primary School



St Paul's CE Primary School:

St. Paul's School promotes the Christian faith within a warm and loving atmosphere, so that our children achieve their educational goals and fulfil their individual God given potential.

The school will provide education and worship, which promotes the arts, builds on children's talents and respects people of all faiths and cultures. We celebrate God's love for every child in our school and encourage each child to develop a sense of belonging within the Christian journey, using the creativity and gifts God has given them.

We nurture our children's curiosity about our diverse and wonderful world and foster their sense of global citizenship. We are committed to an ethos of love and inclusion built on the teachings of Jesus Christ, in an environment which embraces everyone and supports the future of our young people, as they progress through and beyond our school.

Rationale

At St Paul's CE Primary School, we believe that education is about the growth and

development of the whole child. We aim to develop a child intellectually, morally, spiritually, emotionally, psychologically and physically and so lead him or her to Christian maturity and human wholeness.

We acknowledge the uniqueness of each child, created and loved by God, and deserving respect and dignity. Each child has a valuable contribution to make to the life of the school and community. The values of love, peace and justice are central to all we seek to achieve. God's love and the importance of human relationships underpin the EPR/ PSHE curriculum. We build on the foundations already established at home where parents are the first educators of their children.

We aim to provide an environment in which our pupils are informed about relationships within the context of Christian teaching and faith.

Aims

Education in Personal, Social and Emotional Development (EPR/ PSHE) offers an opportunity:

To develop each child's self-respect, acknowledging that we are all created in God's likeness.
To develop an understanding that love is the central basis of relationships.
For children to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.
To provide a safe and supportive environment to foster children's confidence in talking, listening and thinking about feelings, emotions and relationships.
To support children in acquiring the skills necessary to develop and sustain relationships.
To teach Relationships and Sex Education AND Health Education (RSHE) in the context of relationships.
To develop an awareness of how to keep oneself and others safe.
To prepare children to play an active role as citizens and to understand the Christian vision of what it means to be citizens of the Kingdom of God.
To foster safety awareness and resilience building.

All staff have an obligation to contribute to EPR/ PSHE in their various roles in the school. The lessons are taught by the class teacher.

Teaching and Learning

EPR/ PSHE require sensitive teaching with pupil activities, discussions and support materials being well matched to the age and understanding, needs and concerns of the children.

The Diocesan framework and related mapping documents are used so that EPR/ PSHE is delivered through a planned curriculum to ensure progression and continuity. The school's RSHE policy sets out guidelines for dealing with questions of a sensitive nature in relation to relationship and sex education and identifies the specific content to be taught.

We also teach about Protective Behaviours. This important programme helps the children to recognise situations where they feel worried or unsafe (stressed, bullied or threatened), and explores practical ways to keep safe. This programme also looks at identifying support networks for times when a child needs someone to listen and offer a helping hand. The key message of the programme are: 'We all have the right to feel safe all of the time' and 'We can talk with someone about anything, even if it feels awful or small.'

EPR Curriculum Delivery

We deliver EPR/ PSHE through:
Our whole-school ethos as witnessed by the children and staff and underpinned by our school policies and values.
Our RE curriculum.
Discrete teaching time and/or blocked time for certain aspects of the programme.
Cross-curricular links with science, PE, history etc.
The use of SEAL and other resource material, where appropriate and relevant.
Developing a learning climate which enables a response to opportunities that arise, e.g. personal experiences, school, local, national and international events.
Developing opportunities for charity support and community involvement.
Developing opportunities to serve the wider world community through our Ugandan link school.
Developing opportunities to build relationships with the wider world community through our Spanish link school.
Providing responsibilities to enable children to actively contribute to school life, for example, school council representatives, Spiritual council, Eco council etc.
Participating in community events within the city.

School plays an important part in preparing young people for the responsibilities, opportunities and challenges that life in a modern, diverse democracy. Our school community is a reflection of this and we encourage genuine responsibility and participation for our pupils.

The School Council

The School Council is made up of 18 pupils, three children from each classroom (Yr1-6). They are nominated and elected by the pupils in each class after giving a brief summary of what they believe they can contribute to the school by being on the School Council. There is a full Council meeting at least once each term when its work is reported back to the Headteacher and other staff members on the plans and achievements of their particular committee.

Teaching EPR/ PSHE, PSHE and citizenship to children with special educational needs

We teach EPR/ PSHE and citizenship to all children, whatever their ability. This is part of the school's duty and commitment to provide a broad and balanced education to all children. Through our EPR/ PSHE and citizenship teaching, we provide learning opportunities that enable all pupils to make progress and we celebrate their success.

A variety of teaching and learning strategies are used to take into account the pupils' age, stage of development, understanding and needs. Children need to work in a safe, secure environment in order to explore their own and other children's attitudes, values and skills. Adults should be sensitive to a child's family situation and background and give consideration to these issues when planning the lessons.

A high level of interactivity is effected through agreed class rules for talking, listening and respect, developing a trusting relationship between the teacher and children. Consideration is given to the sensitive issues being explored. The following is expected - collaborative work, reflection time, challenge in a safe environment, genuine respect for each contribution, negotiation, accommodating new information and skills, building on current experience and first-hand learning and using a range of active teaching and learning strategies.

Assessment and recording

All classes record work done in EPR/ PSHE in a communal, class book using a range of formats. These will include photographs, illustrations and mind maps as well as written documentation. Children's progress in EPR/ PSHE is made available to parents in the end of year reports.

Resources

Each class teachers has an EPR/ PSHE Resource File specific to their year group which contains a full set of SEAL materials and other general resources. Additional resources of EPR/ PSHE are stored in a central area according to the topic and term. These include a selection of reference materials for teaching sensitive issues.
Resources are also stored on the shared staff drive in the EPR/ PSHE folder.

Monitoring and review

Planning and assessment will be monitored by the EPR/PSHE lead and the Senior Leadership Team. Lessons will be monitored in line with the schools yearly monitoring plan. At the end of the year, the planned and delivered curriculum will be assessed and reviewed. Assessment of the overall curriculum will include interviews with pupils to evaluate its effectiveness and relevance. The EPR/ PSHE subject leader, together with the Headteacher, is responsible for monitoring the standards of children's work and the quality in this subject. This includes observation, planning, work sampling, learning walks and discussions with teaching staff and pupils to ensure consistent and coherent EPR/ PSHE provision.

The subject leader supports colleagues in the teaching of EPR/ PSHE by providing information about current developments, training opportunities and strategic direction for the subject in the school. Evaluation of the EPR/ PSHE curriculum will be based on pupil/ teacher evaluation of the content, activities and learning processes and staff meetings to review and shared experience. The subject leader is also responsible for reporting to the Headteacher and Governors including an evaluation of strengths and weaknesses in the subject and indicating areas for further improvement.

Training and support

There are opportunities for training to enhance teachers' EPR/ PSHE delivery skills. Opportunities may be provided in-house or externally. Training needs will be identified on a yearly basis.

Signed …….. Chair of Governors

Signed …….. Headteacher