

Education in Personal Relationships

The following elements of the DfES guidelines on PSHE and Citizenship are covered in every topic as they are built into the process:

Key Stage 1

- To share their opinions on things that matter to them and explain their views [1b]
- To recognise, name and deal with their feelings in a positive way [1c] Respect
- To think about themselves, learn from their experiences and recognise what they are good at [1d]
- To take part in discussions with one other person and the whole class [2a]
- That they belong to various groups and communities, such as family and school [*and parish*] [2f]
- To contribute to the life of the class and school [2h]
- To listen to other people, and place and work co-operatively [4b]

Key Stage 2

- To talk and write about their opinions, and explain their views, on issues that affect themselves and society [1a]
- To research, discuss and debate topical issues, problems and events [2a]
- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences [2e]
- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view [4a]
- To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships [4c]

The Whole School Dimension

There are no areas of school life that potentially cannot contribute to EPR and be of benefit to the whole school and its wider communities. How a school community lives, the very relationships which develop, the sign we give as the body of Christ, where no person is more important than another – this underpins the ethos of any Catholic school. The development of positive relationships in a school – where children are partners in the learning enterprise and where participation and inclusion are encouraged – leads to school improvement and an effective school.