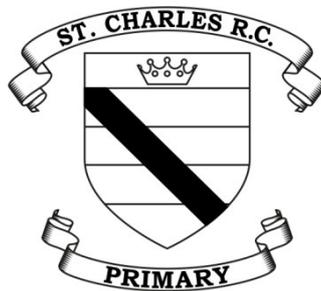


St Charles RC Primary School

EPR Policy

2016-17



CHRIST IS AT THE CENTRE



Compassionate
Helpful
Respectful
Inclusive
Sharing
Truthful



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Our mission at St. Charles RC Primary School is to try and centre our life in Jesus Christ, the spiritual foundation of our community. We aim to pass on the faith we share in partnership with you. We want the children in our care to grow and develop to their full potential within a caring Catholic community which recognises fully their true worth and God given talents. We look forward to working with you in a spirit of mutual trust and support. We take pride belonging to St. Charles RC Primary School.

MISSION STATEMENT

Introduction

At St Charles RC, Christ is at the centre of everything in our school. Our Mission Statement is;

As a family of God, we love to learn and learn to love

This policy document embraces all that underpins the School's Aims and Objectives, and the School Mission Statement in its desire to provide for our children an education which truly helps to prepare them for life. It recognises E.P.R. as a partner-ship task (home and school working together to educate the child), it reflects a growing concern on the part of staff, governors and parents at the state of the world our children will inherit, and it promotes aspects of personal development regarded as fundamental to Christian behaviour :

- how we treat each other, how we speak to each other, how we care for and share with each other,
- how we see ourselves, how we value ourselves, how we promote ourselves,
- how we relate to family and friends, how we relate to adults and peers,
- how we relate to members of the wider community,
- the centrality of God to each of the above, the personal relationship we have / should have with Him, the example given to us by Jesus Christ.

Here at St. Charles RC we aim to develop in all children :

- self-respect and self-esteem (the ‘feel-good’ factor about one’s self)
- a loving pride in one’s own family, and an active association with one’s parish community
- an understanding of true friendship
- healthy friendships within school, tolerance with peers, and (with older children) a pastoral attitude towards younger members of the school community as recognition that
- we all belong to the ‘family’ of St Charles RC Primary School
- high codes of discipline arising out of respect for one another, respect for adults and respect for their school environment
- citizenship and stewardship in a world created by God
- a Christian love for all members of the wider family of God (an understanding of “Love thy neighbour”).
- recognition that human love takes many forms
- an understanding of how human relationships grow and deepen through friendship, love and affection As a family of God we love to learn and learn to love
- appreciation of the importance of the family unit (regardless of structure / composition)
- to recognise the value of parental partnership (sharing the role of bringing up a family)
- to appreciate the demanding responsibilities of parenthood and the sacrifices which parents have to make for the sake of the new-born child
- to value every form of life and to value themselves within this framework

Specifically through Sex Education we want our children

- to celebrate life as a God-given gift
- to understand life cycles and life processes
- to appreciate the notion that God intended new life to be the result of a union between (mature) male and female
- (in humans) to associate love as a special feature of this union
- to celebrate their own uniqueness
- to know by name the various parts of the human body
- (with Year 6 pupils) to recognise, understand and prepare for the body changes that they (and their friends) will undergo in the years ahead (puberty).

How will we achieve our aims?

As an aid to educating the child in the ways of personal development and personal relationships the school has devised its own resource materials “In The Beginning...” is a wholly Catholic life education programme covering Years 1 to 6 and includes sex education as a key element of the programme.

The scheme consists of a carefully structured series of pupil workbooks designed to be completed by the child, partly in school under the guidance of the class teacher, and partly at home alongside parents / guardians who are encouraged to involve themselves in the child's work through open discussion and assisting in the completion of each set task. It provides both teacher and parent with appropriate 'starting points' on which to build a greater understanding of God, life and life processes, the sanctity of life, personal development, and the values underpinning socially acceptable behaviour.

Supported throughout by the school's Religious Education programme- The Way, The Truth and the Life and Come and See - the children will grow to recognise love (in its many forms) as central to Christian philosophy, and as the basis of all meaningful human relationships. But these schemes in isolation are not sufficient.

Children will also learn on a day-to-day basis from the Christian example set by adults. In School :

- the friendly school environment created by staff who work in the building
- the care we have and the patience we show towards children when dealing with accidents, incidents, disputes etc.
- the messages we give out through religious celebrations, assemblies, discussions, displays etc. which bring home to children the importance of
 - the family unit, the protective love and care given by parents and guardians, and the ways children should respond to this love
 - the way they should treat and relate to each other
 - the hardship endured by less fortunate / third world communities and the means by which we can help
- tolerance, understanding and forgiveness in both work and play situations
- the friendly interaction we promote with other schools (sporting competitions, musical and choral performances etc.) and the willingness to share (and enjoy) the company of others on these occasions
- the encouragement we give and the standards we uphold in terms of sportsman-ship, fair-play, accepting decisions and taking both winning and losing in the same spirit
- our desire to respond to the needs of others (St. Joseph's Penny, Salford Loaves and Fishes, The Windsor Drop-in Centre, Cafod and other appeals)
- the respect we have for and show to all members of our community
- our acceptance of (and inviting children to take up) the stewardship of a world created by God.

Parents and Carers

As first educators parents are expected to lay the foundations for all acceptable patterns of behaviour, leading by example, and sharing with school the joint task of

bringing the child through to the age of eleven with a balanced understanding of life and a healthy appreciation of the human relationships they may form in years to come.

SEND and Inclusion

There are children of differing abilities in all classes at St Charles RC Primary School. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.

Gifted children will be identified and suitable learning challenges provided. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas.

We use teaching assistants to support some children and to enable work to be matched to the needs of individuals. Work in Literacy takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Teachers provide help with communication and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using I.C.T., other technological aids and recorded materials;
- using alternative communication such as signs and symbols;
- using translators and amanuenses.

Equal Opportunities

St Charles RC Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated.

Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.