



ST. ANTHONY'S SCHOOL
FOR BOYS

PSHEE, Relationships and Sex Education Policy

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Reviewer's Signature: Catherine Arslan

Head Teacher's Signature: RPB

Circulation: This policy has been adopted by the governors, is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to St. Anthony's School for Boys; 'parents' refers to parents, guardians and carers.



PSHEE, Relationships and Sex Education

Policy

PURPOSE

PSHEE education is a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, here at St Anthony's School, PSHEE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHEE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

PSHEE education contributes to the personal development of individual pupils by helping them to build their confidence, resilience and self-esteem. Pupils are also given opportunities to manage and identify risk; make informed decisions and understand what influences their decisions. By developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships.

Fundamental British Values at St Anthony's School for Boys.

We want the boys at St Anthony's to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Personal, Social, Health and Economic Education (PSHEE) is at the heart of our school which emphasises the difference between right and wrong and respecting and tolerating differences in a very diverse and modern Britain. We have a planned curriculum that will enable children to make progress towards these aims. Through engaging lessons using our learning model and appropriate activities, we can give them all a better understanding of themselves.

AIM

The overarching aim for PSHEE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, responsible and balanced lives.

In planning the curriculum, teachers at St. Anthony's aim to provide:

- a clear, consistent framework of values in which to work
- supportive relationships between the teacher and pupil, and between the child themselves
- a classroom climate which encourages all children to explore, and encourages a high level of interest
- opportunities for development outside the classroom situation through responsibilities, extra-curricular activities and educational visits.

All staff encourage positive approaches to behaviour and our discipline policy reflects this.

At St. Anthony's, we provide opportunities for personal and social development through a variety of strategies:

- individual, peer group and collaborative group work;
- discussion and role-play;
- we actively promote British values; for example, through our assemblies as a year group and a whole school;
- involvement in a range of problem solving activities;
- preparation and presentation of tasks for a variety of audiences;
- positive self-assessment;
- positive marking with verbal and written feedback;

PUPIL LEARNING OUTCOMES

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose;
- Value self and others;
- Form healthy and positive relationships;
- Make and act on informed decisions;
- Communicate effectively;
- Work with others;
- Respond to challenge;
- Be an active partner in their own learning;
- Be active citizens within the local community:

- Explore issues related to living in a democratic society;
- Become healthy and fulfilled individuals. **ORGANISATION and CONTENT**

The form teachers and the Head of the Senior House (Pastoral) are responsible for delivering PSHEE to all classes in a 40 minute scheduled lesson. PSHEE (which includes Relationships and Sex Education) is taught weekly through a planned programme of work that follows the **Jigsaw** PSHEE programme. **Jigsaw** brings together PSHEE Education, emotional literacy, social skills, and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. **Jigsaw** is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. Form teachers can also be flexible to look at a theme that may be of ‘immediate concern’ to their class i.e., an issue that have arisen naturally and needs to be addressed that week.

There are six Puzzles in **Jigsaw** that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an ‘end product’, for example, The School Learning Charter or The Garden of Dreams and Goals.

Each piece has two Learning Intentions: one is based on specific PSHEE learning; and the other is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that **Jigsaw** is relevant to children living in today’s world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying and internet safety. Every piece (lesson) contributes to at least one of these aspects of children’s development. This is mapped on each Piece and balanced across each year group.

PSHEE is fundamental to the educational entitlement of all pupils at St. Anthony’s and as a cross-curricular element, permeates all aspects of life at school. Although it is taught within its own right, it is also included in the teaching and learning of several subjects in particular: R.S., Games and Science.

This policy and the following schemes of work have been shaped and developed in the light of the guiding policies in the table

<i>Our Catholic School-Their Identity and Purpose</i>	https://education.rcdow.org.uk/wp-content/uploads/2020/03/A_model_policy_for_relationships_and_sex_education_2020.pdf
<i>Teaching online safety in school</i>	https://www.gov.uk/government/publications/teaching-online-safety-in-schools
<i>Keeping children safe in education</i>	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
<i>All schools should make provision for personal, social, health and economic education (PSHEE), drawing on good practice.’ Relationships and Sex</i>	https://www.gov.uk/government/publications/personal-social-health-and-economic-education-PSHEE/personal-social-health-and-economic-PSHEE-education https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

***Education is also taught with
in the school***

Jigsaw content

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic) and diversity work.
Spring 1:	Dreams and Goals	Includes goal setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communications skills. In Years 7 and 8, 'Upskirting' will be referenced in accordance with the Voyeurism (Offences) Act 2019
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of looking at change

LEARNING and TEACHING

In line with our Learning and Teaching Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. **Jigsaw** is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within the subject. Each class will establish ground rules based on the following:

- We take turns to speak;
- We use kind and positive words;
- We listen to each other;
- We have the right to pass;
- We only use the names when giving compliments or when being positive.

RSE (Relationships and Sex Education)

Relationships and Sex Education (RSE) is taught in the summer term through the **Jigsaw** programme. We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Due to our status as a Catholic school, RSE is part of the mission of Catholic schools to educate the whole person. Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

We aim to deliver effective Catholic RSE by:

- Being faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- Involving parents as they are primary educators of their child;
- Providing a positive view of human sexuality and dignity of the human person;
- Equipping young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- Exploring and promoting virtues which are essential to promoting respect and dignity;
- Delivering the content in an age appropriate way which reflects the development of the child;
- Being sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class.

The Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the ‘Changing Me’ Puzzle.

Year Group	Piece Number and Name	Learning Intentions ‘Pupils will be able to...’
1	Piece 4 Boys’ and Girls’ Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys’ and Girls’ Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don’t like about being a boy/girl
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother’s uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies identify how boys’ and girls’ bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	identify how boys’ and girls’ bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl’s body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys’ and girls’ bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made

		understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/ Boy talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and the answers I receive
	Piece 4 Babies - conception	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	Understand how being physically attracted to someone changes the nature of the relationship Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.
7	Piece 5	Understand the characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting
	Piece 6	Understand puberty changes, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support
8	Piece 5	Understand the positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support
	Piece 6	Understand the types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, alcohol and risky behaviour

WITHDRAWAL FROM RSE LESSONS

Parents have the right to withdraw their son from all or part of the Relationships and Sex Education provided at school. Those parents wishing to exercise this right are invited to talk to Catherine Arslan (Deputy Head: Pastoral) who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they **cannot** take part in RSE programme until the request for withdrawal has been removed.