



ST. ANTHONY'S SCHOOL
FOR GIRLS

Relationships and Sex Education Policy

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Job title: Deputy Head

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Next review date: September 2022

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

'Parents' refers to parents, guardians and carers.

"St. Anthony's School for Girls aims to provide high quality education in a caring, supportive and Catholic environment, infused by Christ's Gospel, in order that each of our pupils is able to develop fully as an individual, well-adjusted to the wider community."



ST. ANTHONY'S SCHOOL
FOR GIRLS



the **Gold Standard** in education

Overview

Personal, social, health and economic education (PSHEE) is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities. St Anthony's School for Girls provides personal, social, health and economic education (PSHEE) which reflects the SASG vision, aims and mission.

Our philosophy is to promote the physical, spiritual and social well-being of the individual child. In all areas of the curriculum, our teaching will endeavour to provide the skills necessary to develop responsibility, independence, ownership, a sense of belonging and the development of positive attitudes. All members of St Anthony's School for Girls will be part of a positive and supportive learning environment.

The aims and ethos of the school are firmly based on the principles and values which are entirely consistent with the values of the Roman Catholic Church and fundamental British values.

Aims and Objectives

- Celebrating achievement, encouraging pupils to have the confidence to undertake difficult tasks
- All staff act as role models, and older pupils are encouraged to act as role models for younger pupils
- Encourage pupils to act responsibly, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and society more widely
- SASG encourages pupils to accept responsibility for their behaviour through the procedures set out in our anti-bullying and behaviour policies
- Giving pupils responsibility within the school, and enabling pupils to serve other people in the wider community
- SASG ensures pupils grow up knowing how public institutions (such as Parliament, the police force and the Post Office) and services (such as healthcare, welfare services and education) operate
- Encourages pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- SASG exposes pupils to political views and discusses political issues; however, pupils are never actively encouraged by teachers or others to support particular political viewpoints
- SASG encourages pupils to regard all faiths, races, and cultures with respect. The teaching and curriculum prepares pupils to interact easily with people of different cultures and faiths
- SASG expects work across the curriculum, including the 'hidden' curriculum, to make significant contributions to the PSHEE scheme of learning



Anti-bullying

PSHEE is a central means by which the school teaches Anti-Bullying.

Meeting the Needs of All

The PSHEE curriculum provides a broad and balanced education to all children. All lessons are differentiated to meet the needs of children of all abilities so as to ensure that we provide learning opportunities that enable all children to make progress.

Please also see SEND, EAL and Gifted and Talented Policies.

Timetable Allocation

- Teaching within EYFS lesson framework in the Foundation Stage
- Years 1 - 6: one lesson per week

PSHEE Programme:

The form teachers and the Deputy Head and Wellbeing Lead 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 and is supplemented with material and resources from 'Tooled Up Education'. **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
Teaching online safety in school	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 Education is also taught with in the school</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



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.
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.

Planning from the Scheme

Aspects of our PSHEE scheme of learning are informed by the Catholic Curriculum Directory. It also draws on thinking and pedagogical ideas from around the world.

Reporting and Record Keeping

Parents receive informal or verbal feedback as to their children's progress in PSHEE. In addition, parents also have a termly opportunity, to meet with the staff to discuss progress and to see their daughter's work and watch/listen to online projects.

Personal, Social and Emotional Development (PSED) in the EYFS

SASG believes that the early years learning is a crucial foundation for all later education and is in itself an essential stage in each child's development. The EYFS is planned to achieve readiness for statutory schooling in six areas of learning. PSED makes a significant contribution towards supporting children to achieve in the Prime areas of Learning, Communication and language development, Physical development (ELG05 Health and Self-care), and Personal, social and emotional development. The Specific area of learning; Understanding the world is also of particular focus in this subject. PSED



Personal, Social & Emotional Development (PSED) Children learn how to work, play and co-operate with others and to function in a group beyond the family. This helps them with important aspects of personal and social development. They also learn about the concepts of fair play, develop an ability to share and work co-operatively and an understanding that some children may be different and have special needs.

RSE (Relationships and Sex Education)

Relationships and Sex Education (RSE) is taught in the summer term through the Jigsaw programme and is supplemented with material and resources from 'Tooled Up Education'. 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.

The curriculum will follow guidance from the Catholic SRE programme 'A Journey in Love'.

We teach children about:

- The physical development of their bodies as they grow into adults
- Human reproduction
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship
- The importance of family life
- Relationship issues
- Respect for the views of other people
- Sex abuse and what they should do if they are worried about any sexual matters
- Internet safety and awareness

In particular, we teach sex education in the belief that:

- Sex education should be taught in the context of marriage and family life
- Sex education is part of a wider social, personal, spiritual and moral education process
- Children should learn about their responsibilities to others and be aware of the consequences of sexual activity
- It is important to build positive relationships with others, involving trust and respect
- Children need to learn the importance of self-control

In order to avoid confusion during the teaching of sex education or when a safeguarding concern is disclosed by a pupil, we use the following terminology to refer to the relevant body parts. These are



taught at age-appropriate times (see below) and treated like any other words that refer to body parts, e.g. legs, arms ears.

- Vagina, Vulva, Clitoris, Penis, Testicles, Anus, Bottom

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	identify the parts of the body that make girls different to boys and use the correct names for these: penis, testicles, vagina
	Girls' and Girls' Bodies	respect my body and understand which parts are private
2	Piece 4	recognise the physical differences between girls and boys, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private
	Girls' and Girls' Bodies	tell you what I like/don't like about being a boy/girl
3	Piece 1	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
	How Babies Grow	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	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies
	Outside Body Changes	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	<p>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</p> <p>recognise how I feel about these changes happening to me and how to cope with these feelings</p>
4	Piece 2 Having A Baby	<p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>
	Piece 3 Girls and Puberty	<p>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</p> <p>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>
5	Piece 2 Puberty for Girls	<p>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</p> <p>understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>
	Piece 3 Puberty for Girls and Girls	<p>describe how boys' and girls' bodies change during puberty</p> <p>express how I feel about the changes that will happen to me during puberty</p>
	Piece 4 Conception	<p>understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>understand that sometimes people need IVF to help them have a baby</p> <p>appreciate how amazing it is that human bodies can reproduce in these ways</p>
6	Piece 2 Puberty	<p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>express how I feel about the changes that will happen to me during puberty</p>
	Piece 3 Girl Talk/ Boy talk	<p>ask the questions I need answered about changes during puberty</p> <p>reflect on how I feel about asking the questions and the answers I receive</p>
	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.

RSE across the curriculum

At St Anthony's School for Girls, RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- PE in the context of health and hygiene

Contribution to Safeguarding

SASG takes safeguarding pupils very seriously. PSHEE can and should play a significant role in supporting and reinforcing our Safeguarding Policy.

Our PSHEE units of study touch on issues relating to safeguarding and support the school in meeting the requirements of our Safeguarding Policy.

Other Linked Policies

Our PSHEE policy is commensurate with the SMSC Policy, Teaching and Learning Policy and Curriculum Policy and should be read in conjunction with other linked policies.

All staff and stakeholders should see the following relevant school's policies for further guidance and procedures concerning these areas:

- Aims of the School
- Ethos of the School
- Vision statement



- SASG Teaching and Learning Goals
- Subject Policies and Schemes of Learning
- Gifted and Talented Policy
- Special Educational Needs and Disabilities Policy
- English as an Additional Language Policy
- Assessment Policy

Monitoring and Review

Throughout the year the whole staff are encouraged to feedback information and ideas regarding the implementation of this policy. Review and update may take place more frequently where necessary, and changes will be highlighted to staff, parents and pupils as appropriate. PSHE, including RSE, is monitored through learning walks by the Wellbeing Lead, Headteacher and Deputy Headteacher. Strengths and areas for development are identified and addressed through staff meetings, training and CPD.

Withdrawal from lessons

Parents have the right to withdraw their daughter 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 Donal Brennan (Headteacher) and Raffaella Merolla/Jack Lewis (Deputy Head) 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.