



# St Peter's

Church of England (Aided) Junior School

Learning and Living Life in all its Fullness

John 10:10 – 'I have come that they may have life and have it to the full'.  
Inspired by John 10:10, we strive for all members of our community to learn and live  
'Life in all its Fullness'.

**We are aware and preparing for the changes in line with the new DfE statutory expectations**

## **RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY**

### **Policy Development and Review:**

This policy has been developed in consultation with staff, pupils, governors and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group gathered all relevant information including relevant national, diocesan and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to respond to a questionnaire about the teaching of RSE in school. The policy was then shared with a working party of parents identified through the questionnaire.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

This policy will be reviewed in Autumn 2025 and every two years thereafter, using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

### **Introduction:**

This policy outlines our school's commitment to provide effective RSE for all pupils and provides clear guidance to staff about how sex education should be taught in our school. It has been written with regard to the DfE Sex and Relationships Education guidance 2000, and other relevant guidance documents and statutory requirements. The RSE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. In this respect, the Governing Body has responsibility for approving the sex education policy.

### **What is RSE?**

"Relationships and Sex Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life; stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity." (DfE July 2000)

Our key aim in providing RSE throughout the school is to safeguard our pupils. During their time at St. Peter's, children will learn key knowledge and skills to help keep them safe and prepare for adult life.

### **RSE Statutory Requirements:**

Date ratified: 5 October 2023 annotated Autumn 2025  
Review Date: Autumn 2025

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex

Education (RSE) and Health Education.

### **Key Aims and Objectives:**

There are three main elements to our RSE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

At St. Peter's Junior School, we have a commitment to ensure that our programme is relevant to all pupils and taught in a way that is age appropriate. The objectives of Relationships and Sex Education at St. Peter's Junior School are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to be responsible themselves and to others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children.
- Help children to understand the consequences of their actions and behave responsibly within relationships.
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the St Peter's policy on equal opportunities.

### **Roles and Responsibilities:**

#### *The Governing Body*

The Governing Body will give approval for this policy.

#### *The Head Teacher and SLT*

The Head Teacher/SLT are responsible for ensuring that RSE is taught consistently across the school and managing the requests to withdraw pupils from non-statutory parts of Sex Education.

#### *Staff*

Staff are responsible for:

- Delivering RSHE in a sensitive way

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- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory parts of Sex Education.

Staff are required to teach RSE and any concerns are to be raised with the SLT. All teachers have a responsibility for teaching RSE.

### *Pupils*

All pupils are expected to fully engage in RSE and when discussing issues related to RSE treat others with respect and sensitivity.

We aim for all children at St Peter's to be able to access RSE in a way that is suitable for them, and to feel they have a safe and secure place where learning and discussion can take place freely and openly, sharing questions in a sensitive and supportive manner.

### **Parents' right to withdraw**

As part of the Science National Curriculum, children will be taught subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in plants and animals. Parents **do not** have a right to withdraw from this.

In addition to the Science curriculum we use the 'Changing Me' JIGSAW resource as outlined in Appendix 1.

Parents are invited to view the content before it is taught in the summer term. Parents **have the** right to withdraw their child from the non-statutory parts of Sex Education.

Request for withdrawal should be put in writing to the Head Teacher.

### **Training**

All teaching staff are trained in the delivery of RSE and it is included in our CPD sessions.

The Head Teacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

### **Monitoring arrangements**

The delivery of RSE is monitored by the SLT through:

Sharing planning, lesson visits and children surveys.

Pupils' development in RSE is monitored by class teachers as part of our class assessment procedures.

## Appendix 1

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	<ul style="list-style-type: none"> <li>Know that in animals and humans lots of changes happen between conception and growing up</li> <li>Know that in nature it is usually the female that carries the baby</li> <li>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</li> <li>Know that babies need love and care from their parents/carers</li> <li>Know some of the changes that happen between being a baby and a child</li> <li>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</li> <li>Know some of the outside body changes that happen during puberty</li> <li>Know some of the changes on the inside that happen during puberty</li> </ul>	<ul style="list-style-type: none"> <li>Can express how they feel about babies</li> <li>Can describe the emotions that a new baby can bring to a family</li> <li>Can express how they feel about puberty</li> <li>Can say who they can talk to about puberty if they have any worries</li> <li>Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</li> <li>Can identify changes they are looking forward to in the next year</li> <li>Can suggest ways to help them manage feelings during changes they are more anxious about</li> </ul>	<ul style="list-style-type: none"> <li>Can you tell me about some of the changes that happen to a puppy / kitten / baby as they grow up?</li> <li>Can we talk about some of the changes that are going to happen to you as you grow up? How do you feel about these changes?</li> <li>Do you have any questions about the changes that are going to happen to you as you grow up?</li> </ul>

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	<ul style="list-style-type: none"> <li>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</li> <li>Know that babies are made by a sperm joining with an ovum</li> <li>Know the names of the different internal and external body parts that are needed to make a baby</li> <li>Know how the female and male body change at puberty</li> <li>Know that personal hygiene is important during puberty and as an adult</li> <li>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</li> <li>Know that change can bring about a range of different emotions</li> </ul>	<ul style="list-style-type: none"> <li>Can appreciate their own uniqueness and that of others</li> <li>Can express how they feel about having children when they are grown up</li> <li>Can express any concerns they have about puberty</li> <li>Can say who they can talk to about puberty if they are worried</li> <li>Can apply the circle of change model to themselves to have strategies for managing change</li> <li>Have strategies for managing the emotions relating to change</li> </ul>	<ul style="list-style-type: none"> <li>Which of your characteristics did you get from your birth parents?</li> <li>Do you have any questions about the changes that happen to a girl when they grow up?</li> <li>Do you have any questions about how babies are made?</li> <li>How do you feel about the changes that will happen to you as you grow?</li> </ul>

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	<ul style="list-style-type: none"> <li>Know what perception means and that perceptions can be right or wrong</li> <li>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>Know that sexual intercourse can lead to conception</li> <li>Know that some people need help to conceive and might use IVF</li> <li>Know that becoming a teenager involves various changes and also brings growing responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Can celebrate what they like about their own and others' self- image and body-image</li> <li>Can suggest ways to boost self-esteem of self and others</li> <li>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</li> <li>Can ask questions about puberty to seek clarification</li> <li>Can express how they feel about having a romantic relationship when they are an adult</li> <li>Can express how they feel about having children when they are an adult</li> <li>Can express how they feel about becoming a teenager</li> <li>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</li> </ul>	<ul style="list-style-type: none"> <li>Can you tell me how you feel about yourself? What can people do if they don't feel great about themselves? Can I share with you how I see you and how I care about you?</li> <li>Do you have any worries about puberty?</li> <li>Do you have any questions about puberty?</li> <li>Do you have any questions that you'd like to ask me about how babies are conceived?</li> <li>What do you think it will be like when you are a teenager?</li> <li>What kinds of things do you think you will be allowed to do when you are a teenager that you're not allowed to do now?</li> <li>What do you enjoy about being your age now?</li> </ul>

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 10-11	<ul style="list-style-type: none"> <li>• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• Know how a baby develops from conception through the nine months of pregnancy and how it is born</li> <li>• Know how being physically attracted to someone changes the nature of the relationship</li> <li>• Know the importance of self-esteem and what they can do to develop it</li> <li>• Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise ways they can develop their own self-esteem</li> <li>• Can express how they feel about the changes that will happen to them during puberty</li> <li>• Recognise how they feel when they reflect on the development and birth of a baby</li> <li>• Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</li> <li>• Can celebrate what they like about their own and others' self-image and body-image</li> <li>• Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</li> </ul>	<ul style="list-style-type: none"> <li>• Can we talk about the changes that will happen to your body over the next few years?</li> <li>• How do you feel about these changes?</li> <li>• What does mutual respect mean? Why is that important in a relationship?</li> <li>• What are you excited about in secondary school?</li> <li>• What are you worried about in secondary school? What can we do with these worries?</li> </ul>