Fiddlers Lane
Community Primary School

Relationships and Sex Education Policy

Approved by: LGB	**Date:** Autumn 2025
Last reviewed on: September 2025	
Next review due by: September 2028	

Introduction

This policy sets out Fiddlers Lane Primary School approach to Relationships, Sex and Health Education (RSHE), as approved by the board of governors on, following consultation with parents and carers. It reflects the latest statutory guidance published by the DfE in July 2025, which becomes compulsory from September 2026.

Legal Context

- **Statutory Requirements:** Relationships education and health education are compulsory in all primary schools in England. Sex education remains non-compulsory at primary level, but teaching about puberty and reproduction in science is required.
- **Updated Guidance:** The 2025 update strengthens expectations around safeguarding, online safety, personal safety, and transparency with parents. Schools must have a written RSHE policy and consult with parents on its content.
- **Relevant Legislation:** This policy supports compliance with the Equality Act 2010, Education Act 1996, and Keeping Children Safe in Education 2025.

Related Policies

- Anti-bullying
- Safeguarding
- Behaviour

Definition

RSHE supports children's personal development, including spiritual, moral, social, and cultural growth. It aims to equip pupils with the knowledge and skills to make informed choices about relationships, health, and wellbeing—both online and offline.

School Vision and values

Fiddlers Lane is a collaborative school where: every child belongs, achieves and succeeds; every child receives a first-class education and every child is prepared for a future of opportunities.

At Fiddlers Lane, our core values are embodied in the word READ: Respect, Empathy, Ambition, and Determination. We believe that respect forms the foundation of a positive and inclusive community, where every individual is valued and differences are celebrated. Empathy guides our interactions, helping us to understand and support one another with kindness and compassion. Ambition inspires our pupils to set high goals and strive for excellence in all areas of their lives. Determination empowers everyone in our school to persevere through challenges, learn from setbacks, and achieve their personal best. Together, these values shape a nurturing environment where every child can thrive academically, socially, and emotionally.

Aims of RSHE

Our RSHE programme aims to:

- Provide accurate, age-appropriate information.
- Include all children, respecting diversity and protected characteristics.
- Help children make informed, safe choices.
- Develop knowledge, skills, and attitudes for healthy relationships and wellbeing.

- Build confidence, self-esteem, and personal attributes.
- Prepare children for the next stage of education and adulthood.
- Foster positive, inclusive attitudes.

Roles and Responsibilities

- **Trustees/Governors:** Provide strategic oversight.
- **Headteacher:** Oversee RSHE development and delivery; ensure staff training; liaise with parents; manage withdrawal requests.
- **Subject Leader:** Lead RSHE curriculum; support staff; monitor and evaluate provision; liaise with parents; manage resources and visitors.
- **All Staff:** Deliver RSHE in line with policy; assess and monitor progress; respond to individual needs.

Curriculum Organisation

- RSHE is delivered as part of a wider PSHE programme.
- Lessons are delivered weekly (KS1: 40–45 mins; KS2: 50–60 mins).
- Focus days, visits, and visitors enhance but do not replace taught lessons.
- Cross-curricular links are planned.
- Lessons are taught by confident, skilled staff; specialists may be used for sensitive topics.

Teaching and Learning

- Clear ground rules established with pupils (confidentiality, respect, privacy).
- Use of distancing techniques and clear language.
- Avoiding prejudice and assumptions.
- Sensitive handling of unexpected questions.
- Building on existing knowledge and experiences.
- Engaging, differentiated learning activities.
- Opportunities for reflection and group work.

Curriculum Content

Long-Term Planning

The school has chosen to use the **Kapow Primary RSE scheme of work**, which provides comprehensive curriculum coverage, including all statutory content, for each year group.

Relationships education; content to be covered by the end of primary can be accessed here

Resources

Teachers may select additional resources to supplement the Kapow scheme. The subject leader will oversee all resource selection to ensure:

- Resources are up-to-date and relevant to children's needs.
- All materials are consistent with the aims and values of the school.
- Resources are inclusive and accessible to all pupils.

Resource Selection Procedures:

- All supplementary resources must be reviewed by the subject leader before use.
- Resources must be evidence-based, age-appropriate, and free from bias.
- Where possible, resources should reflect the diversity of the school community.
- Feedback from staff and pupils may be used to inform future resource selection.

Visitors

Visitors can enhance children's learning by providing specialist knowledge or perspectives. The following procedures will guide the use of visitors:

- Visitors are used to enhance, not replace, lessons delivered by class teachers. The context and objectives of the visit will be shared with the visitor in advance.
- All visitors will be made aware of the school's RSHE policy and safeguarding procedures.
- The content of sessions delivered by visitors will be checked in advance to ensure alignment with the school's ethos and legal requirements.
- A member of school staff will be present during all sessions delivered by visitors.
- All visitors must undergo the necessary safeguarding checks as required by school policy.

Equality

In line with the Equality Act 2010, the school is committed to eliminating discrimination, advancing equality of opportunity, and fostering good relationships between those with protected characteristics and others.
Protected characteristics include: age, marriage and civil partnership, disability, race, religion and belief, sexual orientation, sex, pregnancy and maternity, and gender reassignment.

The RSHE programme is designed to meet the needs of all children, including those with Special Educational Needs and Disabilities (SEND). Lessons will actively tackle discrimination and promote respect and understanding.

Right to Withdraw from Sex Education

Parents and carers **cannot withdraw** their child from statutory relationships or health education.
Parents and carers **can withdraw** their child from sex education, except where it is part of the science national curriculum.

Following consultation, the following Kapow Primary lessons are deemed to be sex education:

- Year 6: Safety and the Changing Body, Lesson 5: Conception
- Year 6: Safety and the Changing Body, Lesson 6: Pregnancy and Birth

Withdrawal Process:

- Parents/carers will be informed in advance about sex education lessons via letters, newsletters, or the school website.
- Requests to withdraw should be made in writing or by contacting the headteacher
- Parents/carers will be invited to meet with the headteacher or subject leader to discuss concerns and the potential impact of withdrawal.
- The school will record the outcome of the meeting and the decision regarding withdrawal.

- Alternative, supervised activities will be provided for any child withdrawn from sex education lessons.
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Safeguarding

RSHE covers sensitive topics that may prompt safeguarding disclosures. All staff will follow the school's safeguarding policies and procedures.

- The subject leader/teacher will consult with the designated safeguarding lead (DSL) about potentially sensitive topics.
- Additional support will be provided for children as needed.
- Staff will consider lesson timing to ensure children have opportunities to report concerns.

Support

Children will be informed about available support if they are worried about anything discussed in RSHE lessons.

In school:

- Class teacher
- Designated safeguarding lead
- Other specific staff members (e.g., pastoral support)

External:

- Local agencies (e.g., school nurse, counselling services)
- National agencies such as Childline

Monitoring and Evaluating

The headteacher and subject leader will monitor and evaluate RSHE provision through:

- Scrutiny of planning and resources
- Lesson observations and learning walks
- Review of pupils' work and evidence of learning
- Feedback from staff, parents/carers, and pupils

Professional Development

The headteacher and subject leader will regularly assess staff professional development needs and provide appropriate training, using internal or external expertise as required.

Communication of Policy

This RSHE policy will be available on the school website and can be requested free of charge from the school office.

Review

This policy will be reviewed every three years from the date of approval by the governors, or sooner if statutory guidance changes.