



Poplar Farm School

Relationships, Sex and Health Education Policy

Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

Article 24 - Every child has the right to the best possible health

Article 27 - Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs

Aims

The aims of Relationships, Sex and Health Education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- 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 be able to recognise unsafe situations, protect themselves and ask for help and support

Poplar Farm School considers that Relationships, Sex and Health Education (RSHE) is an integral part of the Personal and Social (PSHE) curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a supportive relationship between teacher and pupil.

The programme is set within a moral framework and matched to the pupils' level of maturity. These aims complement those of the Science curriculum in KS1 and KS2.

Statutory requirements

As a free school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education; however, we do need to teach the elements of sex education contained in the statutory science curriculum.

In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Poplar Farm we teach RSHE as set out in this policy. Should you like to see the guidance from the government please visit:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSHE_and_Health_Education.pdf

Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

Curriculum

Our RSHE curriculum is embedded within our PSHE curriculum.

We have developed the curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice.

Delivery of RSHE

As part of RSHE, pupils will be taught about the nature of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. These can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances.

We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice.

RSHE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life.

We will work towards this aim in partnership with parents and carers. We carry out the main RSHE curriculum in PSHE lessons, however we also teach RSHE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship.

They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Science Curriculum

Early Years Foundation Stage

Children learn about life cycles as well as watching caterpillars grow into butterflies. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (Y1 - Y2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (Y3 - Y6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Teaching and Learning including delivery of the RSHE curriculum

In Key Stage 2 (Y3 - Y6) we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions. Teachers do their best to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The RSHE areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Content / Learning Objectives of the RSHE programme

Here, at Poplar Farm School we value RSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum we have our own curriculum, based on the PSHE Association curriculum tailored to our children's needs.

Organisation of the RSHE Programme

Whole-school approach

Our PSHE curriculum covers all areas of RSHE for the primary phase including statutory Relationships and Health Education. The table below gives the three core themes for the year and the focus within these themes, which are taught across the school; the learning deepens and broadens every year.

Relationships			Living in the wider world			Health and wellbeing		
Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe

At Poplar Farm School we allocate 45 minutes to PSHE and RSHE each week in order to teach the knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways:

- Assemblies, praise and reward system, Class Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- Class teachers deliver the weekly lessons to their own classes. All lessons start with a reference to the '**Poplar Pact**' and a connection game.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand.

Sex Education

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Poplar Farm School, we believe children should understand the facts about human reproduction before they leave primary school. To do this we use a range of teaching methods;

- Ground rules will be developed during RSHE lessons based on respect. The only additional considerations specific to RSHE ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to children that if a teacher suspects that they or anyone else is at risk from harm, then they will need to tell another adult.
- Active learning techniques such as circle time, role play, games, prioritising exercises, paired and group discussion, interviewing and presentations, are used in the teaching of RSHE as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt in RSHE lessons.
- There should be a consultation with the pupils to ascertain their prior knowledge meet their needs and address the issues they are facing.
- As far as possible, to prevent stigmatisation of any group of people or any life choices, the pro-choice approach to PSHE and RSHE is adopted. This means that every issue is presented in terms of, 'some people ...and others ...let's explore the effect these choices might have on a person's life.'

Parents

The school is well aware that the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective, we:

- Inform parents about the school's RSHE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSHE
- Answer any questions that parents may have about the RSHE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school
- Understand that parents have the right to withdraw their children from the non-statutory components of sex education within RSHE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- Have a register of any pupils who are removed from lessons will be kept and distributed to all teachers involved

Informing parents/carers and parents right to withdraw their child

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

Parents do not have the right to withdraw their children from **relationships** education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

Procedures for pupils who are withdrawn from sessions

Provision will be made for pupils whose parents wish their child to be removed from RSHE lessons to work in another classroom while their class RSHE is being delivered.

Mixed and single gender groups

Most of RSHE is delivered in mixed sex groups. However, during lessons on puberty, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so. Pupils expressed a preference for some single sex teaching during consultation

Language

During all RSHE lessons, the correct terms for all body parts and functions will be used. If any slang words are used, the meanings of all words are clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, the correct terms will be used. This aims to prevent bullying of children for not knowing definitions and overtly points out the offensive nature of some words - which also empowers staff to challenge the use of offensive words explicitly.

Using visitors to deliver RSHE

External staff are occasionally used to deliver aspects of RSHE but as their availability cannot be relied upon, the RSHE programme is taught with no assumption of support from external speakers.

Whenever an external visitor is going to deliver a lesson or activity that is related to RSHE, we encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the RSHE policy and all lessons are evaluated by staff. The visitor will also be supervised by a member of staff at all times.

Confidentiality

Pupils' confidentiality is respected in all RSHE lessons and pupils are made aware of the fact that what they say in RSHE lessons will not be repeated to anyone else unless a member of staff suspects that the child or anyone else is at risk from harm. See the schools Confidentiality Policy for further details.

Dealing with sex-related pastoral incidents

Staff know that in dealing with any incident they:

- Don't rush into anything
- Don't panic
- Assess the seriousness of the situation sensitively and sensibly, take everything into account but don't exaggerate or overreact.
- Keep the welfare of the children as the focus.
- Consider the full range of options
- Consider and anticipate both the positive and negative consequences of the teachers' actions.
- Consult, and get support from, other colleagues.
- If necessary, refer to experts such as education welfare officers, social workers or educational psychologists.
- Challenge any racist, homophobic or sexist comments immediately.

Child Protection Procedures

The school has appointed members of staff who are responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform one of these people and record any evidence that supports their concerns.

As part of RSHE ground rules teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

Pupils' Access to Help and Support

In RSHE lessons and assemblies, pupils are reminded that if they ever find themselves where something is happening that they feel they cannot do anything about, they are to keep finding an adult to tell until someone does something to help with the situation.

The approach to potentially controversial and sensitive issues.

All staff are aware that everyone has views on RSHE related issues. However, while it is respected that everyone has the right to their own viewpoint, all RSHE issues are taught without bias. Topics are presented in a way that considers all viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints. Viewpoints that have a negative impact upon another person or group of people such as prejudice are always challenged.

Dealing with sexually explicit questions

After discussions with parents, governors and staff the following policy was decided on for dealing with sexually explicit questions during RSHE lessons:

- It will be made clear to pupils, by means of ground rules, that personal questions should never be asked by pupils or the teacher.
- A question box will be provided while the RSHE programme is being delivered and the pupils will be told that if there are any questions considered too explicit for that age group, they would not be

answered. The judgement about which questions could or could not be answered would be based on whether or not it was closely relevant to the programme the school has decided upon.

- Pupils will be told that during any RSHE lesson, only questions that relate directly to the RSHE lesson being covered will be answered. Any other questions should be placed in the questions box.
- If several children start to ask questions about a particular topic (perhaps due to media coverage) then the RSHE programme can be adapted to deal with this issue so as to prevent pupils from becoming misinformed or receive biased information.
- If the child shows inappropriate sexual knowledge, child protection procedures would be consulted.
- If a pupil asks a question relating to RSHE issues at any other time, the child will be told that they will learn the answer in RSHE. If it will not be answered during RSHE time, it will be suggested that the child asks his or her parents/carers.

Teachers' Embarrassment

If a member of staff is extremely uncomfortable teaching RSHE then provision will be made for another teacher that is known to the children to deliver the RSHE.

The school feels that this course of action is justified as the member of staff that is uncomfortable with RSHE is unlikely to do an effective job or to give positive messages about sexuality and/or body functions.

Arrangements for Monitoring and Evaluation

The Local School Board monitors this policy on an annual basis. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments.

The PSHE co-ordinator will be responsible for reacting to the responses of the whole school community to the RSHE policy and programme.

This policy is to be read alongside the safeguarding and e-Safety policies.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Poplar Farm School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and

understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Policy

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Relationship and Behaviour Policy
- SEND Policy
- Equal Opportunities Policy
- Data Protection and Freedom of Information Policy
- Anti-Bullying Policy
- PSHE Policy
- E - Safety Policy
- Visitor Policy

This policy was adopted:	July 2020
Review Cycle:	Annually
This policy was subsequently reviewed on:	October 2022
	February 2025
	March 2026

Appendix 1

Parent form: withdrawal from sex education within RSHE



TO BE COMPLETED BY PARENTS			
Name of child:		Class:	
Name of parents		Date:	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature:			

TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents:			
Signed by Headteacher		Date:	
Signed by Parents:		Date:	