



Poplar Farm School

Relationships, Sex and Health Education Policy

Statutory Relationships and Health Education

Relationships, Sex and Health Education supports children to grow into kind, caring adults who respect others and know how to keep themselves and others safe. Through a carefully sequenced curriculum, pupils develop the knowledge, understanding and skills needed to build positive relationships, maintain their physical and mental wellbeing, and navigate modern life safely and responsibly, both online and offline.

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 safe, inclusive and respectful environment in which sensitive discussions can take place.
- Help pupils develop positive, healthy and respectful relationships with others.
- Develop pupils' self-respect, confidence, resilience, empathy and emotional literacy.
- Equip pupils with the knowledge and skills to recognise and manage risks, both online and offline.
- Teach pupils to communicate effectively, express their feelings appropriately and understand personal boundaries.
- Develop pupils' ability to be assertive, seek help when needed and respect the rights and boundaries of others.
- Prepare pupils for the physical and emotional changes associated with growing up and puberty.
- Teach pupils the correct anatomical vocabulary for body parts and bodily functions.
- Help pupils understand how to maintain their physical health, mental wellbeing and personal safety.
- Enable pupils to become responsible and critical users of digital technology and online content.
- Support pupils in understanding change, loss and bereavement, recognising that people experience grief in different ways.
- Promote equality, inclusion and respect for diversity within families, relationships and wider society.

- Help pupils understand the consequences of their actions and behave responsibly within relationships and communities.
- Enable pupils to recognise unsafe situations, protect themselves and know how to access 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.

Guiding Principles

At Poplar Farm School, RSHE is delivered in accordance with the Department for Education's statutory guidance and is underpinned by the following principles:

- Teaching should be positive, age-appropriate and inclusive.
- Pupils should be actively engaged in their learning through participative and interactive approaches.
- Parents and carers should be informed and involved in their children's learning wherever appropriate.
- Teaching should be carefully sequenced to support children's developmental needs.
- Teachers should use professional judgement to respond to the needs of their pupils and school community.
- RSHE should contribute to safeguarding and help pupils recognise and respond to risks.
- The curriculum should reflect children's lived experiences and prepare them for life in modern Britain.

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/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.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 and is delivered through a carefully planned, age-appropriate programme of learning. We have developed the curriculum with consideration for the age, developmental stage, needs and feelings of our pupils. Teaching is carefully sequenced to build knowledge and skills progressively throughout the primary years.

RSHE is about children's everyday lives and prepares them for the opportunities, responsibilities and experiences of modern life. Through our curriculum, pupils develop the knowledge, understanding and skills needed to build positive relationships, maintain their physical and mental wellbeing, stay safe and become responsible members of society.

If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner, using their professional judgement to ensure pupils are supported with accurate information while safeguarding their wellbeing.

Primary sex education will focus on:

- Sexual difference and naming body parts, with the correct anatomical vocabulary
- Understanding personal privacy, bodily autonomy and respecting personal boundaries
- Preparing boys and girls for the physical and emotional changes associated with puberty
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation, erections, ejaculation and wet dreams are a normal part of growing up
- Understanding the human life cycle and how a baby is conceived and born within the context of loving and respectful relationships
- Developing confidence to ask questions, seek support and access reliable sources of information
- Understanding that healthy relationships are based on kindness, respect, care and consent

Delivery of RSHE

As part of RSHE, pupils will learn about the importance of positive relationships and the role families play in providing love, care and support. Pupils will learn that families can take many forms and that strong, supportive relationships can exist within marriage, civil partnerships and other committed relationships. We ensure that no stigma is placed on children based on their family circumstances or home life.

We aim to provide accurate, age-appropriate information and develop the knowledge, understanding and skills that pupils need to thrive in modern society. This includes developing effective communication skills, emotional literacy, resilience, self-respect, empathy, respect for diversity and the ability to establish and maintain healthy relationships. We seek to challenge prejudice, promote inclusion and help pupils become responsible and respectful members of their communities.

RSHE contributes to the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the responsibilities and experiences of later life. We work in partnership with parents and carers to ensure children receive consistent messages about relationships, health, safety and wellbeing.

The main RSHE curriculum is delivered through PSHE lessons. However, RSHE is also taught through other curriculum areas including Science, PE, RE and Computing, where these subjects contribute significantly to pupils' knowledge and understanding of themselves, their relationships and the wider world.

Through RE, children reflect on family relationships, friendship, belonging and different family structures. They learn about important life events and traditions associated with birth, marriage and death and explore the emotions associated with change, loss and bereavement. Through PE, children learn about healthy lifestyles, physical activity and wellbeing. Through Computing, pupils develop the knowledge and skills needed to stay safe online, including understanding privacy, personal information, age restrictions, online relationships and how to seek support if something online causes concern.

The RSHE curriculum also reflects contemporary issues that affect children's lives. This includes learning about online safety and wellbeing, personal data and privacy, social media, online gaming, scams and fraud, financial harms online, personal safety, road, rail, water and fire safety, managing emotions, building resilience, and knowing when and how to seek help and support.

Since RSHE incorporates the development of self-esteem, wellbeing and relationships, pupils' learning takes place not only through the taught curriculum but through all aspects of school life. It is therefore important that all staff understand their responsibility to uphold this policy and promote the school's values whenever they are working 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, kind relationships
- Online safety and awareness
- 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/or 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, kind relationships’, ‘Online safety and awareness’, 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’, ‘Wellbeing online and internet safety’, ‘Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol, tobacco and vaping’, ‘Health protection and prevention’, ‘Personal Safety’, ‘Basic First Aid’, ‘Growing and Changing Bodies’.

Pupils will learn about the importance of emotional wellbeing, recognising and managing feelings, seeking support when needed, and understanding that change and loss, including bereavement, can cause a range of emotions.

Pupils will also learn about online safety, including privacy, personal data, digital consent, age restrictions, social media, online gaming, scams, fraud, financial harms, image sharing and how to seek help if something online causes concern.

Through the personal safety curriculum, pupils will learn about recognising risk, reducing hazards, and staying safe around roads, railways, level crossings, water and fire.

Sex Education

Schools are to determine the content of sex education at primary school. 'Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes 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 some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.'

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 understands 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.

Language and Anatomical Vocabulary

During a During RSHE lessons, staff will use medically accurate and age-appropriate terminology. Teaching correct anatomical vocabulary supports safeguarding by enabling children to communicate clearly about their bodies, understand personal boundaries and report concerns accurately if necessary. Where slang or colloquial terms arise, these will be discussed factually and sensitively, and pupils will be encouraged to use correct terminology.

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, Inclusion and SEND

This policy will inform the school's Equalities Plan.

Poplar Farm School is committed to ensuring that RSHE is accessible to all pupils. Teaching may be differentiated where appropriate to meet the needs of pupils with Special Educational Needs and Disabilities (SEND), ensuring all pupils can access learning in a meaningful and age-appropriate way.

The curriculum reflects the diversity of modern society and promotes respect for all people, including those with protected characteristics under the Equality Act 2010. Teaching will include a range of family structures and positive relationships, ensuring that no child experiences stigma because of their family circumstances, background, identity or beliefs.

Staff will make reasonable adjustments to resources, teaching approaches and support arrangements to enable all pupils to participate fully in RSHE.

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
	June 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:	