



Poplar Farm School **PSHE Policy**

Statutory Relationships and Health Education

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

Article 3 - The best interests of the child must be a top priority in all things that affect children.

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

What is PSHE?

Personal, Social, Health and Economic education (PSHE) enables children to become healthy, confident, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community and in so doing we help to develop their sense of self-worth.

We teach them how society is organised and governed and about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. PSHE helps children to acquire the skills, knowledge and understanding, attitudes and values, which are necessary to make sense of their life experiences and to feel confident and informed.

We aim to prepare our children for their future through the delivery of a comprehensive PSHE programme. The aims of PSHE are to enable the children to:

- Develop spiritually, morally, socially and culturally;
- Know and understand what constitutes a healthy lifestyle

- Be aware of safety issues, including the dangers of drugs and alcohol
- Understand what makes for good relationships with others;
- Understand and manage their emotions;
- Value themselves and respect others;
- Acknowledge and appreciate difference and diversity;
- Be independent and responsible members of the school and the local community
- Be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Safeguard the environment
- Develop good relationships with other members of the school and the wider community.

Intent

At Poplar Farm School, PSHE is a fundamental part of every child's education and is highly valued as part of our core curriculum offer. As a consequence, it encompasses many aspects of school life. Our PSHE provision ensures all learners, regardless of background, race or gender learn how to have high aspirations, be healthy, independent and responsible members of society. It enables our children to learn how to keep safe, respect themselves and others and believe in themselves. It understands the importance of individual responsibility and how the actions of individuals can make a positive contribution to society.

We encourage our pupils to develop their sense of self-worth by playing a positive role and contributing to school life through their roles as school ambassadors. This is a highly respected position, and they represent our school by supporting, helping and leading others. For example, our Rights Respecting Rangers promote wellbeing, good choices and the Rights of the Child. We are a Gold Rights Respecting School, so we aim to create a safe and inspiring place to achieve where children learn about their rights and how to respect these rights by putting them into practice in their everyday lives. When appropriate, the school deliberately adapts and reshapes the curriculum to reflect the diversity of our learners. We develop and personalise specific units to provide pupils with opportunities to learn about local or topical issues.

PSHE Curriculum Planning

At Poplar Farm School, our PSHE curriculum is based on the PSHE Association Programme of Study. This provides a clear, progressive framework, which we adapt to meet the specific needs of our pupils, our school community and our local safeguarding context.

Our curriculum ensures pupils develop knowledge, skills and attributes across the three core themes:

- Health and Wellbeing
- Relationships

- Living in the Wider World

Teachers use the school's long-term plan and progression documents, which map statutory content (Relationships Education and Health Education) and age-appropriate vocabulary across all year groups. These are regularly reviewed and updated in consultation with staff, parents and pupils, ensuring our PSHE remains relevant and responsive.

PSHE also supports the "Personal Development and Well-Being" and "Attendance and Behaviour" aspects of the Ofsted Inspection Framework, contributes significantly to our Safeguarding and Equality duties, and underpins our commitment to promoting British Values and pupils' spiritual, moral, social and cultural (SMSC) development.

The PSHE programme:

- Develops confidence and responsibility, helping children make the most of their abilities
- Prepares pupils to play an active role as responsible citizens
- Promotes healthy, safe lifestyles
- Fosters positive relationships, respect for others and appreciation of diversity

At Poplar, we value PSHE as a means of supporting children's development as human beings: helping them understand and respect who they are, empowering them with a voice, and equipping them for life and learning. Statutory Relationships and Health Education form an integral part of this programme.

To ensure progression and consistency, teachers adapt planning to their classes, while leaders provide guidance and resources that reflect national guidance and local safeguarding priorities

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

What do we teach when and who teaches it?

PSHE is taught across the school, from EYFS to Year 6, through a planned programme of weekly lessons (minimum 45 minutes), complemented by assemblies, enrichment activities and cross-curricular links. Our curriculum follows the three core themes from the PSHE Association:

Relationships – Autumn

- Families and people who care for us
- Friendships and respectful relationships (including online)
- Managing conflict and recognising unhealthy relationships
- Consent, boundaries and keeping safe
- Respecting difference and diversity, including LGBT+ inclusion

Living in the Wider World – Spring

- Rights and responsibilities, including as a Rights Respecting School
- British Values (democracy, rule of law, liberty, mutual respect, tolerance)
- Economic wellbeing and aspirations
- Digital resilience and online safety
- Caring for the environment and community participation

Health and Wellbeing – Summer

- Physical health, mental wellbeing and emotional regulation
- Healthy lifestyles (including nutrition, exercise, sleep, hygiene, dental health)
- Keeping safe (including online, road safety, sun safety, first aid, drugs/alcohol/tobacco awareness)
- Puberty and growing up, including menstrual wellbeing

Progression and responsiveness:

The PSHE subject leader has created a long-term plan and progression framework which ensures statutory content and age-appropriate learning objectives are taught across the school.

Teachers adapt planning to respond to class needs, local safeguarding issues, or topical/current events.

Pupils' unique starting points and maturity are respected, and lessons are adapted for SEND where necessary.

PSHE lessons are reinforced and enhanced in many ways:

- Class teachers deliver weekly PSHE lessons to their own class, ensuring strong relationships and a safe learning environment.
- Assemblies and enrichment activities reinforce and enhance learning.
- Visitors and external agencies may contribute to specific aspects (e.g. school nurse, emergency services, charities), but always under teacher supervision and in line with our safeguarding policies.

Implementation through Teaching and Learning

The school seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class explores our set **‘Poplar Pact’** that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

At Poplar Farm School we promote the needs and interests of all pupils, in line with the Rights of the Child and 2010 Equalities Act. PSHE will be provided through discreet curriculum time, assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extracurricular activities. These include Mental Health Awareness Week, Safer Internet Day and Walk to School Week. We respect pupils’ unique starting points by providing learning that is suitable to their level, considering their age, maturity and how emotionally secure they are.

Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child’s development and underpins the whole curriculum.

Key Stage One and Two

Within Key Stage One and Two, PSHE lessons are often more structured and follow the PSHE Association and long-term planning. This follows the three core themes which have been adapted specifically for the children at Poplar Farm School. Children have the opportunity to form and share

opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

UNICEF: The Convention of the Rights of the Child

Poplar Farm School is proud to be a Gold Rights Respecting School. We work in partnership with UNICEF to teach, embed and respect the articles under the Convention of the Rights of the Child. Together, our learners (Rights Holders) and the school community (Duty Bearers) learn about children's rights, putting them into practice every day. The award is not just about what children do but also, importantly, what Duty Bearers do. Here at Poplar Farm, children's rights are promoted and realised, as we work collaboratively towards this goal together. There are four key areas of impact for children at a Rights Respecting School: wellbeing, participation, relationships and self-esteem. Furthermore, the impact on the children goes beyond the school gates, making a positive impact on the whole community, as children are healthier and happier, feel safe, have better relationships and become active and involved in school life and the wider world.

Arrangements for Monitoring and Evaluation

The Local School Board monitors this policy on an annual basis. The LSB gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Local school board members scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

The PSHE co-ordinator will be responsible for reacting to the responses of the whole school community to the SRE policy and programme. The PSHE subject leader is also responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will support colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in school. The policy will be reviewed every two years.

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.

Inclusion

We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Sensitivity will be applied in respect of children's individual needs.

Assessment and Recording

Assessment in PSHE is primarily formative and focuses on pupils' development of knowledge, skills, attitudes and attributes over time.

Teachers make ongoing judgements through:

- Observation of pupil contributions in discussion and activities
- Questioning and feedback during lessons
- Reflection on pupil responses and work produced

PSHE learning is recorded and shared weekly via Class Dojo. This allows parents and carers to be regularly informed about PSHE content, supporting strong home-school partnership and reinforcing key messages beyond the classroom.

This policy was adopted:	July 2020
Review Cycle:	Annually
This policy was subsequently reviewed:	October 2022
	September 2025

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...	How we ensure coverage...
Families and people who care for me	<ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	This is taught through our Relationships theme and is revisited each year with age-appropriate content.
Caring Friendships	<ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	This is covered through Relationships lessons, circle time,

	<ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed 	and whole-school anti-bullying initiatives.
Respectful Relationships	<ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs practical steps they can take in a range of different contexts to improve or support respectful relationships the conventions of courtesy and manners the importance of self-respect and how this links to their own happiness that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help what a stereotype is, and how stereotypes can be unfair, negative or destructive the importance of permission seeking and giving in relationships with friends, peers and adults 	These are embedded across the Relationships theme and reinforced through 'The Poplar Promise', assemblies and our Rights Respecting Rangers' work.
Online relationships	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online. 	These are covered through Relationships and Living in the Wider World themes , reinforced by our Computing and Online Safety curriculum.

Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	This runs throughout the Relationships theme and is reinforced by safeguarding teaching (assemblies, NSPCC workshops, Safer Internet Day).
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Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know...	How we ensure coverage...
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 	These are covered through Health and Wellbeing lessons, assemblies, and Mental Health Awareness Week.

	<ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 	These are taught within the Living in the Wider World theme, Computing lessons and reinforced in Online Safety Week.

	<ul style="list-style-type: none"> • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	These are covered during the Health and Wellbeing theme, PE curriculum, Daily Mile, and after-school clubs.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	These are covered during the Health and Wellbeing theme, Science lessons, and themed weeks (e.g. Healthy Schools Week).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	This is introduced age-appropriately within the Health and Wellbeing theme, with links to local safeguarding issues.
Health and Prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	These are covered in the Health and Wellbeing theme, Science lessons and assemblies.

	<ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination 	
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	This is covered in the Health and Wellbeing theme and is reinforced through external visitor sessions (e.g. St John Ambulance).
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	This is delivered within the Health and Wellbeing theme and is tailored to age and maturity, following our RSHE Policy, with opportunities for questions in a safe environment.