

Harper Bell Adventist School



PSHE and Relationships and Health Education (RHE) Policy

Issue Date: Version: V1

Review Date: 16/03/27 or when new legislation requires changes.

This policy will also be reviewed annually or when new legislation requires changes, whichever is the soonest. This policy is approved by *The Governing Body*.

Date approved:

Headteacher/Principal..... Susan Sidhu

Chair of GovernorsRichard Beamish

Date approved: 16/03/26

Date approved: 16/03/26

1. Introduction and Statutory Framework

This policy outlines the approach taken by Harper Bell Adventist Primary School to delivering Relationships Education, Relationships and Sex Education (RSE) and Health Education.

This policy has been written in accordance with statutory Department for Education guidance issued under:

- **Section 80A of the Education Act 2002**
- **Section 403 of the Education Act 1996**
- **The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019**
- **DfE Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)**

From **September 2020**, all primary schools in England must teach:

- **Relationships Education**
- **Health Education**

These subjects form part of a wider commitment to promoting pupils' personal development, wellbeing and safeguarding awareness.

At Harper Bell, Relationships and Health Education are delivered through:

- **Jigsaw PSHE – the school's structured PSHE curriculum**
- **The statutory National Curriculum for Science**
- **Our Christian and Seventh-day Adventist ethos and values**

Our approach aims to prepare pupils for the opportunities, responsibilities and experiences of later life, equipping them with the knowledge, understanding and character needed to thrive.

2. School Context and Christian / Adventist Ethos

Harper Bell Seventh-day Adventist Primary School serves a diverse and vibrant community. The school recognises that many pupils benefit from additional pastoral, wellbeing and academic support, including those eligible for pupil premium funding.

Our educational philosophy is rooted in the Seventh-day Adventist understanding that each child is created in the image of God and possesses inherent dignity and worth.

Our curriculum therefore promotes:

- compassion
- respect
- integrity
- service
- responsibility

- kindness
- self-discipline

These values underpin our approach to Relationships and Health Education and guide pupils in developing positive character, respectful relationships and responsible citizenship.

We actively connect:

- Christian values
- collective worship
- pastoral support
- PSHE learning
- the wider curriculum

to ensure pupils develop spiritually, socially, emotionally and academically.

3. Curriculum Intent

The intent of our Relationships and Health Education curriculum is to ensure pupils:

- develop secure knowledge of healthy relationships
- understand how to stay physically and emotionally healthy
- learn how to keep themselves safe in different contexts
- understand how relationships contribute to wellbeing
- develop self-respect and respect for others
- understand their changing bodies and emotions
- develop resilience and emotional regulation
- learn to recognise risk and seek support

Our curriculum contributes directly to the school's wider aims of developing pupils who demonstrate:

- strong moral character
- responsibility for themselves and others
- compassion and empathy
- confidence and resilience
- readiness for the next stage of education

4. Curriculum Implementation

Relationships and Health Education are delivered through a structured and progressive programme.

The school uses **Jigsaw PSHE**, a comprehensive scheme designed to ensure coverage of all statutory requirements while supporting pupils' emotional wellbeing.

Learning is delivered through:

- weekly PSHE lessons
- cross-curricular links
- assemblies and worship
- pastoral support
- wider safeguarding education
- curriculum enrichment activities

Lessons use a variety of teaching approaches including:

- discussion
- scenario-based learning
- collaborative activities
- reflective work
- structured questioning
- age-appropriate resources

This ensures pupils are able to engage meaningfully with sensitive topics in a safe and supportive learning environment.

5. Jigsaw PSHE – Whole School Programme

Jigsaw provides a mindful, progressive and spiral curriculum.

Mindful Approach

Jigsaw incorporates mindfulness to help pupils understand and manage:

- thoughts
- emotions
- behaviour
- relationships

This approach supports pupils in developing:

- emotional regulation
- self-awareness
- resilience
- empathy

Spiral Curriculum Structure

All year groups explore the same theme each half term, with learning developed at an age-appropriate level.

The six themes are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

This structure allows learning to be revisited and deepened across the primary years.

6. Statutory Relationships Education Content

The curriculum includes teaching about the following areas required by the DfE:

Families and People Who Care for Me

Pupils learn:

- the importance of family and caring relationships
- that families may look different
- that stable, loving relationships support wellbeing

Caring Friendships

Pupils learn about:

- kindness and empathy
- trust and honesty
- resolving conflict respectfully
- recognising unhealthy friendships

Respectful Relationships

Pupils develop understanding of:

- respect
- good manners
- valuing others' opinions
- tolerance and understanding

Online Relationships

Pupils learn:

- safe online communication
- responsible digital behaviour

- how to report concerns
- risks associated with online interaction

Being Safe

Pupils learn:

- personal boundaries
- privacy and consent
- recognising unsafe situations
- how to seek help from trusted adults

7. Health Education Content

Health Education supports pupils in developing knowledge about:

- physical health and fitness
- healthy eating
- mental wellbeing
- emotional literacy
- sleep and rest
- personal hygiene
- safety and risk management

Pupils also learn strategies to support:

- self-care
- emotional regulation
- resilience
- help-seeking behaviour

8. Sex Education

Sex education is not compulsory in primary schools beyond the statutory science curriculum.

At Harper Bell:

- sex education is taught only within the National Curriculum for Science
- the school does not provide additional non-statutory sex education

The science curriculum includes teaching about:

- life cycles

- reproduction in plants and animals
- human growth and development

9. Puberty Education

Puberty education is taught primarily in Years 5 and 6.

Teaching covers:

- physical changes during puberty
- emotional changes
- personal hygiene
- menstruation education
- managing change confidently
- seeking support when needed

The school ensures that appropriate sanitary facilities and disposal arrangements are available for pupils.

10. Parental Engagement and Consultation

The school recognises that parents and carers are the primary educators of their children.

To support partnership with parents the school will:

- provide information about the PSHE and RSE curriculum
- communicate when puberty lessons are delivered
- allow parents to review teaching materials
- consult parents when reviewing this policy
- provide opportunities for parents to ask questions

Parents are encouraged to discuss any concerns with the Headteacher or PSHE Lead.

11. Parental Right to Withdraw

Parents cannot withdraw their child from:

- Relationships Education
- Health Education
- National Curriculum Science

Parents may request withdrawal from non-statutory sex education if provided.

As Harper Bell only teaches sex education within science, withdrawal does not normally apply.

12. Responding to Pupils' Questions

Pupils may ask questions related to relationships and personal development.

Staff will:

- answer questions honestly and age-appropriately
- ensure responses align with school values and policy
- avoid providing unnecessary or explicit detail
- encourage pupils to discuss questions with parents where appropriate
- consult the Designated Safeguarding Lead if a concern arises

Teachers may use question boxes or anonymous question systems to support safe discussion.

13. Safeguarding

Relationships and Health Education contributes directly to the school's safeguarding responsibilities.

The curriculum helps pupils to:

- recognise unsafe situations
- understand appropriate and inappropriate behaviour
- develop confidence in seeking help
- identify trusted adults

Any safeguarding concerns arising during lessons will be handled in accordance with the school's Safeguarding and Child Protection Policy.

Confidentiality cannot be guaranteed if a pupil discloses information indicating risk of harm.

14. Equality, Inclusion and SEND

The school is committed to ensuring that Relationships and Health Education is accessible to all pupils.

Teaching will:

- comply with the **Equality Act 2010**
- respect all protected characteristics
- avoid discrimination

- promote dignity, kindness and inclusion

Teachers will make reasonable adjustments for pupils with SEND to ensure learning is accessible and meaningful.

Our Adventist ethos reinforces the belief that every child has inherent worth and should be treated with respect and compassion.

15. External Visitors

External organisations may occasionally support aspects of learning.

When external visitors are used:

- content must align with the school's policy and ethos
- materials must be approved in advance
- teachers must remain present during sessions
- safeguarding expectations must be followed

External visitors **complement but do not replace teacher-led learning.**

16. Roles and Responsibilities

Governing Body

The governing body will:

- approve the policy
- ensure statutory compliance
- consider parental views
- monitor the effectiveness of provision

Headteacher

The Headteacher will:

- ensure the policy is implemented effectively
- ensure staff receive appropriate training
- monitor curriculum quality
- report to governors

PSHE Lead

The PSHE Lead will:

- coordinate curriculum planning
- support staff with training and resources
- monitor teaching and learning
- review curriculum effectiveness

Teaching Staff

Teachers will:

- deliver lessons sensitively and professionally
- follow the agreed curriculum
- respond appropriately to pupils' questions
- raise safeguarding concerns where necessary

17. Monitoring and Evaluation

The effectiveness of the curriculum will be monitored through:

- lesson observations
- work scrutiny
- pupil voice
- staff feedback
- curriculum review
- governor monitoring

The aim is to ensure that pupils develop secure knowledge, positive attitudes and appropriate life skills.

18. Policy Review

This policy will be reviewed annually or sooner if statutory guidance changes.

19. Availability of the Policy

This policy will be:

- published on the school website
- available to parents upon request
- shared with staff and governors

