



**Bowbrook
School**

BOWBROOK HOUSE SCHOOL

PSHE/RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY 2026/7

For Primary and Secondary Education

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1. AIMS

The aims of relationships and sex education (RSE) 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
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

RSE relates to all of our school values. This policy dovetails with other pastoral, behaviour, safeguarding and health and safety policies, placing the welfare of the child at the centre of the education received here at Bowbrook House School.

2. STATUTORY AND OTHER REQUIREMENTS

- The DfE guidance on *Relationships Education, RSE and Health Education* (July 2025, in force September 2026).
- The statutory safeguarding guidance *Keeping Children Safe in Education (KCSIE) 2026*. We recognize RSE as a primary preventative safeguarding tool
- Related policies (but not limited to) to include the school's Safeguarding & Child Protection Policy, Anti-bullying Policy, Positive Behaviour Policy and Mobile Phone Policy

At Bowbrook House School we teach RSE as set out in this policy.

3. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. **Review** – This policy is reviewed by the PSHE Coordinator regularly in light of relevant and national statutory and local guidance and updates.
2. **Staff consultation** – all school staff given the opportunity to review policy and curriculum and make recommendations
3. **Parent/stakeholder consultation** – parents/carers and any interested parties invited to view the policy on the website at the start of the academic year at Parents Information evening and to raise any concerns or queries. BBHS welcomes suggestions about what to include in addition and parents can email Mrs Farr (Middle and Senior School) or Mrs Mao (Prep School) with queries. There are sample materials available to parents on the school website along with details of how to make suggestions as to the content of PSHE.
4. **Student consultation**- BBHS to use the Student Council and lunch with SLT as a means of meeting with students from different year groups to discuss what they feel they want to know about and how the PSHE/RSE programme is going within wider discussion.

4. DEFINITION

For the purpose of this policy:

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

5. CURRICULUM

Our RSE curriculum map is set out as per Appendix I but we may need to adapt it as and when necessary. The milestones and content to have covered by the end of each key stage set out in the DfE statutory guidance on *Relationships Education, RSE and Health Education* (July 2025, in force September 2026). We may need to adapt it as and when necessary.

We have developed the curriculum in consultation with statutory regulation, an open invite to parents and carers, ipsative testing of outcomes with pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

The curriculum is carefully structured to meet all statutory milestone markers:

- **In the Prep School**, this includes mandatory safeguarding education on correct scientific anatomical terminology (including genitalia), digital footprints, bereavement and loss, alongside vital practical safety milestones covering water, road, fire, and rail safety.
- **In the Middle and Senior Schools**, milestones are mapped to address contemporary digital and social risks, including generative AI and deepfakes, financial scams and sextortion, online misogyny and incel culture, knife crime, and serious relationship offences such as non-fatal strangulation. Health milestones cover suicide prevention, self-harm awareness, and gynaecological health conditions (such as endometriosis, PCOS and the menopause).

We will share all curriculum materials with parents and carers on request, ensuring absolute transparency.

The RSE curriculum supports the promotion of fundamental British Values through teaching respectful relationships, equality, personal responsibility, the rule of law, tolerance and mutual respect.

6. DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- "Overblocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

In Prep school 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 (including personal body boundaries and using correct scientific anatomical terms)
- Real-world safety mechanics (road, water, fire and rail safety)

Health education will: -

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical, health and mental wellbeing

Prep school sex education will focus on and be taught in line with National Curriculum Science:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the Science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will always handle disclosures or sensitive questions in accordance with the school's child protection protocols, as well as considering the age of the pupils. With regards to dealing with difficult questions, ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Anonymous question boxes can be used as a distancing technique.

The following are protocols for discussion-based lessons with students: -

- students must be made aware that teachers cannot offer unconditional confidentiality;
- no one (teacher or student) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- meanings of words will be explained in a sensible and factual way;
- when answering a specific question which involves information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time; teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer or young person's health drop-in service e.g., school nurse, for an answer, or seeking advice from the PSHE/RSE co-ordinator or SLT.
- planning will consider the religious background of all students and have regard to the Equality Act 2010 and delivery is carefully tailored to support the safeguarding needs of vulnerable pupils, including young carers, SEND students, and gender-questioning children, in line with the school's broader safeguarding protocols
- Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the BHS Child Protection and Safeguarding Policy.

In the **Prep School**, PSHE follows the Twinkl PSHE scheme and units of work. EYFS, KSI and LKS2 are taught on a two-year cycle. Lessons are delivered by form tutors for Years 3, 4 and 5, by Mrs Adamson for Year 1/2 and Year 6, and by Mrs Greenhill in EYFS (PSED). It is also embedded throughout EYFS by Miss White and Mrs Geisler/Mrs Mitchell.

In **Middle and Senior school** RSE follows the PSHE association schemes and units of work. It is taught by tutors. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, as well as knowing what the law says. Topics include:

- Families
- Respectful relationships, including friendships
- **Online safety and awareness:** Spanning the legalities and emotional harms of generative AI, deepfakes, AI-generated sexual imagery, online fraud, extortion, and sextortion.

- This is reinforced daily by the school's strict mobile phone environment to limit child-on-child online risks during the school day.
- **Being safe:** Exploring consent, the harmful impacts of pornography, and addressing community risks such as knife crime, gang coercion, and the legal gravity of serious relationship offences like non-fatal strangulation.
- Intimate and sexual relationships, including sexual health and navigating independent access to local clinical services or GP support.
- **Societal awareness:** Actively challenging online misogyny, incel culture, and the devaluation of women and girls, while exploring how these toxic narratives harm young men.
- **Gender identity is taught as a contested concept** (with sensitivity and not as political or biological fact) in line with statutory guidance.
- **Health education**, including gynaecological health (endometriosis, PCOS, menopause), self-harm awareness, and safe, age-appropriate suicide prevention instruction.
- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion. Online safety explicitly covers *the legalities, risks, and emotional impact of AI-generated sexual content and deepfakes*. Online safety is further supported by the school's strict mobile phone policy to limit peer-to-peer online risks during the school day.
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

RSE compliments several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

The school will:

- Not endorse any particular view or teach this as fact e.g., the school will not teach as fact that all people have gender identity
- Avoid any language or activities that repeat or enforce gender stereotypes
- Avoid any suggestion that social transition is a simple solution to feelings or distress/discomfort

6.2 Use of Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. ASSESSMENT

In the Prep School, PSHE teacher-based judgement is used to assess progress. There is a continuous cycle each lesson of reconnect, explore and reflect, where there are 'big questions'. These are discussed at the beginning and end of each lesson, enabling assessment by the teacher.

In the Middle and Senior School, Ipsative assessment takes account of the different starting point of every pupil in relation to the wide variety of skills and knowledge taught in PSHE/RSE. Pupils compare their learning between two points in time, so complete a "baseline" assessment at the start of each unit, and then review and re-do this at the conclusion of the topic. Pupils are then guided by teachers to consider skills development, attitudes and values, along with knowledge. There is no judgement of students against their peers, only against their own prior knowledge/experience. This method is meaningful, manageable, and pupils can see their progression.

Feedback is obtained through group discussion, mind maps, and ipsative knowledge progress sheet.

Staff teaching RSE will meet annually in order to review the evidence and plan the next year's programme. The programme is outlined at INSET each September in preparation for the next academic year. Any staff development needs will also be identified.

With regards to terminology, it is recommended that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND). Prior to use, resources or materials are always reviewed to ensure suitability. Most of the curriculum is taken from the accredited PSHE Association of which we are members.

8. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

When teaching aspects of healthy relationships, we may use materials from WISH (Worcestershire Integrated Sexual Health Service), Everyone's Invited and The Right Path as external organisations who have visited to consolidate work on healthy relationships including gender pressure, stereotyping, misogyny and pornography. We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate and accessible for all pupils, including those with SEND
 - Are in line with pupils' developmental stage and are sensitive to pupils' needs
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

9. ROLES AND RESPONSIBILITIES

9.1 The Headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non science components of RSE (see section 9).

9.2 Staff

RSE is co-ordinated by Mrs A Farr and by Mrs L. Mao at EYFS, KS 1 and 2 and is taught and assessed within the PSHE programme at Key Stages 1, 2, 3 and 4.

Biological aspects of RSE are taught within the science curriculum and some moral aspects are taught within RE. However, all staff are responsible for ensuring this policy is implemented and acted on.

The PSHE co-ordinator collects evidence for the monitoring and evaluation of the RSE programme by means of a reference document accessed by all staff to identify areas of repeat coverage or missed content for annual review for RSE content covered and to be included or omitted the following year to ensure thorough and compliant coverage.

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL- Katie Birch)

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with SLT.

9.3 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

10. PARENTS' RIGHT TO WITHDRAW

Parents/carers have the right to request to withdraw their child from the non-statutory/non science components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher, Mr C Allen.

A copy of any withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

Alternative schoolwork and supervision will be given to pupils who are withdrawn from sex education.

Any complaints about the content or delivery of RSE should be addressed to the Assistant Headteacher.

*Parents do not have the right to withdraw their child from relationships and health education (RSE), nor can they be withdrawn from topics taught as part of the science curriculum, including science topics relating to puberty or sexual reproduction.

11. TRAINING

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The curriculum map is shared for the academic year in INSET with all that are involved in delivery.

The RSE coordinator will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

These sessions may include whole school staff (including non-teaching) to ensure the correct culture is evident throughout the school.

12. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by Mrs A Farr through:

- Book scrutiny to ensure coverage (there is no marking of PSHE/RSE)
- Learning walks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Staff are responsible for completing the audit of what has been covered in preparation for the following term/year/stage. Where time constraints impact curriculum coverage any gaps will be identifiable and addressed by the RSE coordinator.

This policy will be reviewed by Mrs A Farr annually. At every review, the policy will be approved by the Headteacher, Mr C Allen.

APPENDIX I - CURRICULUM MAP

PSHE/SRE 2025/6	Autumn Half Term 1	Autumn Half term 2	Spring Half Term 1	Spring Half Term 2	Summer Term 1	Summer Term 2
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid. TUTORS	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries. TUTORS	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM. TUTORS	Diversity Diversity, prejudice, and bullying. TUTORS	Financial decision making Saving, borrowing, budgeting and making financial choices. TUTORS	Careers, teamwork and enterprise skills, and raising aspirations. Careers unit TUTORS Developing skills and aspirations
Year 8	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia. TUTORS	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception. TUTORS	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks. TUTORS	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use. TUTORS	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies. TUTORS	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work. Careers unit TUTORS
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation. TUTORS	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes. TUTORS	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process. Careers unit TUTORS	Intimate Relationships Relationships and sex education including consent, contraception the risk of STIs and attitudes to pornography TUTORS	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid. TUTORS	Employability skills Employability and online presence. TUTORS
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change. <u>Plus</u> one online lesson TUTORS	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography. TUTORS	Addressing extremism and radicalisation Communities, belonging and challenging extremism. TUTORS	Exploring influence The influence and impact of drugs, gangs, rolemodels and the media. TUTORS	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices. TUTORS	Work experience Preparation for and evaluation of work experience and readiness for work. Careers unit TUTORS
Year 11	Next steps Application processes, and skills for further education, employment and career progression Careers unit TUTORS	Building for the future Self-efficacy, stress management, and future opportunities. Plus 2 online safety lessons TUTORS	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse. TUTORS	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships. TUTORS	Independence Responsible health choices, and safety in independent contexts. TUTORS	FORMS with tutors to finish off any outstanding topics. Review of PSHE/SRE.

APPENDIX 2: Parent/carer form requesting their child's withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	