

Believe • Persevere • Succeed

Relationships Sex and Health Education (RSHE) Policy

This policy is applicable to all Governors, Staff, All Pupils

Statement of Intention

We are committed to fostering an environment that promotes **our vision** 'To continue to be recognised as a leading Prep school, providing unforgettable learning experiences which inspire our pupils to **Believe** in themselves, to **Persevere** and **Succeed** in all they do'.

Our policies are designed to support the diverse needs of all our pupils, our staff, and our community. This policy and its procedures have been developed with due regard for our duties and obligations, for the safeguarding and wellbeing of all our pupils.

Principles of the policy

Bowdon Preparatory School is committed to providing high-quality, age-appropriate Relationships and Health Education (RHE) that supports the wellbeing, safety, and personal development of all pupils. In line with the updated statutory guidance published by the Department for Education in July 2025 and coming into effect from September 2026, the school will ensure full compliance with all statutory requirements for primary-level RHE. This includes embedding the updated content into our curriculum, staff training programmes, and whole-school policies by September 2026.

The safety and wellbeing of pupils are central to our approach. We will strengthen teaching in key areas such as online safety, personal safety and safeguarding awareness, correct anatomical terminology, understanding change and loss, managing emotions, and recognising and respecting different family structures. Our aim is to equip pupils with the knowledge and skills they need to navigate childhood and adolescence confidently and safely.

Our curriculum will reflect the diversity of the school community and wider society, promoting mutual respect, dignity, and understanding so that every pupil feels represented, valued, and included. Content will be delivered in a sensitive, age-appropriate manner by trained staff who understand the developmental needs of our pupils. Teaching will be evidence-informed, engaging, and aligned with the school's ethos and values.

We recognise that parents and carers are children's primary educators and are committed to maintaining open communication as the curriculum develops. We will provide information about upcoming changes and offer opportunities for parents to understand and discuss curriculum content, ensuring their views are considered as part of ongoing curriculum development.

The school will routinely monitor the effectiveness of this approach through staff feedback, pupil voice, parental consultation, and governor oversight. The policy will be reviewed regularly to ensure it remains up-to-date, relevant, and responsive to statutory changes and the needs of the school.

Objectives of the policy

Our aim is to provide children with age-appropriate information, explore attitudes and values, and develop skills in order to empower them to make positive decisions about their health and wellbeing.

The objectives of RSHE are:

- To provide the knowledge and information to which all pupils are entitled.
- To clarify and reinforce existing knowledge.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help pupils gain access to information and support.
- To develop skills for a healthier, safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.
- RSHE also supports pupils to develop emotional literacy, resilience and strategies for managing feelings, contributing positively to mental health and wellbeing.

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Introduction

Relationships, Sex and Health Education (RSHE) at Bowdon Prep supports children in developing self-confidence and preparing for the physical and emotional changes they will experience as they grow. We believe that the teaching of RSHE should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in RSHE. RSHE is lifelong learning about physical, moral and emotional development. It is about the understanding and appreciation of family life, stable and loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching

Moral and Values Framework

The DfE guidance states that RSHE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils. It should stress the importance of relationships for family life, stable and loving interactions, respect, love and care.

As part of RSHE, pupils should be taught about the nature and importance of family life. Pupils should also learn that there are many forms of supportive family structures. This includes families with same-sex parents, blended families, single-parent families and extended families, all of which provide care, love and support. Care must always be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of RSHE within the school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of RSHE will encourage pupils to:

- Value and respect themselves.
- Value and respect others for who they are, not for what they have or what they can do.
- Value healthy relationships which are based on mutual respect, care and goodwill.
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background.
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another.

The Organisation of RSHE

RSHE is co-ordinated by the PSHE lead teacher and Phase Leaders and is taught within the PSHE programme in both Prep and Pre-Prep. Biological aspects of RSHE are taught within the science curriculum. Linked with RE and PSHE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Learning also includes recognising and managing change and loss, including bereavement.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning takes place not only through the taught curriculum but also through all aspects of school life, including playtimes and social interaction.

RSHE is taught by classroom teachers, teaching assistants and, where appropriate, outside visitors. Teachers always retain overall responsibility for lesson content and safeguarding.

Our RSHE curriculum is delivered through a planned, progressive, spiral approach from Kindergarten to Year 6, ensuring that learning is age-appropriate and builds year-on-year. It is fully embedded within our PSHE curriculum, supported by links to science, RE, computing and safeguarding, ensuring a consistent whole-school approach

Learning Outcomes

Pre-Prep

Children learn about the concept of male and female, family structures, friendships, and the main external parts of the human body using correct anatomical names. They develop the skills needed to form friendships, share feelings, and understand safe and unsafe situations.

By the end of Prep:

Pupils will understand:

- The importance of families in providing love and stability.
- That families can take different forms, including families with same-sex parents.
- How to form and maintain caring friendships.
- The importance of respectful relationships, courtesy, and self-respect.
- Different types of bullying, including cyberbullying, and how to seek help.
- The importance of permission-seeking and giving in relationships.
- How to keep themselves safe, both offline and online.
- How to manage change and loss, including bereavement, and recognise that people grieve differently.

Prep

By the end of Prep, Pupils will understand:

- The importance of families in providing love and stability.
- That families can take different forms, including families with same-sex parents.
- How to form and maintain caring friendships.
- The importance of respectful relationships, courtesy, and self-respect.
- Different types of bullying, including cyberbullying, and how to seek help.
- The importance of permission-seeking and giving in relationships.
- How to keep themselves safe, both offline and online.
- How to manage change and loss, including bereavement, and recognise that people grieve differently.

Online Safety

In line with the 2025 guidance, our curriculum places a strong emphasis on online safety. This includes privacy, consent, age restrictions, identifying scams and harmful content, understanding online behaviours such as anonymity and pretending to be someone else, and developing strategies to seek help and report concerns. Pupils are taught how to critically evaluate online information, avoid online misogyny and stereotypes, and recognise safe and unsafe online interactions. (as of Sept 2026)

Withdrawal of Pupils

In primary schools, parents cannot withdraw their child from Relationships Education or Health Education. Parents retain the right to request withdrawal only from any non-statutory sex education that a school may choose to teach beyond the science curriculum. At Bowdon Prep, any such content will be communicated clearly to parents in advance, and opportunities to discuss the material will be offered.

Safeguarding and Confidentiality

This policy operates in line with the school's Safeguarding and Child Protection Policy. All staff understand that confidentiality cannot be guaranteed if a child makes a safeguarding disclosure. Any concerns must be reported immediately to the Designated Safeguarding Lead (DSL).

Special Educational Needs and Inclusion

RSHE is inclusive of all pupils, regardless of ability, culture, religion, gender or family background. Lessons are adapted to ensure accessibility for children with SEND, with teaching methods, objectives and resources tailored appropriately.

Parental Engagement

We value the role of parents as the primary educators in their child's development. At Bowdon Prep we:

- Inform and consult parents about our RSHE policy and curriculum.
- Provide opportunities for parents to view resources.
- Encourage questions and feedback.
- Take parental views seriously while ensuring that our provision meets statutory requirements and the needs of all pupils.

Monitoring and Review

The PSHE lead will monitor provision through lesson observations, planning reviews, and feedback from staff and pupils. Governors will oversee the implementation of statutory requirements.

We actively seek feedback from pupils about RSHE lessons to help shape future curriculum development and ensure lessons are meaningful and relevant.

The policy will be formally reviewed each year to ensure compliance and effectiveness.

Related Policies

Early Years Policy

Curriculum, Teaching and Learning Policy

Online Safety Policy

SEND Policy

Positive Behaviour Policy

Safeguarding Policy

Anti Bullying Policy

Activate Handbook

SEMH Policy

PSHE Policy

Policy Review and Dissemination

All members of staff and governors will receive a copy of this policy (via TEAMS link).

The policy will be available for parents on our website. A paper copy can be requested via the School Office office@bowdonprep.org.uk

SLT member responsible	KiP / SMT
Governor / Board Responsible	Education
Date of review	Spring 26
Date of next review	Sprint Term 27

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