

PORT·REGIS

POLICY NAME	RSE Policy	POLICY OWNER	Dale Woolmer - Head of PSHE
APPROVED BY	Wellbeing & Safeguarding Committee	DATE APPROVED	October 2026
DATE OF LAST REVIEW	September 2026	DATE OF NEXT REVIEW	September 2027

PORT REGIS RELATIONSHIPS & SEX EDUCATION POLICY

Relationships and Sex Education (RSE) Policy

This policy has been written following statutory guidance issued by the Department for Education, including the revised guidance for introduction on 1 September 2026. Relationships Education is compulsory for pupils receiving primary education (Y1 to Y6) and Relationships and Sex Education (RSE) for pupils receiving secondary education (Y7 & Y8 at Port Regis, and beyond). As an independent school, Port Regis provides health and wellbeing through compulsory PSHE under the Independent School Standards. This policy takes account of the guidance in the context of Port Regis and its pupils and is age and developmentally appropriate. It should be read alongside the PSHE programme and Safeguarding Policy and will be reviewed at least annually.

This policy has been prepared to meet the School's responsibilities under:

- Education (Independent School Standards) Regulations 2014;
- Boarding schools: national minimum standards (Department for Education (DfE), 2022);
- Education and Skills Act 2008;
- Education Act 2002;
- Children Act 1989;
- Equality Act 2010;
- Children and Families Act 2014;
- Children and Social Work Act 2017;
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

This policy has regard to the following guidance and advice:

- Statutory guidance from the DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025, for introduction 1 September 2026);
- Keeping children safe in education 2026;
- Working together to safeguard children 2026;
- Prevent duty guidance: England and Wales (2023);
- Sharing nudes and semi-nudes: advice for education settings (UKCIS);
- Searching, screening and confiscation: advice for schools (DfE, 2022);

AIMS OF THE POLICY

The Department for Education distinguishes between Relationships Education at primary level and Relationships and Sex Education (RSE) at secondary level:

Relationships Education focuses on the fundamental building blocks and characteristics of positive relationships, particularly friendships, family relationships and relationships with other children and adults. RSE builds on this and gives young people the information they need to develop healthy, nurturing relationships of all kinds, including age-appropriate knowledge about intimate relationships and sexual health.

The aim of Port Regis RSE is therefore to teach pupils the fundamental characteristics and components of positive relationships, including friendships, family relationships, relationships with other children, and with adults. The school aims to provide pupils with age-appropriate information, to explore attitudes and values that affect relationships, and to develop skills that empower them to make positive and appropriate decisions.

As a boarding and day school, Port Regis recognizes that it has a key part in helping children cope with the emotional and physical aspects of growing up and developing healthy and appropriate relationships, preparing them for the challenges and responsibilities of adulthood.

Port Regis is committed to the provision of RSE for all pupils. We aim to respond to the diversity of cultures, faiths, and family backgrounds in compliance with the Equality Act 2010. We take account of our SEND policy when delivering RSE; resources and teaching will be adapted wherever possible.

The content of the RSE programme at Port Regis will be monitored and evaluated by the Head of PSHE, the DSL, and the SLT. Pupil voice and teacher feedback will inform ongoing review.

Pupils should be taught to:

- Value themselves and build self-confidence and resilience.
- Value and respect others.
- Value healthy, stable, and caring relationships based on mutual respect.
- Value and respect differences in religion, culture, physical and mental ability, sexual orientation, and social background.
- Value and respect their rights and the rights of others.
- Value discussion to enable the building of confidence in talking about relationships, health, and overall wellbeing.

DELIVERY OF RSE

RSE is coordinated by the Head of PSHE and delivered through PSHE lessons using Jigsaw PSHE 3-11 (Reception to Y6) and the age-appropriate Jigsaw PSHE 11-16 programme (Y7 & Y8), alongside Science, RS, assemblies, tutor time, the school nurse and the wider curriculum. The 13+ row in the Subject Content overview is included only to show onward progression beyond Year 8. External speakers may supplement delivery where carefully selected; credentials, lesson plans and materials are checked in advance and their input enhances, rather than replaces, teaching by school staff.

The sex education element of the RSE programme will be delivered in the same term as the whole year- group.

RSE is closely linked with PSHE and Science. Pupils need to be given accurate information to help them develop skills to respect themselves, understand differences, to remove and prevent prejudice, and to develop physical and mental wellbeing.

Sex Education is not compulsory for pupils receiving primary education, but the Department for Education recommends an age-appropriate programme that supports ongoing emotional and physical development. From Year 1, pupils learn about growing and changing through Jigsaw and Science. For parental withdrawal, primary Sex Education means content beyond Relationships Education and the Science curriculum, including age-appropriate teaching about conception and birth in Years 5 and 6.

Primary-aged pupils may ask questions arising from Relationships Education that go beyond planned content. These will be handled sensitively and age-appropriately, using professional judgement and taking account of safeguarding, in accordance with the Pupil Questions section of this policy.

The focus of health and wellbeing within PSHE is on the characteristics of good physical health and mental wellbeing, including the importance of exercise, balanced diet, and sufficient sleep. The school routine allows ample time for sport and exercise. We aim to provide our pupils with the information and language to identify

and understand the emotions they feel and whether their feelings are appropriate and proportionate. Health education also includes simple self-care techniques, personal hygiene, prevention of problems, and basic first aid.

ASSESSMENT

Port Regis has the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupils' progress.

Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching will be assessed as part of the school appraisal process and ongoing assessments to track understanding and progression within the subject.

Whilst there is no formal examined assessment for these subjects, there are some areas to consider in strengthening quality of provision, which demonstrate how teachers can assess outcomes. Learning will be additionally assessed by following the PSHE association guide on assessment using baseline assessment (discussions & brainstorming), assessment for learning (in lesson mind maps, quizzes) and assessment of learning (end of topic questions).

SUBJECT CONTENT

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition
Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys <i>Conception (including IVF)</i> Growing responsibility Coping with change Preparing for transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings <i>Conception to birth</i> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
11+	Unique me, differences and conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity, online gaming- safety and financial risks	Prejudice and discrimination, equality Act 2010, bystanders, assertiveness, positive and negative Influences, challenging attitude and negative behaviours, stereotypes, Human Rights, Inclusion, bullying, exclusion and respect	Defining success, setting dreams and goals, skills for the future, what is failure, coping strategies for when things go wrong, building skills for the future and teamwork, health and wellbeing, gang culture and knife crime, county lines	Nutrition and exercise, managing physical activity and mental health, stress and anxiety, effects of substances (nicotine and caffeine), vaping, nutrition, sleep, health choices, physical illness and medicine, personal hygiene, contributing to your community	Changing relationships, consent, healthy relationships, falling out and friendships, social media vs reality, authenticity online, personal space and setting boundaries, healthy and unhealthy relationships	Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships and families, UN Rights of a child, media and self-esteem, self-image, FGM, factors affecting hormones and moods
12+	Self-identity, influences, online influence, family and identity, managing expectations, active listening skills, <i>personal</i> beliefs and judgements, <i>first</i> impressions, positive self-talk, marriage, civil partnerships and the law, beliefs and religions, protected characteristics, online and offline identity	Prejudice and persecution, LGBT bullying, the equality act, social justice and hate crimes, multiculturalism and religious tolerance, standing up for what you believe in, celebrating differences	Goal setting, grit and resilience, can money buy happiness? Keeping safe online, income and poverty, budgeting, expenditure, debt and budgeting, poverty, online scams, sextortion, taking risks, staying safe online	Types of health, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin protection, steps to protecting physical health, vaccinations, peer pressure, vaping	AI and media influence, maintaining positive relationships, assertiveness, sexting and sextortion, power dynamics, knife crime, social media platforms, neurodiversity: autism and ADHD, inclusion and equality	Types of close intimate relationships, <i>behaviours</i> in healthy and unhealthy romantic relationships, what makes a healthier relationship? harassment, attraction, love or lust? sexuality, pornography and the law, dealing with unwanted messages. Alcohol, risky behaviour and the law
13+	Being in a group, peer approval, perceptions about intimate relationships, consent and personal safety, sexual exploitation, grooming, radicalisation, county lines, positive and negative self-esteem and self-identity, influences, managing risk online and offline, social media, abuse and coercive control	Power of positive language, prejudice, LGBT+ phobia, banter and bullying, reducing fear and promoting equality, cyber bullying and harassment, bias, discrimination, harassment and victimisation, non-consensual behaviours, changemakers	SMART planning, changing appearances, cosmetic surgery and weight loss products, mental illness and stigma, social media, mental health and self-esteem, deepfakes and AI, harmful and illegal online content, misogyny	The teenage brain, risks and personal safety, drugs and alcohol- physical and psychological effects, belonging, loneliness and inclusion, emergency situations, CPR, cardiac arrest, mental health first aid and support, drugs- the law, safety, classification, supply and possession legislation, health choices (nutrition, stress, sleep)	Equity and equality, healthy and unhealthy relationships, power dynamics, pornography, contraception, pregnancy, STIs, consent, factors to consider in intimate relationships, Gillick Competence Test	Change and managing emotions, importance of sleep in relation to mental health, self-expression, influences, body image, masculinity (positive), online influence, misogyny, incel culture and healthy vs unhealthy online communities, mental health and addiction, the importance of sleep and good routines

EQUALITY

Port Regis is aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils, including those with protected characteristics. It will ensure that it considers the makeup of the student body, including the age range of the pupils, and take this into account in the design and teaching of relationships education and sex and relationships education. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics.

The School will be alive to issues such as sexual violence and sexual harassment, everyday sexism, misogyny, homophobia, and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated, and any incidences are identified and tackled.

Students with special educational needs and disabilities (SEND): relationships education and sex education will be accessible for all pupils and to ensure this, teaching will be differentiated and personalized. The School is aware that some pupils with SEND may be more vulnerable to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues and will take this into consideration when designing and teaching these subjects.

Lesbian, Gay, Bisexual, and Transgender (LGBT):

The School will ensure that the teaching of Relationships Education and RSE is sensitive, age-appropriate and developmentally appropriate, and that all pupils understand the importance of equality and respect. LGBT content will be taught at a timely point and fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson. In Years 7 and 8, pupils will be taught, in an age-appropriate way, the facts and the law about biological sex and gender reassignment. Where there is significant debate beyond the facts and law, teaching will not endorse a particular view as fact and will remain respectful and non-discriminatory.

As teachers we will:

- Explore the eclecticism of what constitutes a 'family' in the 21st century, with the aim of ensuring all children feel included. There are perhaps as many family situations as there are children and an increasing number of children whose families comprise same-sex parents, and maybe in the wider family a gay uncle or a lesbian aunt. In Jigsaw, children are all valued, and we try to ensure everyone feels included.
- Explain and correct the terminology children often hear and say, sometimes without really understanding what it means, and that used in inappropriate ways can cause offence and hurt.
- Model that it is OK to be who you are and that we are all unique individuals who are worthy of respect.

The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the proprietor of the school to discriminate against, harass, or victimise a pupil or potential pupil in prescribed circumstances, including:

- in the way it provides education for pupils;
- in the way it provides pupils access to any benefit, facility, or service; or
- subjecting them to any other detriment.

PUPIL QUESTIONS

Teachers will reply to and answer questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths, views, and avoid negative impressions.

Port Regis will:

- Allow individual staff to use their professional judgment as to answering questions in front of the whole class or individually, taking into account Safeguarding Policy.
- Encourage learners to ask their parents/carers/guardians any question outside the planned programme.
- Set out clear ground rules regarding personal questions, which are agreed to by staff beforehand.
- Have designated adults that learners know of to go to if they wish to talk.

The School appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality that go beyond the School's curriculum. The School's approach is to ensure that teachers are confident in dealing with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information. Questions about primary Sex Education not covered by the School, or Sex Education from which a pupil has been withdrawn, will not be used to deliver that content to the whole class; staff may respond individually, explain that the topic will be addressed at an appropriate time, and/or encourage discussion with parents/carers. INSET and other training will seek to include information on how teachers can respond.

Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered. Pupils will also have the opportunity to raise questions anonymously.

What kind of language will be considered acceptable and appropriate for use in RSE lessons?

Pupils should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Staff will:

- Use the correct terms for all body parts.
- Use clear, unequivocal language in an objective manner.
- Discuss what 'slang' words mean and say that some can be seen as offensive.
- Use their judgment in discussion depending on the understanding and maturity level of learners.

WORKING WITH PARENTS/CARERS

The school sees the role of parents as vital to developing their children's understanding about relationships. The School will consult parents when developing and reviewing this policy and will ensure parents know what will be taught and when. Parents will be shown a representative sample of resources and may request to view all curriculum materials used to teach Relationships Education and RSE, subject to appropriate copyright arrangements. A hard copy of this policy will be provided free of charge on request and a copy is available on the school's website. A copy of the PSHE syllabus is available upon request.

RIGHT TO WITHDRAW

There is no right to withdraw from Relationships Education. At Port Regis, health and wellbeing education is provided through compulsory PSHE under the Independent School Standards and is not subject to parental withdrawal.

Parents of pupils receiving primary education (Y1 to Y6) have the right to request withdrawal from any Sex Education taught beyond the Science curriculum; the Headmaster will grant such a request. Parents of pupils receiving secondary education (Y7 & Y8) have the right to request withdrawal from some or all of the Sex Education delivered as part of statutory RSE. Parents wishing to make a request should write to the Headmaster. They will be invited to discuss the request, the nature and purpose of the curriculum, and the possible effects of withdrawal. Except in exceptional circumstances, the School will respect a secondary request to withdraw. Any pupil withdrawn from Sex Education will receive appropriate, purposeful education during that time.

Parents should renew a request to withdraw annually so that arrangements can be confirmed.