

PORT REGIS RELATIONSHIPS & SEX EDUCATION POLICY

POLICY NAME	RSE Policy	POLICY OWNER	Dale Woolmer - Head of PSHE
APPROVED BY	Safeguarding Committee	DATE APPROVED	September 2025
DATE OF LAST REVIEW	July 2025	DATE OF NEXT REVIEW	September 2026

Relationships and Sex Education (RSE) Policy

This policy has been written following statutory guidance issued by the Department for Education. From September 2020, Relationships Education is compulsory for all primary-aged children (Y1 to Y6) and Relationships and Sex Education is compulsory for all secondary-aged children (Y7 & Y8 at Port Regis, and beyond). This policy has been drawn up to take account of the guidance in the context of Port Regis and its pupils and is age-appropriate in its delivery. It should be read in the context of the PSHE programme and Safeguarding Policy. This policy will be reviewed at least annually (next review Oct 2025) to ensure it meets the needs of our pupils.

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 and health education (DfE, June 2019, updated September 2021);
- Keeping children safe in education (DfE, May 2024) (KCSIE);
- Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE, July 2018, updated December 2023);
- Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, August 2016);
- Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018, withdrawn to KCSIE);
- The Prevent Duty, updated December 2023;
- Sharing nudes and semi-nudes: advice for education settings (UKCIS);
- Searching, screening and confiscation: advice for schools (DfE, 2022);
- Relationships education, relationships and sex education and health education FAQs (DfE, May 2018), the Government response to draft Relationships education and relationships and sex education (RSE) and health education guidance;
- Creating an LGBT-inclusive curriculum.

AIMS OF THE POLICY

The Department for Education defines RSE as:

“Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.”

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.

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 will be delivered through a number of channels, including PSHE lessons, the school's wider policies and documentation, tutorials, school committees (school council), sport, musical and artistic opportunities, assemblies, the science curriculum, through RS, the school nurse, tutor time, suggestion boxes and wherever possible, supplemented by external speakers chosen carefully by the school.

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.

Although Sex Education is not compulsory for primary-aged children, the government recommends that schools teach it in order to support ongoing emotional and physical development. From Year 1, pupils are taught about changes that happen when growing up, so that they are prepared for the next stage of their development, as part of their health education.

It is possible that primary-aged children will ask questions as a result of matters discussed in Relationships Education. This natural curiosity will be addressed and will often direct the nature of discussion. As long as discussion takes place within the context of the subject, it will not be considered part of the RSE programme and not subject to any parental right of withdrawal.

The focus of health education 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 Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	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	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology)

			Tackling new challenges Identifying and overcoming obstacles Feelings of success	health and happiness	Self-acknowledgement Being a good friend to myself Celebrating special relationships	Linking growing and learning Coping with change Transition
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 Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	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 New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Year/ Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Y 7	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity	Bullying, prejudice & discrimination (positive and negative). Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness, importance of being included	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, county lines, control over your life, exploitation, emergency first aid	Stress and anxiety, managing physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices, physical illness and medicine, mindfulness	Characteristics of healthier relationships, consent, relationships and change, emotions and conflict within friendships, child-on-child abuse, rights and responsibilities, being discerning, assertiveness, sexting, social media vs real life, fake news, authenticity	Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Y 8	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, marriage and the law, beliefs and religions, protected characteristics, online and offline identity, active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, hate crime, fear and emotions,	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Types of health, nutrition and exercise, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin health, vaccinations, peer pressure, teenage brain	Positive relationship with self, social media, managing a range of relationships, child-on-child abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, What makes a healthier relationship?, Attraction, love or lust?, pornography and the law, dealing with unwanted messages. Alcohol and the law

		stand up to bullying, the golden rule				
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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, sexism, 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 relationships 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 are more vulnerable to exploitation, bullying, and other issues due to the nature of their SEND 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 relationships and sex education is sensitive and age-appropriate in content and will consider when it is appropriate to discuss with pupils about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson. In all instances, emphasis will be drawn to an understanding of inclusivity and non-discrimination rather than any specific lesson on LGBTQ+.

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. 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 work with parents, and wherever possible, will provide workshops to complement those of the children. A hard copy of this policy will be available to parents upon request, and a copy of this policy is available on the school's website. A copy of the PSHE syllabus is available upon request.

RIGHT TO WITHDRAW

As Relationships and Health Education are compulsory by law, there is no right to withdraw.

Parents have the right to request that their child be withdrawn from some or all of the Sex Education delivered as part of the statutory programme, except for those parts included in the science syllabus. Parents who wish to make such a request should state their request in writing to the Headmaster. Parents will then be invited to a meeting in school to discuss their request, so their wishes are fully understood. It will also act as an opportunity for the school to clarify the nature and purpose of the curriculum and the benefits of such an education and any detrimental effects of not taking part.

Parents should make a request to withdraw annually for consideration.