



PORT·REGIS

POLICY NAME	RSE and PSHE	POLICY OWNER	Dale Woolmer
APPROVED BY	Education Committee	DATE APPROVED	February 2021
DATE OF LAST REVIEW		DATE OF NEXT REVIEW	October 2023

Whole school policy including EYFS.

Context

This policy responds to the Department for Education's statutory guidance: 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'. From September 2021, this requires that Relationships Education be taught to primary years and Relationships and Sex Education to secondary years. Further, Health Education is made compulsory in all state-funded schools. The acceptance of diversity and individuality is promoted through the curriculum and in all activities beyond the curriculum. Whilst the Health Education guidance might be useful, it is not compulsory in independent schools, who instead must continue to provide PSHE in order to meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014.

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe and fulfilling relationships and to take responsibility for their sexual health and well-being. Some aspects are taught in science, and others are taught as part of the Life Skills and RSE curriculum. A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

We are clear that parents and carers are the prime educators for children on many of these matters and that the school should complement and reinforce this role.

Port Regis responds to these requirements by delivering the above fully, and in age-appropriate fashion, in order to play the most useful role in support of parents and carers, addressing relevant topics in the most suitable area(s) of our curriculum. This is integral to the promotion of pupil wellbeing and can help to promote the safeguarding of the children in our school.

Mental wellbeing is central to these subjects, and content is designed to give children the knowledge and capability to take care of themselves and to receive support should problems arise, supporting the fostering of pupil wellbeing and the development of resilience and character. Pupils are encouraged to set and attain goals, both academic and personal, and to stick to tasks when they prove hard to attain. They are also encouraged to be good relatives, friends, peers and citizens, both in and out of school.

Port Regis' policy should be read in conjunction with the following Port Regis policies:

- Safeguarding Policy (2022)
- PSHE Handbook (Life Skills)
- Pre-prep PSHE and Citizenship Policy
- Staff Code of Conduct Policy

- Anti-Bullying Policy, including Cyber-Bullying Policy
- Whistleblowing Policy
- Equal Opportunities Policy – Pupils
- Prevent Policy
- Mobile Phone and Social Media Policy
- Science Curriculum
- Disability, Inclusion, Special Educational Needs and Learning Support Policy

As well as:

- Keeping Children Safe in Education (statutory guidance) (September (2022)
- Department for Education (DfE) (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.

<https://www.gov.uk/government/publications/relationships-education-relationships- and sexeducation-rse-and-health-education>

- PSHE Association Guidance on Writing Your School Relationships and Sex Education(2017)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) (January 2016)
- Equality Act 2010 and schools (May 2014)
- SEND code of practice: 0 to 25 years (statutory guidance) (January 2015) • Alternative Provision (statutory guidance) (January 2013)
- Mental Health and Behaviour in Schools (advice for schools) (November 2018)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) (July 2017)
- Sexual violence and sexual harassment between children in schools (advice for schools) (Sept 2021) SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). Department for Education (DfE) (2019) Relationships, sex and health education: guides for schools.
<https://www.gov.uk/government/publications/relationships-sex-and-healtheducation- guides-forschools> : Department for Education.
- The Ofsted Review of Sexual Abuse in Schools and Colleges, June 2021

How Relationships Education and RSE are delivered

Delivery of this policy falls to a breadth of staff. However, oversight of the teaching will be led by Mr Dale Woolmer, Head of Boarding & Life Skills, with the assistance of Deputy Head/DSL. The policy has been created in consultation with the Health Centre, Head of Life Skills, Head of Science, Head of Pre-prep, SENDco and the Deputy Head. A significant portion of relevant content is delivered in Life Skills through the weekly timetabled Life Skills & RSE lessons in the Lower, Middle and Upper Schools. In the Pre-prep it is delivered by Form Teachers. The Jigsaw PSHEE programme is used throughout for continuity. However, considerable complementary advice and instruction is delivered through the following channels: the boarding environment, the Head of Lower School, the Head of

Middle School, the tutor-system, assemblies, Science lessons, PE, Religious Studies, The Leavers' Programme and the Health Centre. External speakers are used to enhance provision: these vary widely and occur weekly through the school's Friday Evening Cultural Event forum.

There are times when children will ask school staff questions that they feel uncomfortable in answering. In these situations, the staff member should seek advice from the Deputy Head or another senior colleague as to if and how to answer them.

The RSE syllabus that is delivered across the Port Regis curriculum has been created with consultation of:

- Parents – through consultation.
- Pupils – through discussion within Life Skills and RSE Lessons, suggestion boxes and being able to react to themes of RSE related behaviour and attitudes that might be currently affected in the pupil body, through the monitoring of trends.
- Staff – a whole school audit across all subject areas has fed into the provision.

Pupils with special educational needs and disabilities (SEND)

Relationships Education, RSE must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects.

Lesbian, Gay, Bisexual and Transgender (LGBT)

In teaching Relationships Education and RSE, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics. We ensure that all our teaching is sensitive and age appropriate in approach and content. LGBT content is fully integrated into our programmes of study for this area of the curriculum, in an age-appropriate way, rather than delivered as a standalone unit or lesson. The expectation is that all pupils will have been taught LGBT content at a timely point as part of this area of the curriculum.

Relationships Education – Requirements on what pupils should know:

The focus in a primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. By the end of the C Form School, pupils should know:

Families and people who care for me - Pupils should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships - Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships - Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships Pupils – pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe - Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Relationships Education in the A and B Form

The school will continue to develop the knowledge on the topics that have been specified in the Pre-Prep and F to C Forms. By the end of the A Form pupils will have an understanding of:

Families - Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships - Pupils should know:

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non- consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media - Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

Being safe - Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- Intimate and sexual relationships, including sexual health Pupils should know
- how to recognise the characteristics and positive aspects of healthy one-to-one intimate
- relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

Assessment

In line with all other subjects at Port Regis Life Skills and RSE follow the same assessment criteria. The current model brings Life Skills and RSE in line with all subjects and is reported to parents in the ¼ term assessments and is included in end of term reports: twice a year for F-B and thrice for A Form.

When the opportunity arises, usually half termly, pupils are tested informally during tutor times and the recent topics covered. These are marked. The marks are shared with pupils and any areas of weakness are revisited during the weekly Lifeskills & RSE lessons.

RSE Overview Content

For clarity, the key areas covered are summarised below, but the list is not exhaustive.

Pre-prep (Nursery, Reception, Year 1 and Year 2)

Families and people who care for us

Pre-Prep values include: being kind, being brave, be forgiving and being helpful as well as respecting others and the environment.

Tokens are awarded in school and at home should any of these behaviours be shown.

Respecting others through our values this includes recognising special days including: mother and father's day and holding a grandparent day. We attend Remembrance Day services, teaching the children how people serve in different ways.

Themes taught in early years and across KS1 include visits from people who help us and the community including fire, police and nurses. Pupils also visit locations such as the fire station, library, post office sorting office and others. Early Years topics also include 'All About Me', where children learn about different families and relationships within families.

A diverse range of story books read in class and during assemblies also supports learning about families and people who care for us.

Caring friendships

Assemblies cover a range of themes (both religious and non-religious). Values instil a care for others and support the development of friendships. Class circle time and our Jigsaw PSHE programmes from Foundation to Year 2 cover this element under the title of 'celebrating differences', 'being in my world' and 'relationships'.

Regular staff meetings and discussions ensure all staff are involved in supporting children both inside and outside of the classroom. The introduction of 'Talk About' resources as a Wave 2 resource for supporting children identified with social/emotional difficulties. Identified through termly pupil reviews with the SENDCo and class teachers.

Respectful relationships

Respect for others and their beliefs is covered within the RE Discovery programme and in the Jigsaw theme of 'celebrating differences'. These programmes are used throughout the Pre-Prep.

Teachers sit with children in all lessons, at lunch and supervise break and ensure good manners and respect for others, both for their contemporaries and adults, are maintained.

Value tokens are used to positive effect to recognised wanted behaviour and to support building respectful relationships. Pupils are given the opportunity to converse with their peers and celebrate successes through visiting classrooms to share work and through Praise and Celebrate assemblies.

Online relationships

This has arisen through using Zoom meetings during Covid-19 and distance learning programmes. Pupils were taught in small groups as well as class groups, work, experiences and feelings were shared. Pupils were taught to only be online with parental support to hand. The Pre-Prep uses Tapestry throughout the EYFS and KS1.

Internet safety and harms

Pre-Prep use the internet safety day and designated computer lessons in key stage one to raise awareness and teach children how to keep themselves safe online, this includes the dangers of sharing data.

Being safe

Opportunities for children to risk assess their physical environment are offered through Forest School, cooking, scootering, gardening, DT and STEM tasks and activities. In the foundation years the children have free flow from the inside and outside learning areas and therefore are learning how to keep themselves safe in a variety of domains.

Who to turn to posters are displayed around the Pre-Prep. Regular visits from a variety of staff members including nurses, Year 3 pupils to support transition and the NSPCC (for KS1) offer opportunities to discuss and learn about being safe around known and unknown adults.

Health and sex education

This is covered in our Science lessons where the curriculum covers life cycles of plants and animals. PSHE Jigsaw programme for all years covers an element entitled 'changing me' which talks about the human element and difference between boys and girls in KS1.

Our DT and Science activities include teaching and learning about healthy eating and living. This is also supported by the PSHE programme and cooking opportunities.

Mental Wellbeing

Some staff members have attended mental wellbeing first aid certificate courses. The Pre-Prep has held specific days linked to Mindfulness. Each class has a 60 mindful minutes to develop mindful behaviour in the nurture group/classes.

Chi Gong is offered as an after school activity.

Weekly staff meetings enable staff to discuss pupils and their emotional wellbeing. In the Early Years, personal social and emotional development is a core strand and is evident within teachers' planning. Supervision meetings are held termly by the head of early years with each member of staff within the foundation years to identify and support both staff and pupils alike.

Basic First Aid

As part of a STEM project Year 2 pupils read a story where first aid situations occurred and with the support of the school nurse basic first aid techniques were learnt.

Health and Prevention

Children are taught how to wash their hands. Outdoor handwashing basins have been fitted since Covid-19. Within the school welcome pack parents are told to advise the school about allergies, whilst they are also informed about times post sickness etc. Vaccines and immunisations occur within school with parental permission and liaising with the health centre. Recognising early signs of physical illness – all staff are paediatric first aid trained. Children's eye sight is checked by the visiting nurses from Bournemouth hospital in Reception.

Early identification and early intervention is important for children of Pre-Prep age. Teachers hold early morning support groups and an independent SALT attends the school and is scheduled as per the needs of the child.

The importance of sleep, oral hygiene, exposure to the sun, healthy eating is covered in the science curriculum and PSHE. STEM and topic learning also support the learning and understanding of healthy living. The Health Centre assists in the delivery of these educational strands, and includes First Aid awareness training.

Content for the C, D, E and F Forms (Years 3-6)

Families and people who care for me: the relevance and importance of the family unit for provision of love, security and stability; respect for other families and their differences to one's own; marriage / civil partnership; how to recognise difficult or unhealthy family relationships, and how to seek help or advice from others if needed. *There are themes that are taught through Girls On Board. The NSPCC Talk PANTS to the Middle School covers elements of this. ELSA (Emotional Literacy Support) in the Prep school is available to children identified via AS Tracking, tutors or after significant life events such as bereavement, divorce etc.*

Caring friendships: importance of friendships and how to choose and make friendships; characteristics of good friendships; accepting that friendships have ups and downs, and require work; that violence is never right; how to manage conflict; seeking help from others where required. *This is covered in D Form Life Skills.*

Respectful relationships: respect, including of those with different beliefs and backgrounds; practical steps to improve respect in relationships; conventions of courtesy and manners; understanding self-respect and its importance; to expect the respect of others, and to give it, including to those in authority; awareness of bullying, including cyber-bullying, its impact, and the responsibility of bystanders to report this to an adult; stereotypes; permission giving and receipt. *Taught within RS. It is a recurring theme within Life Skills, and also covered in NSPCC Talk PANTS.*

Online relationships: that people can behave differently online, including pretending to be someone else; that the same relationship principles apply online; principles for keeping safe online and reporting harmful or potentially harmful situations; how to critically consider their online liaisons; how information and data is shared and used online. *This is taught as part of the school's ICT provision within the curriculum and within Life Skills. Certain year groups are spoken to by external speakers including parents.*

Being safe: appropriate boundaries; privacy, and that secrets should not be kept if they relate to being safe; appropriate and inappropriate contact, physical and other; responding safely to known and unknown adults, including online; recognising and reporting abuse or feeling unsafe around any adult, and how to persist until heard; where to seek advice. *Covered by the visiting NSPCC speaker to the Middle School. It is also part of the Lower School and Pre-prep PSHE programme through 'Jigsaw'.*

Health and sex education, including puberty: science lessons, in accordance with the national curriculum, cover aspects of the human life cycle in age appropriate fashion in the upper primary years. *In addition to the science curriculum, aspects of sex education are covered, as seen appropriate in accordance with the pupils' physical and emotional*

maturity, in order to ensure that boys and girls are prepared for the changes that adolescence brings. These are administered by the Health Centre, covering puberty, infection control, the importance of good hydration and a healthy diet. The relevant parent body is consulted as necessary.

Mental wellbeing: understand that mental wellbeing is a normal part of daily life; that there is a normal range of emotions; benefits of exercise and time outdoors; rest, downtime, friends, family, hobbies and interests; that bullying has a negative and often lasting impact on mental wellbeing; to appreciate that seeking support can considerably help problems with mental ill health, and to appreciate where they can access that support; the importance of good diet. *This is taught as part of the D Form Life Skills programme. Mental health is addressed in the Lower School, and Mindfulness is practised. AS Tracking helps to track pupils' mental health as they progress through the school, and as recommended by the program, certain pupils are given targets, fed in discreetly through the tutor system. The importance of exercise is included in the C Form Science curriculum.*

Internet safety and harms: that the internet is integral to most people's lives and has many benefits; regulating the amount of time spent online; to consider the impact of people's behaviour on the wellbeing of others; the reasons for age restrictions on social media and online gaming; that abuse, trolling and harassment can take place online, and be detrimental to mental health and possibly dangerous; how to report concerns and get help with online issues. *Taught through the ICT curriculum. Digital Champions are used to promote the idea of safe Internet use amongst the pupils.*

Drugs, alcohol and tobacco awareness: facts about, and risks related to, legal and illegal harmful substances, including smoking, alcohol use and drug-taking. *This is covered in C Form Science.*

Changing adolescent body: *This is covered on a basic level in D Form Science lessons. C Form - Health Centre nurses speak to the girls and boys separately to impart key facts about the adolescent body, physical and emotional.*

Health and prevention: handwashing; allergies, vaccines and immunisation; recognising early signs of physical illness; the impact and importance of sleep; oral hygiene; exposure to the sun. *C Form Life Skills. Nutrition is covered in Science in E and F Forms. The benefits of medicines and the detrimental effect of reproduction of bacteria are covered in C Form Science.*

Content for A and B Forms (Years 7 and 8)

This seeks to build on the provision for C, D, E and F Forms. In addition, the following areas are expanded upon:

Families: variety of committed, stable relationships; the importance of these relationships to happiness and the raising of children; marriage and its legal status; characteristics of successful parenting. *'Marriage and its legal status' is covered in Life Skills.*

Respectful relationships, including friendships: characteristics of positive and healthy friendships, including online – trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, management of conflict, reconciliation, ending relationships; the dangers of stereotypes; different types of bullying; equality and the protected characteristics as per the Equality Act 2010. *The Deputy Head talks to the Leavers on 'What Makes a Good Relationship', and about Body Shape, in conjunction with the Grosvenor Houseparents.*

Online and media: rights and responsibilities, and that behavioural expectations apply in the same way; risks, especially about the possible unexpected onward sharing of personal material; where to gain support relating to online issues; the impact of viewing harmful content. *This is covered by in ICT, and the Deputy Head's talk to the Leavers. The use of pupil Digital Champions is helpful, too.*

Mental wellbeing: how to talk about emotions; that happiness is linked to being connected with others; recognising the early signs of mental wellbeing concerns; appreciating that actions have effects; the benefits of physical exercise, being outside and service-based activities. *This area is covered in A Form Life Skills, supplemented by visiting speakers such as James Shone, and the AS Tracking program.*

Internet safety and harms: that there are many similarities between the online world and the physical world; identifying and reporting online harmful behaviours; where to find support. *This is covered in the A Form Leavers' Programme with the Deputy Head. External speakers are sometimes used.*

Physical health and fitness: to appreciate the positive associations between physical activity and the promotion of mental wellbeing; characteristics of a healthy lifestyle. *PE and games lessons, HF. A Form Leavers' Programme talk e.g. HJNM/RRE Body Image. The positive effects of exercise and healthy eating are promoted within the A and B Forms Science curriculum.*

Healthy eating: how to maintain a healthy diet; risks associated with poor diet, including tooth decay and cancer. *Nutrition and digestion are covered in the A and B Forms Science curriculum. Anna Leigh, physiotherapist, tackles this in the A Form Leavers' Programme.*

Drugs, alcohol and tobacco: law relating to possession; awareness that serious and long-term harm can result from using illegal substances and abusing legal drugs, such as alcohol; particular awareness of the harms of smoking. *It is part of the A and B Forms Science curriculum. This is also covered in Life Skills, and by visiting speakers in the Leavers' Programme.*

Health and Prevention: personal hygiene; good oral hygiene habits; the importance of sleep. *The Health Centre nurses visit boarding houses and talk to the boarders. Houseparents cover this with boarders on a regular basis, proactively and by intervention where necessary. The importance of cleanliness and the relevance of medicines are covered in the A and B Forms Science curriculum.*

Basic first aid: basic treatment for common injuries; life-saving skills, including how to administer CPR, including the purpose of defibrillators. *First Aid Training is a part of our Leavers' Programme, delivered by St. John Ambulance.*

Changing adolescent body: the main changes that take place in males and females, and the implications for emotional and physical health. *Reproduction in animals is part of the A and B Forms Science curriculum, including physical and emotional changes to the body. The Deputy Head and Grosvenor Houseparents deliver a talk to A Form about Body Shape.*

Right to be excused from sex education

Age-appropriate Sex Education will be provided to pupils of A and B Forms. Parents may request that their child be withdrawn from some or all of this aspect of the school's statutory RSE provision. Such requests will be made to the headmaster, who may wish to

discuss the request with parents and, in certain circumstances with the child, in order to clarify the purpose of the curriculum, and the possible detrimental effects of being withdrawn, including any social or emotional effects of being withdrawn, and the risk of hearing other children's distorted versions of the content taught after the sessions, and ensure an informed decision. Following this discussion, and barring exceptional circumstances, which will where relevant give consideration to SEND, the school should respect the parental request.

The headmaster will automatically grant any request for a child to be withdrawn from any sex education delivered to C, D, E and F Forms, unless it forms a part of the science curriculum.

There is no right to withdraw from Relationships Education.

Consultation with Parents

Port Regis recognises that parents are fundamental to the good development of children's understanding of relationships and social risks. The school seeks to support parents to this end, acting in partnership with them in pursuit of excellent outcomes. Parents are encouraged to engage with this policy, which is made available on the school website, and in hard copy on request. Suggestions for its improvement will be welcomed by Ian Mitchell-Innes (DSL) or Henry Marshall (Deputy Head).

Approval and Updating of this Policy

This policy is approved by the Governors' Council of Management, delegated to the governor responsible for the Wellbeing Committee, and subject to annual review in September of each year.

Evaluating the efficacy of the RSE and Health Education provision at Port Regis

- Termly Records administered in Tutor Time;
- Concerns Boxes (administered by the Deputy Head);
- Tests and Quizzes in Life Skills;
- Affective Social Tracking;
- The happiness of pupils;
- Pupil welfare questionnaires, administered by the Deputy Head;
- Monitoring the appearance, behaviour and wellbeing of pupils.

Next review date: Jan 2021

Author: HJNM/IMI

Updated November 2021
Approved by Governor Wellbeing Committee February 2021
Next Review Date: September 2022

Appendix:
RSE within the School Curriculum, Year Group Breakdown

Pre-Prep PSHE Content Overview and links to events

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Family and Relationships	Changing Me
Ages 3-5 (F1 – F2)	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 Being Safe	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges	Keeping myself healthy - hygiene Healthier lifestyle choices Being safe Medicine safety/safety with household items Road safety Linking health and happiness Online relationships	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	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

			Identifying and overcoming obstacles Feelings of success	Physical Health and Mental Wellbeing	Being a good friend to myself Online relationships Being Safe	Being Safe
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 the self and others Making new friends Gender diversity Celebrating difference and remaining friends Online relationships Being Safe	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	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food Online relationships Physical Health and Mental Wellbeing	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships Online relationships Being Safe Internet Safety and Harms	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition Being Safe

Other Resources		Online safety - ESpresso Staying safe in an online world.		Online safety - ESpresso Staying safe in an online world.	Online safety - ESpresso Staying safe in an online world.	Safety and the changing body: https://learning.nspcc.org.uk/research-resources/schools/pants-teaching
National Events	<i>Black History Month United Nations Day World Mental Health Day Moon Festival</i>	<i>Disability History Month Children in Need World Kindness Day - 13th November</i>	<i>Children's Mental Health Week 7th - 13th February International Day of Women & Girls in Science 10th - 11th February Stand up to Bullying 25th February Safer Internet Day 8 February</i>	<i>Sport/Comic Relief Autism/SEN awareness Week Women's History Month – March British Science Week 11th - 20th March St Patrick's Day 17th March Holi - Festival of spring, love, and new life - 18th March</i>	<i>Walk to School Week St George's Day Ramadan Earth Day - 22nd April May Day - 1st May Anti-Bullying Day 4th May VE Day - 8th May World Day for Cultural Diversity - 21st May</i>	<i>The Queen's Platinum Jubilee 2nd - 5th June D Day 6th June</i>
Current Pre-Prep events 2021	School Houses Day	Remembrance Bonfire Night Anti-bullying Week Diwali Christmas Marie Curie Birthday	Chinese New Year 1st - 17th February New Year's Resolutions Mother's Day Martin Luther King Day	World Book Day		

What about sex education?

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

- Year 1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Year 2: Notice that animals, including humans, have offspring which grow into adults

The RSE statutory guidance states that: Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

In Key Stage 1, 'changing me' pupils will: Be introduced to the process of reproduction and growth in animals. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

F Form:

Being Me in my world

- Help others feel welcome.
- Try to make our community a better place.
- Think about everyone's right to learn.
- Care about other people's feelings.
- Work well with others. The Barnabus Project by The Fan Brothers.

Celebrating Differences

- Accept everyone is different.
- Include others when working and playing.
- Know how to help if someone is being bullied.
- Try to solve problems.
- Try to use kind words.

Healthy Me

- Have made a healthy choice.
- Have eaten a healthy, balanced diet.
- Has been physically active.
- Have tried to keep themselves and others safe.
- Know how to be a good friend and enjoy healthy friendships.

Relationships

- Know how to make friends.
- Try to solve friendship problems when they occur.
- Helps others to feel part of a group.
- Show respect in how they treat others.
- Know how to help themselves and others when they feel upset or hurt.
- Know and show what makes a good relationship.

Changing me

- Understand that everyone is unique.
- Can express how they feel when change happens.
- Understand and respect the changes they see in themselves.
- Understand and respect the changes they see in other people.
- Know who to ask for help if they are worried about change.
- Are looking forward to change – transition to E Form.

RS

- Finding out about a different religion (Hinduism) and accepting people's different beliefs and views.
- Bar and Bat Mitzvah in RS re Judaism – important life stages.

English

- Hodgeheg – Families are important for children.
- George's Marvellous Medicine – all families are different, bullying can happen in the home.

Target setting including reflection – academic, social and wider school.

Speak Out Stay Staff - NSPCC video

Who can you talk to?

- Safeguarding – what does it mean, who are the leads?
- Who you can talk to posters

E Form:

Life Skills/Jigsaw:

Being Me in my world: Class Charter/Rights and responsibilities/Who helps us in our school. What are their responsibilities. How can I help them?

School Council – purpose and voting for our school councillors.

Celebrating Differences.

Speak Out Stay Staff

- NSPCC video - Who can you talk to?
- Wordle of who we can talk to.
- Safeguarding – what does it mean, who are the leads?
- NSPCC- PANTs
- Who you can talk to posters?

Healthy Me

- How can we be healthy – physical and mental health.
- What do we mean by Mental health.
- Friendships and group dynamics
- Smoking and Alcohol

Relationships

- Love and Loss
- Jealousy

- Memories
- Getting on and falling out
- Girlfriends and boyfriends
- Marriage

History:

Black History Month

- What is it and why is it important?
- Exploration of significant black figures
- Create own fact file about a significant black figure

Responsibility

- Links for Last Bear. What does responsible and responsibility mean?
- Was dad responsible in his choices.

English:

Tales told in tents. Different cultures and stories.

Science:

About the functions and care of teeth.

R.S:

Judaism– how different people show their commitment to God through belief everyday life – festivals and family; Shabbat; rites of passage – Bar Mitzvah

Christianity – value and importance of attending church, importance of forgiveness in relationships.

Art:

Weekly Artist Focus covering lives of a variety of higher profile BAME artists with contrasting life experiences, prompting conversations about race, what constitutes racism and the lived experience.

D Form:

Life Skills:

Wellbeing and mental health: Discuss resilience and how we can cope with and overcome negative emotions/difficult times in positive ways. Wellbeing: discuss how there are ways we can cope/get support when encountering difficult times and negative emotions.

Friendship and relationships: The qualities of a good friend. Dilemmas that occur in friendships Including everyone. Bullying

Physical health and eating: The importance of a balanced diet. The importance of exercise

Internet safety

Science:

About the physical and emotional changes which take place during adolescence

English:

Discussion about the role and responsibilities of adults/parents towards children based on the novel The Explorer.
Focus on Families and People who care for me, Caring Friendships, Respectful Relationships.

R.S:

Christianity - Exploration of celebrations and festivals – how different Christians celebrate and value celebrations.

Art:

Weekly Artist Focus covering lives of a variety of higher profile BAME artists with contrasting life experiences, prompting conversations about race, what constitutes racism and the lived experience.

C FORM:

Life Skills:

Life Situations: How do you feel? What do you do?

Body Language

Dealing with life situations: How to get on with peers in positive ways to achieve healthy outcomes.

Body Language

Listening Skills

Peer Pressure

Internet Safety: social media, passwords, cyber bullying.

Craft and Design:

'That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others' – Taught throughout, showing respect of people's opinions during class discussion.

'Being Safe' – Discussion about the impact on families / relationships etc. with forced labour (for example timber / metals / diamond sourcing and production) and deforestation / global warming.

English:

Discussion about respect and inclusion drawn from the treatment of a character with Treacher-Collins syndrome in the novel Wonder.

Families and People who care for me, Caring Friendships, Respectful Relationships

Latin:

Using the Cambridge Latin Course, we teach about the wrongs of slavery in the Roman period and make sure the children are aware that modern slavery and the criminal trafficking of people still exists.

Cambridge Latin Course, Book 1 of which we use with the C form – is being relaunched in the Spring, in the wake of feedback from the BLM movement, to make clearer the diversity in the Roman population and foreground more female characters.

R.S:

Islam- What is the best way for a Muslim to show commitment to God?

Charity, recognising, looking after those in need- work of Islamic Relief

Theology Are human beings basically good or basically bad? - The Fall; Cain and Abel; the relationship between animals and humans and the environment.

Art:

Weekly Artist Focus covering lives of a variety of higher profile BAME artists with contrasting life experiences, prompting conversations about race, what constitutes racism and the lived experience.

B FORM:

Life Skills:

Bullying and Peer on Peer Abuse.

Emotions.

Awareness of Disability.

Cyberbullying/Banter vs Bullying

Nicknames

Hate Crimes

Science:

The role of lung structure in gas exchange, including the effect of smoking

How the abuse of alcohol, solvents and other drugs affects health

How the growth and reproduction of bacteria and the replication of viruses can affect health; how the body's natural defences may be enhanced by medicines

Understand how to interpret nutritional information on food labels Recognise foods that are a good source of each of the above

Recognise the consequences of imbalances in diet for healthy living

Know the names and functions of the organs in the male and female reproductive systems Understand how these parts work together to lead to fertilisation. The development of a foetus, including the role of the placenta and the birth of a baby Recognise the importance of the menstrual cycle Recognise that the lifestyle of parents can affect the healthy development of a foetus (e.g. smoking, diet, alcohol dependency)

Know that many substances, including alcohol, can affect the brain and nervous system and that these can affect behaviour and health.

The potential for addiction to certain medical and recreational drugs Understand the importance of cleanliness at personal and community levels as a defence against disease Recognise the risks of common medical and recreational drugs.

History:

British Empire- imperialism, racism and self-government

Native American history- impact on other cultures and racism.

Types of governments and how they are run (democracy, totalitarianism).

Pocahontas- gender equality and stereotypes

The Slave Trade (modern slavery)

Commemoration- commemorating those in the past.

Craft and Design:

'Respectful relationships, including friendships' – Study of past designers (including Zaha Hadid) and discuss gender stereotypes in the design / architectural world.

Families – 'The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting' – Discuss the role of design / marketing / advertisements and the role parents have when choosing products for their children.

'That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others' – Taught throughout, showing respect of people's opinions during class discussion.

'Being Safe' – Discussion about the impact on families / relationships etc. with forced labour (for example timber / metals / diamond sourcing and production) and deforestation / global warming.

'Internet Safety and Harms' – Discussions about how to be a discerning consumer of information online.

English:

Discussion about racial prejudice and segregation based on an extract from Noughts and Crosses.

Discussion of immigration/dehumanising language based on the poems 'In My Country' and 'Refugees' as part of Black History Month.

Discussion about the many kinds of love including same sex relationships/ discussion of gender based on Shakespeare's sonnets.

Focus on Families, Respectful relationships including friendships.

Department noticeboard in Upward include articles from 'The Day'. Include ones that champion diversity and tolerance Pupils also access our school subscription to The Day online

Latin:

Encourage/prompt pupils to be alert to and critical of examples of gender stereotyping in the language materials we study, whether in the language exercises in the prescribed textbooks (e.g. The woman cooks the dinner/the girls are beautiful/the boys are fighting etc.) or in ancient myths which perpetrate similar stereotypes and redound with examples of predatory men, non-consensual relationships and general reinforcement of a patriarchal structure to society.

R.S:

Buddhism – Buddhist shared beliefs, importance of the Sangha (Buddhist community).

Christianity– diverse beliefs and respect for those how have experienced miracles; treatment of 'outcasts'.

Philosophy – exploration of atheist/theist/agnostic beliefs and values about the creation of the world, miracles, religious experience.

Freedom and justice, abuse of power – Exodus, Elijah, Martin Luther King, Black Theology.

Art:

Weekly Artist Focus covering lives of a variety of higher profile BAME artists with contrasting life experiences, prompting conversations about race, what constitutes racism and the lived experience.

A FORM:

Life Skills:

Internet safety and awareness: safety, social media, current internet issues and incidents facing pupils.

Cyberbullying.

Naivety: can get you in serious trouble.

Life Stages and the Law. Including consent, ages of voting, driving, drinking, marriage. etc.

Human Rights and Equality: slavery, discrimination, protected characteristics, child rights.

Sex/Legal Age of Consent

Contraception.

Teenage Pregnancies.

Abortion.

History:

Suffragettes (gaining the vote), gender equality and gender stereotypes.

Working rights in the modern workplace.

Industrial Revolution- poverty and unequal society.

Queen Victoria (early childhood) relationship with parents.

Cholera and the fight against diseases- philanthropy.

Craft and Design:

‘Respectful relationships, including friendships’ – Study of past designers (including Zaha Hadid) and discuss gender stereotypes in the design / architectural world.

Families – ‘The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting’ – Discuss the role of design / marketing / advertisements and the role parents have when choosing products for their children.

‘That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others’ – Taught throughout, showing respect of people’s opinions during class discussion.

‘Being Safe’ – Discussion about the impact on families / relationships etc. with forced labour (for example timber / metals / diamond sourcing and production) and deforestation / global warming.

‘Internet Safety and Harms’ – Discussions about how to be a discerning consumer of information online.

English:

Discussion of the rights and treatment of the travelling community and use of the term ‘gipsy’ based on the poem ‘Travelling Child’ included in an ISEB paper.

Discussion about the many kinds of love including same sex relationships/ discussion of gender based on Shakespeare’s sonnets.

Focus on Families, Respectful relationships including friendships.

Department noticeboard in Upward include articles from ‘The Day’. Include ones that champion diversity and tolerance Pupils also access our school subscription to The Day online.

Latin:

Encourage/prompt pupils to be alert to and critical of examples of gender stereotyping in the language materials we study, whether in the language exercises in the prescribed textbooks (eg. The woman cooks the dinner/the girls are beautiful/the boys are fighting etc.) or in ancient myths which perpetrate similar stereotypes and redound with examples of predatory men, non-consensual relationships and general reinforcement of a patriarchal structure to society.

Drama:

Worn Torn – Our current senior production, ‘War-Torn’ , a multimedia musical that examines the impact war has on everyday lives, especially refugees allows us to touch on many subjects: relationships, emotions, respect and humility, through workshops, rehearsals, presentations, discussion and performance.

In our lessons throughout the other year groups, drama plays a significant role in allowing us to discuss and re-enact situations, relationships and issues through devised group work.

R.S:

Sikhism - The benefits and challenges of being a Sikh in a multi-cultural country – sense of belonging

Ethics – themes and concepts of prejudice, freedom, violence, pacifism clash of ideas.

Issues of the value of life, crime and punishment and forgiveness in society.

Art:

Weekly Artist Focus covering lives of a variety of higher profile BAME artists with contrasting life experiences, prompting conversations about race, what constitutes racism and the lived experience.

Artists covered include:-

- Female Afghan graffiti artist, in hiding from the Taliban
- British Nigerian Royal Academician who uses a wheelchair
- Japanese artist who relies on supported living, also known as the most successful living female artist
- An inspirational 1st generation Black Dyslexic Autism spectrum artist from Birmingham
- An artist who paints people from the street, who was then chosen to paint the official portrait of Barrack Obama
- An artist who paints people's flesh in greyscale and the rest of the picture in colour, who's argument is what difference does a pigment in the skin make, we are all the same.