



KING'S COLLEGE SCHOOL  
CHAMARTIN

## Relationships and Sex Education (RSE) Policy

### Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

RSE will be taught within the context of our school, recognising the fact that many of our children are younger than their counterparts in an English setting.

### Statutory requirements

As an independent school, we do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

We are choosing to provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). However, we are not required to provide sex education in primary but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we will have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At King's College we teach RSE as set out in this policy.

### Policy development

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

Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.

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1. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
2. Parent/stakeholder consultation – parents and any interested parties were invited to attend a consultation and information session.
3. Pupil consultation – we investigated what exactly pupils want from their RSE
4. Ratification – once amendments were made, the policy was shared with governors and ratified

### **Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships (Primary), sexual health, sexuality, healthy lifestyles, diversity and personal identity (Secondary).

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

### **Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary (bearing in mind that a large portion of our children are younger than their English counterparts)

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

While RSE is fully covered in Secondary, Key Stage 1 in King's College School, Chamartín will focus on the Relationships Education curriculum.

### **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Key Stage 1 Science curriculum, including the scientific terminology within the topic 'Human Body'.

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## Key Stage 1

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

- Families and friendships
- Safe relationships
- Respecting ourselves and others

For more information about our RSE curriculum, see Appendix 1.

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

Further information on Statutory guidance for Delivery and teaching strategies available on this external link:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/delivery-and-teaching-strategies>

## Roles and responsibilities

### *Implementation and requests to withdraw*

The Senior Leadership Team and the Headteacher will approve the RSE policy and ensure its implementation.

The Headteacher and the Senior Leadership Team is responsible for ensuring that RSE is taught consistently across the school.

### *Staff*

Staff are responsible for:

- Delivering RSE in a sensitive way

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- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE

Staff who have concerns about teaching RSE are encouraged to discuss this either with the SLT or Pastoral Lead.

### ***Pupils***

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

### **Parents' right to withdraw**

#### ***Key Stage 1***

Parents do not have the right to withdraw their children from relationships education, nor from the compulsory Science Curriculum.

### **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

### **Monitoring arrangements**

The delivery of RSE is monitored by the Pastoral Lead through:

- Planning scrutinies, learning walks, pupil surveys
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by the PSHE coordinators annually. At every review, the policy will be approved by the SLT

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<b>Created and Reviewed by :</b>	<b>Policy Category:</b>
Kelly Thornes 2019 Annelouise Jordan 2022 SLT September 2024 Alison Entwistle January 2026	Whole School
<b>Approved by</b>	<b>Next Review:</b>
Elena Benito February 2026	September 2026

**External links:**

- Relationships education (Primary)

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

- Relationships and Sex Education (RSE) (Secondary)

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

- Annex A: regulations for Relationships Education, Relationships and Sex Education (RSE) and Health Education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-a-regulations-for-relationships-education-relationships-and-sex-education-rse-and-health-education>

- Annex B: resources for Relationships Education, Relationships and Sex Education (RSE) and Health Education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-b-resources-for-relationships-education-relationships-and-sex-education-rse-and-health-education>

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## Appendix 1

By the end of Primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and friendships	<ul style="list-style-type: none"> <li>● That families are important for children growing up because they can give love, security and stability</li> <li>● 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</li> <li>● 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</li> <li>● 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</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Safe relationships	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>● 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</li> <li>● 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</li> </ul>

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<p>Respecting ourselves and others</p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</li> <li>● 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</li> <li>● 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</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<p>Online relationships</p>	<ul style="list-style-type: none"> <li>● How information and data is shared and used online</li> <li>● What to do if something pops up that we don't like when using online systems.</li> </ul>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>● 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</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> </ul>

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|  | <ul style="list-style-type: none"><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li></ul> |
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