



KING'S COLLEGE SCHOOL
ALICANTE

KCSA Policy

Relationships, Health & Sex Education

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Introduction

The aims of Relationships, Sex and Health Education (RSHE) at King's College Alicante are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils to be future ready and able to make safe, informed and responsible choices
- Help pupils develop feelings of self-respect, respect for others, confidence and empathy
- Give pupils an understanding of relationships, sexual development and the importance of health and hygiene

Statutory requirements

Our policy follows the statutory guidance given by the UK Department for Education (DfE) and meets the requirements of the Independent School Standards. Aspects of Relationships and Sex Education (RSE) are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

This policy and the delivery of RSHE are informed by *Keeping Children Safe in Education (DfE, 2024)*, which requires all staff to understand how teaching about healthy relationships and personal safety contributes to the wider safeguarding culture of the school.

The policy upholds the principles of the **Equality Act 2010**, ensuring that teaching and learning promote equality of opportunity, foster good relations between groups, and eliminate discrimination or harassment related to protected characteristics.

As a school, we ensure that every student in primary and in secondary is provided with RSHE, except insofar as the pupil is excused in accordance with the 2019 "[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)" guidelines from the UK (updated in 2021)

At King's College Alicante we teach RSHE as set out in this policy.

Policy development

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

- Review – The PSHE Lead teachers reviewed all relevant information, including but not limited to, relevant national and local guidance.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were introduced to the life learning programme and invited to send questions to the year team lead about the policy and offer commentary.
- Student consultation – students were consulted with about their RSHE lessons in school through questionnaires and invitation for feedback during lessons
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed annually.

The next formal parental consultation and curriculum review are scheduled for **Spring 2026**, in line with the school's three-year RSHE review cycle.

Definition

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a

combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity. It is important to stress that all RSHE lessons are taught in an age appropriate way and the overall aim is to help students become more responsible, healthier and safer members of society as they grow and develop into young adults.

Curriculum

Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.

We will continue to develop the curriculum in consultation with students and staff, taking into account the age, needs and feelings of students in the school.

Delivery of RSHE

At King's College Alicante, RSHE is delivered as part of the PSHE curriculum. The school follows the programme of study set out by the Jigsaw Spiral curriculum that covers all the outcomes of the DfE statutory Relationships, Sex and Health Education guidance. All pupils from Early Years - Year 11 have a discrete weekly lesson of the PSHE curriculum, some topics will be further discussed or examined in tutor time or specific observance days. For the upper school, more flexibility is offered with regard to the timetabling of PSHE but core content is covered that is shaped around pupil requirements.

Typically, in the primary school, PSHE will be delivered by the classroom teacher who knows the children well and can adapt lessons to meet the needs of their pupils. In the secondary school, elements of PSHE delivery will be delivered by outside speakers, guests, specialists, trained health professionals and use of teachers with a particular interest or knowledge of a specific area. Our school will take advantage, too, of any quality resource that is made available to schools in the area. Many other elements of PSHE are embedded within the curriculum.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health (Year 7 upwards)

For more information about our RSHE 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, LGBTQ+ 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).

Roles and responsibilities

Staff Responsibilities

The person with responsibility for the overview and yearly evaluation of this policy is Matthew Bennett (DSL and member of the ELT), however, all staff involved are responsible for ensuring this policy is implemented and acted on. This includes most tutors.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress;
- Provides engagement and excitement for learning; and
- Meets the demands of the current pupil body in an age sensitive manner.

The Executive Headteacher

The Executive Headteacher is responsible for ensuring that RSHE is taught consistently across the College, and for managing requests to withdraw students from (non-statutory/non-science) components of RSHE (See appendix 2)

The Heads of Lower, Middle and Senior Schools will ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Teaching Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way;
- Modelling positive attitudes to RSHE;
- Monitoring progress;
- Responding to the needs of individual students;
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSHE;
- Reporting any safeguarding concerns to the School's Designated Safeguarding Leader (DSL); and
- Signposting children to responsible adults for further help or support.

Students

Students are expected to follow a Jigsaw Charter which is shared with them at the start of each lesson. The charter is a set of rules of conduct during PSHE lessons:

- To take turns to speak (not speaking over each other);
- To use kind and positive language;
- To listen to others points of view;
- To have the right to pass if they don't want to share any information or answer questions (this does not mean they can opt out of the whole lesson);
- To only name someone if giving compliments and being positive; and
- To respect one another's privacy and confidentiality (the only exception to the rule is if a teacher identifies anything which may put the pupil at risk, they would need to share the information with other appropriate adults such as the School DSL)

Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSHE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a Learning Support department, led by Jeanne Walker. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality, inclusive teaching that is rooted in the principles of QFT will be the starting point to ensure accessibility. As set out in the SEND code of practice, when teaching these subjects to those with SEND, King's College Alicante is mindful of preparing students for adulthood.

Parents' right to withdraw

If parents of either primary or secondary school children require further guidance on RSHE and parents rights to withdraw from RSHE lessons, they should refer to the DFE information on this link:

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

Parents cannot withdraw their children from Relationships, Education and Health Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If the Primary School decides to teach any specific elements of Sex Education, this will be communicated to parents in advance (clearly outlining what is going to be taught and when). If parents do not wish their child to participate in these lessons, they will be able to request for withdrawal of their children from these lessons.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Executive Headteacher.

A copy of withdrawal requests will be placed on the pupil's educational record. The Executive Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education. For the duration of the RSHE unit they will be supervised in an alternative venue.

Training

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

Appropriate visitors from outside the school will be invited to participate and lead on aspects of our RSHE programme, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE

Monitoring arrangements

The delivery of RSHE is monitored by the AHT Pupil Wellbeing and DSL, reporting to the Executive Headteacher. Working closely with Deputy and Assistant Heads for Lower, Middle and Senior Schools, the AHT will monitor PSHE/RSHE through: Lesson observations, learning walks and discussions with pupils. Students' development in RSHE is monitored by class teachers either by classwork discussions, debates, quizzes or assessments. This policy should be read in conjunction with the following KCA policies, which collectively promote pupils' safety, inclusion and personal development:

- **Safeguarding and Child Protection Policy** – ensuring RSHE content reinforces our safeguarding culture and reporting procedures.
- **Behaviour Policy** – promoting respect, boundaries, and positive relationships in all areas of school life.
- **Equality, Diversity and Inclusion Policy** – embedding respect for all protected characteristics within the RSHE curriculum.
- **Online Safety Policy** – supporting pupils to apply learning about relationships and consent in digital environments.

Appendix 1a: Curriculum Map

King's College Alicante uses The Jigsaw Programme as the main resource for the delivery of the PSHE curriculum, complemented by teacher created resources but set in the following structure. The curriculum map below gives the learning theme for each of the six units and these are taught across the school; with each unit approached in an age appropriate way.

Relationships, Sex and Health Education Curriculum Map Overview

For an overall plan of PSHE lessons and how these themes fit together please consult [Snapshot of Jigsaw PSHE Primary](#) [Snapshot Jigsaw PSHE Secondary](#)

TERM	PUZZLE (Unit)	CONTENT
Autumn 1:	Being Me In My World	Includes understanding my own identity and how I fit in well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolutions and communication skills, bereavement and loss
Summer 2:	Changing Me*	Includes Relationships and Sex Education in the context of coping positively with change.

* There may be a need to cover some Changing Me units in the autumn term by year groups if units were not covered in the summer term.

Appendix 1b: Changing Me and opt out

The table below indicates the topics specifically being taught in each year group as part of the “Relationships” and “Changing Me” topics. Please note that parents can choose to opt out, as per the section “Parents’ Right to Opt Out” above, from the topics indicated in **RED**. If you would like further details, please contact our AHT Pupil Wellbeing & DSL, [Sharmila Gandhi](#)

Safeguarding note:

Practices such as Female Genital Mutilation (FGM) and breast flattening/ironing are recognised forms of physical abuse. They are addressed within RSHE as part of our safeguarding and health-education curriculum and are covered by *Keeping Children Safe in Education (DfE, 2024)* and the KCA Safeguarding and Child Protection Policy.

Year Group(s)	Relationships	Changing Me
Nursery	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
Year 1	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 to Year 2
Year 2	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 to Year 3
Year 3	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 to Year 4
Year 4	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition to Year 5 Environmental change
Year 5	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility

	SMART internet safety rules	Coping with change Preparing for transition to Year 6
Year 6	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 Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition to Year 7
Year 7	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, Emotions within friendships, being discerning, assertiveness, sexting	Puberty changes, FGM, Breast flattening/ironing, responsibilities of parenthood, Types of committed relationships, Happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, Sources of help and support
Year 8	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, Physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9	Power and control in relationships, risk in relationships, importance of sexual consent, Assertiveness skills, Sex and the law, Pornography and stereotypes, Contraception choices, family planning & STIs, Support and advice services	Mental health stigma, triggers, support strategies, Managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, Reflection on body and brain changes, stereotypes
Year 10	Sustaining Long-term relationships, Relationship choices, Ending relationships safely, Consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, Understanding love, fake news and rumour-mongering, abuse in teenage relationships Legislation, support and advice	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, Sexual identity, gender, spectrum of sexuality, Stereotypes in romantic relationships, sexual identity and risk, Family change, Sources of support.
Year 11*	Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "Coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses,	

	Hate crime, sources of support
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Appendix 2

Parent form: Withdrawal from sex education

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent(s)		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Will the child turn 16 within 3 terms?	Yes / No If the answer is yes then the child has the opportunity to opt themselves back into the RSE programme despite the parent's choice.
Withdrawal approval	
Signature	Simon Wicks Executive Headteacher
Date	