Relationships and Sex Education (RSE) Policy 2026

Approved by:	Alison Colwell, Principal	**Last reviewed on:**	September 2026
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This policy applies to Baleares International College at both sites, Sa Porrassa and Sant Agustí.

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Purpose

This policy sets out how the school delivers Relationships and Sex Education (RSE) as part of a broad, balanced, and inclusive curriculum.

The purpose of RSE is to:

- help pupils build safe, respectful and healthy relationships;
- support pupils to understand personal wellbeing, boundaries and responsibility;
- equip pupils to recognise risk, seek help and stay safe offline and online;
- promote respect for others and challenge prejudice, harmful stereotypes and abusive behaviour;
- prepare pupils, in an age-appropriate way, for the responsibilities and realities of later life; and
- contribute to pupils' spiritual, moral, social and cultural development.

High-quality RSE supports pupils' moral, social, and cultural development and helps prevent harm by enabling them to identify when something is not right.

Definitions

Relationships Education: Focuses on building pupils' understanding of safe, respectful relationships and personal wellbeing.

Sex Education: Covers human reproduction, sexual health and intimacy in a safe, age-appropriate and legally informed way.

For the purposes of this policy, RSE refers to the planned programme through which the school teaches these areas in an age-appropriate, carefully sequenced and safeguarding-aware way.

Scope

This policy applies to:

- All pupils from Early Years through Secondary
- All teaching and support staff involved in curriculum delivery or pupil support
- Senior leadership and proprietor (Ariston Education) oversight
- External providers delivering RSE content

RSE is delivered through:

- PSHE/Wellbeing curriculum
- Science curriculum (statutory elements such as reproduction)
- Cross-curricular links (e.g. safeguarding, online safety, wellbeing)

In England, Relationships Education and Health Education are statutory in primary schools and RSE is statutory in secondary schools; the school follows the DfE statutory guidance as a benchmark. Under Spanish law, affective-sexual education (educación afectivo-sexual) forms part of the curriculum throughout compulsory education (Ley Orgánica 2/2010, Article 9, as amended by Ley Orgánica 1/2023) and is a cross-curricular element of primary and secondary education (Ley Orgánica 2/2006 as amended by Ley Orgánica 3/2020, LOMLOE). In the primary phase, the school tells parents in advance of any sex education content beyond the science curriculum.

Legislation and Guidance

This policy complies with Spanish and Balearic law and uses the English statutory framework as a benchmark of good practice. The relevant law and guidance are:

- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- Education Act 2002 and Education Act 1996
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Ley Orgánica 2/2010, de 3 de marzo, de salud sexual y reproductiva, Article 9, as amended by Ley Orgánica 1/2023 (affective-sexual education in compulsory education)
- Ley Orgánica 2/2006, de Educación, as amended by Ley Orgánica 3/2020 (LOMLOE)
- Ley Orgánica 10/2022, de garantía integral de la libertad sexual; the age of sexual consent in Spain is 16
- Ley Orgánica 8/2021 (LOPIVI), on the protection of children and adolescents from violence
- Ley Orgánica 3/2007, Real Decreto-ley 6/2019, Ley 15/2022, Ley 4/2023 and the Balearic Llei 8/2016 on equality, non-discrimination and LGTBI rights

The English legislation listed above (the 2019 Regulations, the Children and Social Work Act 2017, the Education Acts and the Equality Act 2010) applies in England and is used by the school as the BSO benchmark.

This policy is aligned with the latest DfE statutory guidance (2025 update), which schools in England must have regard to when delivering RSE.

The school will consult parents, staff and, where appropriate, pupils when reviewing this policy. The school will undertake periodic consultation when reviewing this policy to ensure it reflects community needs while meeting statutory requirements.

Where the requirements of host-country law differ from UK-based expectations, the school will comply with local law while meeting BSO standards to the fullest extent possible.

Roles & Responsibilities

Ariston Education (proprietor)

- Approves the RSE policy
- Ensures compliance with statutory guidance

Principal

- The Principal is responsible for advising on, endorsing and supporting the implementation of the RSE policy.
- The Principal provides leadership to ensure that RSE aligns with the overall vision and values of the school and the cultural expectations of Spain and the Balearic Islands, and of the school's international community.

- The Principal oversees the integration of RSE into the broader curriculum.
- Ensures staff are trained and supported
- Ensures parental consultation and communication
- Ensures that curriculum content, materials, and teaching are aligned with statutory requirements and are available to parents on request.
- Makes decisions on withdrawal requests

RSE / PSHE Lead

The PSHE and RSE lead at Sa Porrassa is Ruby Wilson, working with the Head of Primary (Adam Fairless), the Head of Secondary (Phil Brown) and the Head of Sixth Form (Claire Turley). At Sant Agustí the PSHE and RSE lead is the Principal, Andrew Beavon.

- Designs and sequences the curriculum
- Ensures content is age-appropriate and compliant
- Coordinates staff training and resources
- Monitors delivery and impact

Teaching Staff

- Teachers are responsible for delivering RSE content strictly according to the curriculum and policy guidelines.
- They create a safe and inclusive learning environment for students to explore RSE topics.
- Teachers play a vital role in facilitating open discussions and addressing student queries related to RSE.
- Report concerns to the Designated Safeguarding Lead
- Members of SLT/Pastoral teams will meet with parents who request withdrawal from sex education to ensure they understand the curriculum, its purpose, and the implications of withdrawal, and will keep a formal record of such discussions and decisions
- Teachers will follow agreed protocols when responding to difficult or sensitive questions. Where appropriate, they may:
    - Delay responses to ensure accuracy and appropriateness
    - Redirect pupils to trusted adults or sources
    - Follow safeguarding procedures where a concern arises

Designated Safeguarding Lead (DSL)

- The DSL will ensure that all safeguarding concerns arising from RSE lessons are responded to promptly in line with the school's safeguarding procedures and statutory guidance.
- Provides guidance on safeguarding issues arising from RSE

Leader of Wellbeing and health professionals

- The Leader of Wellbeing (Fiona Von Waberer) and any school health staff will assist with advising and contributing to the content of RSE provision to ensure appropriate and up to date information is contained in the lessons.
- They, and external health professionals vetted under this policy, may be asked to deliver, and /or augment provision in certain aspects of the RSE programme as appropriate to lend their expertise.

Curriculum Delivery

RSE is delivered through a sequenced, age-appropriate curriculum that:

- Builds progressively from Early Years to Key Stage 5 and reflects pupils' developmental stages and needs
- Promotes positive relationships and wellbeing
- Supports pupils to stay safe both offline and online
- Is inclusive and accessible to all pupils, including those with SEND
- Supports pupils to make informed decisions

Primary Phase Focus

- Families, friendships, and respectful relationships
- Personal boundaries, privacy, and help-seeking
- Feelings, wellbeing and communication
- Online safety and media awareness
- Personal safety, including recognising unsafe situations and seeking support; and
- age-appropriate understanding of change and growing up.

Secondary Phase Focus

- healthy, respectful relationships;
- consent-related respect, boundaries and personal responsibility;
- peer influence, pressure and conflict;
- online harms and current digital risks, including AI-enabled harms, misinformation and harmful online influence;
- sexual health, reproduction and contraception in line with curriculum design and legal expectations;
- personal safety, access to support and help-seeking; and
- equality, dignity and lawful conduct in relationships.

Parent Engagement

The school recognises parents as key partners in pupils' education and wellbeing. The school will consult parents on this policy and on significant curriculum changes, and will communicate clearly about what is taught and when.

To support openness with parents, the school will:

- publish this policy on the school website and make it available on request;
- provide an annual overview of RSE by phase / year group;
- offer opportunities for parents to understand the curriculum, for example through briefings, presentations or an online portal;
- make curriculum materials reasonably available for parental review in accordance with school procedures; and
- respond to parental questions in a timely and respectful manner.

Consultation does not amount to a parental veto over curriculum requirements, but parental views will be considered carefully in the review and refinement of provision.

Parents:

- May ask to discuss their child's participation in specific sex education lessons (excluding statutory science content) by contacting the Head of Primary or Head of Secondary in the first instance; any arrangement is decided by the Principal and takes account of Spanish law.
- Cannot withdraw pupils from relationships or health education
- Where a pupil is withdrawn from sex education, the school will ensure that appropriate, purposeful alternative education is provided during that time. Where a pupil has been withdrawn, the school will review the arrangement with the pupil and parents as the pupil approaches 16

Requests about Sex Education Lessons

Parents may ask to discuss their child's participation in specific sex education lessons. Any arrangement will be agreed with the school and will take account of Spanish law. Parents may not withdraw their child from:

- statutory science content;
- relationships education; or
- other curriculum content which the school is required to provide.

Withdrawal Process

To make a request, parents must:

1. submit the request in writing to the Head of Primary or Head of Secondary (or the Vice Principal at Sant Agustí), who will pass it to the Principal for a decision;
2. attend a meeting, where appropriate, with the Principal or nominated senior leader to discuss the request, the curriculum and implications of withdrawal; and
3. receive the school's decision in writing, which will be recorded on file.

Where a pupil is withdrawn, the school will provide appropriate, purposeful supervised education during the period in question.

Child Protection, Safeguarding & Confidentiality Protocols

- Child protection, safeguarding, and confidentiality protocols are integral to supporting safe and effective RSE practice.
- These protocols ensure that sensitive information is handled with utmost care, respecting the privacy and well-being of all students.
- Sensitive topics are delivered carefully to avoid distress while ensuring pupils can identify and respond to risk.
- Staff will make clear to pupils that confidentiality cannot be guaranteed where a safeguarding concern is identified. Any disclosures or concerns arising during RSE lessons must be reported immediately to the Designated Safeguarding Lead.
- Clear ground rules will be established in RSE lessons to ensure respectful discussion and safe participation.

Equality, Inclusion and SEND

- The school will deliver RSE in a way that is consistent with Ley 15/2022 and Balearic Llei 8/2016, using the Equality Act 2010 as a benchmark, respectful of diversity, and accessible to all pupils.
- Teaching and materials will avoid unlawful discrimination and harmful stereotypes, and will promote respect for others.
- The school recognises that pupils come from a wide range of family backgrounds and experiences. Teaching will be sensitive to this diversity while remaining age-appropriate, factual and safeguarding-informed.
- RSE will be adapted appropriately for pupils with SEND and for pupils whose vulnerability, prior experience, language needs or development require adjustments to content, pacing, pedagogy or support.

Use of External Providers and Visitors

Where the school uses external agencies or visitors to contribute to RSE, the school retains full responsibility for:

- curriculum content and appropriateness;
- safeguarding and supervision;
- quality assurance of resources; and
- communication with parents.

All external providers must:

- be vetted in line with school safeguarding procedures;
- use materials approved by the school in advance;
- understand and follow the school's safeguarding and conduct expectations; and
- deliver sessions under the oversight of a member of school staff. The school will not enter arrangements that prevent curriculum transparency with parents.

Staff Training and Support

Staff involved in teaching or supporting RSE will receive appropriate induction, guidance and ongoing professional development, including on:

- curriculum expectations and sequencing;
- managing sensitive topics and questions;
- safeguarding and reporting routes;
- equality, inclusion and SEND adaptation; and
- emerging online and social risks relevant to pupils.

Monitoring and Review

This policy will be reviewed **annually**, or sooner if there are changes in guidance, law, safeguarding expectations or local context. Evidence may include:

- curriculum reviews and planning scrutiny;
- lesson visits or lesson observations;

- work scrutiny or resource review;
- pupil voice;
- parent feedback;
- staff feedback and training records;
- safeguarding trends, pastoral data and behaviour information where relevant;
- review of complaints or concerns linked to RSE provision.

Ariston Education, through the Regional Head of Schools (Jonathan Dey), will receive regular updates.

The Principal and the RSE leads named above will report periodically to Ariston Education via the Regional Head of Schools on implementation, strengths, risks and any recommended changes.

Related Policies

This policy should be read in conjunction with the following documents:

- Child Protection and Safeguarding Policy;
- Online Safety Policy;
- Behaviour Policy;
- Staff Code of Conduct;
- Equality, Diversity and Inclusion Policy;
- Curriculum Policy;
- SEND Policy (Sa Porrassa and Sant Agustí);
- Privacy Policy;
- Concerns and Complaints Policy;
- RSE Statement (published on the school website)

APPENDIXES

Appendix A: RSE curriculum progression (EYFS–KS5)

What is taught, when it is taught and who delivers it

Early Years (Nursery and Reception, Sant Agustí): through Personal, Social and Emotional Development – making friends, feelings, families and people who care for us, personal hygiene and keeping safe. Taught by class teachers.

Key Stage 1 (Years 1 and 2): families and people who care for us, caring friendships, respectful relationships, being safe (including privacy, appropriate and inappropriate contact, and naming body parts correctly), and who to ask for help. Taught by class teachers in PSHE and science.

Key Stage 2 (Years 3 to 6): friendships and respectful relationships, online relationships and online safety, being safe and help-seeking, and puberty and the changing adolescent body (including menstruation) before the onset of puberty. Any sex education in Year 6 beyond the science curriculum is notified to parents in advance. Taught by class teachers in PSHE and science.

Key Stage 3 (Years 7 to 9): healthy and respectful relationships, consent and boundaries, online harms and the law on sharing images, misogyny and harmful influences, puberty and reproduction, and introductory sexual health. Taught in timetabled PSHE, the tutor programme and science.

Key Stage 4 (Years 10 and 11): intimate relationships, consent and Spanish law (the age of consent is 16), contraception and sexually transmitted infections, pregnancy, coercion, abuse and violence against women and girls, pornography and online risk, and where to get help. Taught in timetabled PSHE and science.

Key Stage 5 (Years 12 and 13): sexual health, consent, healthy relationships, personal safety and independence, and online reputation, through timetabled PSHE and the tutorial programme.

The DSLs contribute to the planning of safeguarding-related content, and any external providers are vetted and supervised as set out above.