

RSE Policy 2026

Approved by: School Council

Last reviewed on: June 2026

Date: June 2026

Next review due by: June 2027

Purpose

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

The purpose of CSR is:

to help students build safe, respectful, and healthy relationships;
to support students in understanding personal well-being, boundaries, and responsibility;
to empower students to recognize risks, seek help and stay safe both online and offline;
to promote respect for others and challenge prejudice, harmful stereotypes and abusive behavior;
to prepare students, in a manner appropriate to their age, for the responsibilities and realities of later life; and
to contribute to the spiritual, moral, social and cultural development of the students.

High-quality CSR supports the moral, social, and cultural development of students and helps prevent harm by enabling them to identify when something is wrong.

Definitions

Comprehensive sexuality education is an educational process that encompasses knowledge, skills, and attitudes about sexuality, relationships, sexual and gender diversity, consent, violence prevention, and sexual health. It is not limited to reproductive biology; it includes the emotional, social, and ethical dimensions of sexuality.

For the purposes of this policy, CSR refers to the planned program through which the school teaches these areas in an age-appropriate, carefully sequenced, and protection-conscious manner.

Scope

This policy applies to:

- 1) All students from **Early Childhood Education to Secondary Education**.
- 2) All teaching and support staff involved in delivering the curriculum or supporting students
- 3) Senior Leadership and School Board Oversight
- 4) External providers that offer CSR content

CSR is taught through:

PSHE/Wellbeing Curriculum

Science curriculum (legal elements such as reproduction)

Intercurricular links (e.g., protection, online safety, well-being)

Legislation and Guidance

Since the LOMLOE (2020), sex education has been compulsory at all stages of basic education in Spain. Law 4/2023 reinforces this mandate by requiring the inclusion of content on sexual, gender, and family diversity, as well as the prevention of LGBTQ+phobic harassment.

This policy complies with:

Regulations on Relationship Education, Relationship and Sexuality Education and Health Education (England) 2019

Children and Social Work Act 2017
Education Act 2002 and Education Act 1996
Equality Act 2010
Maintaining Child Safety in Education (KCSIE)

Working together to protect children

This policy is aligned with the latest DfE legal guidance (updated 2025), which schools should take into account when teaching CSR.

This policy has been developed in consultation with parents, staff, and, where appropriate, students. The school will conduct regular consultations when reviewing this policy to ensure it reflects the needs of the community and complies with legal requirements.

When the requirements of the host country's law differ from UK expectations, the school will comply with local legislation while meeting BSO standards as far as possible.

LOMLOE (Organic Law 3/2020, of December 29)

The LOMLOE amended the Organic Law on Education (LOE) to include affective-sexual education as a cross-curricular element. Article 1 establishes as a principle: "The development of equality of rights, duties and opportunities, respect for affective-sexual and family diversity, the promotion of effective equality between women and men through consideration of the co-education of boys and girls, affective-sexual education adapted to the developmental level, and the prevention of gender violence."

Furthermore, the forty-first additional provision establishes that:

Affective-sexual education, in all its dimensions, is part of the curriculum throughout compulsory education, and will be taught by staff who have received the appropriate training for it.

Law 4/2023 for the real and effective equality of trans and LGBTI people

Law 4/2023 complements the LOMLOE with specific measures:

Article 20. LGBTI diversity in the educational field: the Government will include among the basic aspects of the curriculum the principle of equal treatment and non-discrimination on the grounds of sexual orientation, gender identity, gender expression and sex characteristics.

Article 21. Obligations of the educational authorities: to collaborate to promote respect for LGBTI diversity, to include protocols against bullying due to LGBTIphobia in educational projects and rules of coexistence.

Article 22. Teacher training: content on sexual, gender and family diversity will be incorporated into the curricula of teaching qualifications.

Roles and responsibilities

School Council

Approves the CSR policy
Ensures compliance with legal guidelines

Director

The Principal is responsible for advising, endorsing and supporting the implementation of the CSR policy. The principal provides leadership to ensure that CSR is aligned with the school's overall vision and values and with the cultural expectations of the surrounding community.

The director oversees the integration of CSR into the broader curriculum.

Ensure that staff receive training and support

It guarantees parental consultation and communication.

Ensure that curriculum content, materials, and teaching are aligned with legal requirements and are available to parents upon request.

Make decisions regarding withdrawal requests

CSR Leader / PSHE

Curriculum designs and sequences.

Ensure that the content is age-appropriate and complies with regulations.

Coordinates staff training and resources.

Monitor delivery and impact.

Teaching staff

Teachers are responsible for delivering CSR content strictly in accordance with the curriculum and policy guidelines.

They create a safe and inclusive learning environment for students to explore CSR topics.

Teachers play a fundamental role in facilitating open discussions and answering students' questions related to CSR.

Report your concerns to the Designated Protection Officer

Members of the Direct Education/Pastoral teams will meet with parents requesting the removal of sex education to ensure they understand the curriculum, its purpose, and the implications of removal, and will maintain a formal record of such discussions and decisions.

Teachers will follow agreed-upon protocols when answering difficult or sensitive questions. When appropriate, they may:

Delaying responses to ensure accuracy and appropriateness

Redirect students to adults or trusted sources

Follow the protection procedures when any concerns arise

Designated Protection Liaison Officer (DSL)

The DSL will ensure that all safeguarding concerns arising from CSR classes are addressed in a timely manner, in accordance with the college's safeguarding procedures and legal guidance.

It provides guidance on protecting against issues arising from CSR.

Counselors and nurses

School counselors and nurses will help advise on and contribute to the content of the CSR offering to ensure that appropriate and up-to-date information is included in the classes.

School counselors and nurses may be asked to deliver and/or supplement the provision in certain aspects of the CSR program as appropriate to contribute their expertise.

Curriculum delivery

Corporate Social Responsibility (CSR) is taught through a sequenced and age-appropriate curriculum that:

It develops progressively from kindergarten to high school and reflects the developmental stages and needs of the students

It promotes positive relationships and well-being.

Support students to stay safe both online and in the office.

It is inclusive and accessible to all students, including those with SEND

Support students in making informed decisions

Primary phase approach

Families, friendships, and respectful relationships

Personal boundaries, privacy, and seeking help

Feelings, well-being and communication

Online safety and media awareness

personal safety, including recognizing unsafe situations and seeking support; and

Age-appropriate understanding of change and growth. The 2026 guide places particular emphasis on online safety, well-being, and practical personal safety topics.

Focus on the secondary phase

healthy and respectful relationships;

respect, limits and personal responsibility related to consent;

peer influence, pressure, and conflict;

current online harms and digital risks, including AI-enabled harms, disinformation, and harmful online influence;

sexual health, reproduction and contraception in line with curriculum design and legal expectations;

personal safety, access to support and seeking help; and

Equality, dignity, and legal conduct in relationships. The revised guidance and current protection materials place greater emphasis on online harm, misogyny, violence against women and girls, toxic influencers, and other contemporary risks.

Parental involvement

The school recognizes parents as key partners in the education and well-being of students. The school will consult with parents on this policy and on significant curriculum changes, and will clearly communicate what is taught and when. The revised DfE guidance places a strong emphasis on proactive parental involvement and transparency regarding materials.

To foster openness with parents, the school will:

Publish this policy on the school's website and make it available upon request;

provide an annual overview of CSR by phase/year group;

offer opportunities for parents to understand the curriculum, for example, through information sessions, presentations, or an online portal;

to make curriculum materials reasonably available for parental review in accordance with school procedures; and

Respond to parents' questions in a timely and respectful manner.

The consultation does not constitute a parental veto on curriculum requirements, but parental opinions will be carefully considered in the review and improvement of the provision.

Parents:

You can request the removal of sex education (excluding statutory scientific content) by first contacting the Primary/Secondary Principal, and this will be authorized by the Principal.

Students cannot be removed from health relations or education.

When a student is removed from sex education, the school will ensure that appropriate and purposeful alternative education is provided during that time.

Right to withdraw

Parents may request that their child be removed from some or all of the sex education components of the program, subject to the limits established by law and guidelines. Parents may not remove their child from:

statutory scientific content;

education in relationships; or

other curricular content that the school is obliged to provide.

Withdrawal process

To request withdrawal, parents must:

submit the written request to the director;
attend a meeting, when appropriate, with the Director or designated senior leader to discuss the request, curriculum, and implications of withdrawal; and
The center's decision will be received in writing and recorded on file. This formal process reflects good practices and the DfE's current expectation of clear parental involvement and documented decision-making. When a student is withdrawn, the school will provide appropriate and purposeful supervised education during the period in question.

Child Protection, Security and Confidentiality Protocols

- Child protection, security, and confidentiality protocols are fundamental to supporting safe and effective CSR practices.
- These protocols ensure that sensitive information is handled with the utmost care, respecting the privacy and well-being of all students.
- Sensitive topics are addressed carefully to avoid discomfort, while ensuring that students can identify and respond to risk.
- Staff will make it clear to students that confidentiality cannot be guaranteed when a protection concern is identified. Any disclosures or concerns that arise during CSR classes must be reported immediately to the Designated Protection Officer.
- Clear rules will be established in CSR classes to ensure respectful discussion and safe participation.

Equality, Inclusion and SEND

The school will teach CSR in a manner consistent with the **Equality Law 9/2003 of April 2, for equality between women and men**, respectful of diversity and accessible to all students. The teaching and materials will prevent unlawful discrimination and harmful stereotypes, and will promote respect for others. BSO standards and current government guidelines emphasize respect, non-discrimination, and appropriate consideration for protected characteristics. The school recognizes that students come from a wide variety of family backgrounds and experiences. Teaching will be sensitive to this diversity, while remaining age-appropriate, factual, and protective. The CSR will be appropriately adapted for students with SEND and for those whose vulnerability, prior experience, language needs or development require adjustments in content, pace, pedagogy or support.

Use of external suppliers and visitors

When the school uses external agencies or visitors to contribute to CSR, it retains full responsibility for:

1. curriculum content and adaptation;
2. protection and supervision;
3. quality assurance of resources; and
4. Communication with parents.

All external providers must:

5. be evaluated according to school protection procedures;
6. use materials approved by the school in advance;
7. understand and follow the center's safety and conduct expectations; and
8. The sessions will be conducted under the supervision of a member of the school staff. The school will not enter into any agreements that hinder curricular transparency with parents.

Staff training and support

Staff involved in teaching or supporting CSR will receive appropriate induction, guidance, and ongoing professional development, including on:
curricular expectations and sequencing;
manage sensitive topics and questions;

route protection and notification;
equality, inclusion and adaptation of SEND; and
Emerging online and social risks relevant to students. Current legal guidelines and protective materials emphasize both professional judgment and current contextual risks, especially online harm.

Monitoring and review

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

curriculum reviews and planning scrutiny;
visits to lessons or classroom observations;
the review of work or resources;
pupil's voice;
Parents' comments;
staff feedback and training records;
safeguarding trends, pastoral data, and behavioral information where relevant;
Review of complaints or concerns related to the provision of CSR.

The School Board, through the Regional Director of Schools, will receive regular updates on:
The principal and the PSHE/CSR officer will periodically report to the School Council through the Regional Director 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 security policy;
Behavioral Policy;
Policy against school bullying;
Code of Conduct of the General Staff;
Policy on Equality, Diversity and Inclusion;
Curriculum Policy;
SEND / Inclusion Policy;
Data Protection / Privacy Policy;
Concerns and Complaints Policy. These links support consistent compliance with BSO standards, protection, and information provision.

APPENDIX 1

The following is the CSR plan for the current academic year 26-27, based on the content established by the LOMLOE:

Early Childhood Education

Content	Timing	Who teaches it?
Identification and expression of emotions.	First quarter	Tutorial Action and DSL
Knowledge of one's own body and body language.	Second quarter	Tutorial Action and DSL
Respect for body and family diversity.	Third quarter	Tutorial Action and DSL

Primary Education

Content	Timing	Who teaches it?
Physical and emotional changes during puberty. Emotional relationships and friendship.	First quarter	Tutorial Action and DSL
Family diversity and respect for differences. Prevention of sexual abuse: identifying risk situations and how to ask for help.	Second quarter	Tutorial Action and DSL
Social and emotional skills.	Third quarter	Tutorial Action and DSL

Secondary Education

Content	Timing	Who teaches it?
Comprehensive affective-sexual education: consent, healthy relationships and violence prevention. Sexual, gender and family diversity.	First quarter	Tutorial Action and DSL
Sexual health: contraceptive methods, prevention of STIs, HIV, etc. Prevention of LGBTphobia and school bullying.	Second quarter	Tutorial Action and DSL
Responsible use of technology in affective relationships (sexting, cyberbullying, etc.).	Third quarter	Tutorial Action and DSL