



KING'S COLLEGE SCHOOL  
MURCIA

## Relationships & Sex Education Policy

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.

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 relationship 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 School Murcia we teach RSE as set out in this policy.

### King's College School, Murcia

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

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 meeting about the policy.
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 Secondary will cover RSE fully, Primary will focus on the Relationships Education curriculum, and sex education will be taught through compulsory science lessons, focusing on:

- Preparing boys and girls for the changes that adolescence brings - i.e. puberty



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## Delivery of RSE

RSE is taught within the personal, social, health and economic (*PSHE*) education curriculum. Biological aspects of RSE are taught within the Science curriculum.

In Secondary, in Biology, KS3 students cover:

- sex organs
- intercourse
- fertilisation and pregnancy
- menstrual cycle
- puberty changes
- nutritional needs of pregnant women

These topics are taught again in KS4 with more factual detail. Biology classes do not cover contraception, infections, relationships etc. Although these topics often come up in class discussions, they do not form part of the Biology curriculum.

In Secondary, in PSHE, KS3 students cover:

- Personal strengths, self-esteem and self-confidence.
- Self-confidence and accepting feedback. Positive and negative.
- Right from wrong and morality.
- Different types of relationships - friendships, personal and professional relationships.
- Healthy relationships.
- Sex and relationships.
- Stereotypes in marriage- role of male / female.
- Historic relationships and modern (*single parent, same sex and cohabitation*).
- The law and marriage types: religious, civil, arranged, same sex (*civil partnerships*).

In Secondary, in ICT, KS3 students cover:

- Online safety
- Cyberbullying and grooming

Pupils also receive stand-alone sex education sessions delivered by a trained health professional, as appropriate.



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## **Primary**

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

## **Secondary**

RSE 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

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>

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## **Roles and Responsibilities**

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

The Headteacher and the Senior Leadership Team are responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-science components of RSE, within Secondary (*see section 8*).

## **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modeling 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 PSHE Coordinators.

## **Pupils**

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

## **Parents' Rights to Withdraw**

### **Primary**

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



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## **Secondary**

Parents have the right to withdraw their children from the non-science components of sex education within RSE 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. Withdrawal requests should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

A copy of the withdrawal requests will be placed in the pupil's educational record. Staff will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## **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**

The delivery of RSE is monitored by the Deputy Head and Headteacher through:

- Planning scrutinies, learning walks, pupil surveys and book looks (*where appropriate*).
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed annually. At every review, the policy will be approved by the SLT and CEO of Inspired Spain.



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<b>Created and Reviewed by:</b>	<b>Policy Category:</b>
Rhiannon Williams September 2025	Whole School
<b>Approved by:</b>	<b>Reviewed by:</b>
Elena Benito - Inspired CEO of Spain 17th November 2025	Dawn Akyurek October 2025
<b>Next Review:</b>	<b>August 2026</b>

## 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 people who care about me	<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>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</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>
Caring friendships	<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>Respectful relationships</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>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● 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</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online</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> </ul>

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	<ul style="list-style-type: none"> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>● Where to get advice e.g. family, school and/or other sources</li> </ul>
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TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>● That there are different types of committed, stable relationships</li> <li>● How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>● 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</li> <li>● Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>● The characteristics and legal status of other types of long-term relationships</li> <li>● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>● 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</li> </ul>

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<p>Respectful relationship Including friendships</p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● 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)</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 people in positions of authority and due tolerance of other people's beliefs</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>● 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</li> </ul>
<p>Online and media</p>	<ul style="list-style-type: none"> <li>● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>● 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</li> <li>● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>● What to do and where to get support to report material or manage issues online</li> <li>● The impact of viewing harmful content</li> <li>● 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</li> <li>● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>● How information and data is generated, collected, shared and used online</li> </ul>

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## Appendix 2

### Parent Form: Withdrawal from Sex Education within RSE

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

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**TO BE COMPLETED BY THE SCHOOL**

Agreed actions  
from the  
discussion with  
parents

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