



Relationships and Sex Education (RSE) Policy 2026-2027

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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 and Sex Education (RSE) is about the emotional, social and cultural development of our pupils. At British School Quito (BSQ) this involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, exploring issues and values.
- At British School Quito, RSE is not about the promotion of sexual activity, identity or orientation.

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 School Board 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)

For secondary pupils, RSE is statutory. For primary pupils, relationships education and health education are statutory, and all only allowed to be delivered by the School Doctor.

Legislation and Guidance

This policy complies with:

- 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

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

This policy has been developed in consultation with parents, staff, and where appropriate pupils. 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.

In line with guidance from the Ministry of Education, our Sex education element of our programme will be delivered by our DECE and our Doctor.

Roles & Responsibilities

School Board

- 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 British School Quito.
- 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

Heads of Primary and Secondary

Our headteachers are responsible for ensuring that RSE is taught consistently across their sections in line with BSQ Teaching Standards, making sure that resources and materials are shared with parents and carers as required, and for managing requests to withdraw pupils from components of RSE as noted below.

RSE / PSHE Lead

- 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/ Living Lead 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

Doctor and DECE members

Our Doctor and DECE are responsible for:

- Delivering the secondary sex education element of our RSE programme in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Other Classroom Staff

Staff are responsible for:

- Delivering the relationships element of our RSE programme in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose families wish them to be withdrawn from components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with their headteacher.

Pupils

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

Curriculum Delivery

Our RSE curriculum is set out as per Appendix 1 but we adapt it as and when necessary to ensure full alignment with Ecuadorian statutory guidance

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

We will share any curriculum resources and materials with parents and carers upon request.

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.

All sex education lessons in secondary will be delivered by our DECE and Doctor with children accompanied by their teachers. In addition, we invite parents to attend these sessions and share all learning materials.

In our primary provision, 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 Appendices 1 and 2.

In our secondary provision, 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 Appendices 1 and 2.

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 families amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them.

Use of resources

We will consider whether any resources we use:

- Are aligned with the teaching requirements set out by the Ecuadorian Ministry of Education and in the English RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings

- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Parents' Right to Withdraw

Parents will be invited to attend sex education sessions in line with Ecuadorian Guidance.

Across our primary provision families do not have the right to withdraw their children from relationships education.

Across our secondary provision families have the right to withdraw their children from the of sex education within RSE. Withdrawal notices will be reviewed in line with progress through the RSE curriculum and the developing maturity of the children but will only be withdrawn at the direction of the parents.

Requests for withdrawal should be put in an email addressed directly to the secondary living lead, with the head of secondary copied into this email.

Alternative provision will be put in place for pupils who are withdrawn from sex education.

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 the local laws; respectful of diversity, and accessible to all pupils.
- Teaching and materials will avoid unlawful discrimination and harmful stereotypes, and will promote respect for others. BSO standards and current Ecuadorian government guidance both emphasise respect, non-discrimination and appropriate regard to protected characteristics.
- 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
- 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
- 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
- emerging online and social risks relevant to pupils.
- Current statutory guidance and safeguarding materials emphasise both professional judgement and current contextual risks, especially online harms.

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.

The School Board through the Regional Head of Schools will receive regular updates on:

The Principal and PSHE / RSE Lead will report periodically to the School Board 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
- Anti-Bullying Policy
- Staff Code of Conduct
- Equality, Diversity and Inclusion Policy
- Curriculum Policy
- SEND & Inclusion Policy
- Data Protection Policy
- Concerns and Complaints Policy

These related policies support coherent compliance across BSO standards, safeguarding and provision of information.

Appendix 1: Indicative End of Primary

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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
Respectful relationships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • 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

TOPIC	PUPILS SHOULD KNOW
	• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: Indicative End of Secondary

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • 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
Respectful relationships, including friendships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content

TOPIC	PUPILS SHOULD KNOW
	• 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment