Relationships and Sex Education Policy

Approved by: Raúl Fernández Pascual, Principal, Colegio CEDES	**Last reviewed on:** June 2026
Next review due by: June 2027	

1. 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.

2. Definitions

Relationships Education: Focuses on developing pupils' understanding of safe, healthy and respectful relationships, personal wellbeing, boundaries, mutual respect and responsibility, in an age-appropriate way.

Sex Education: Covers human reproduction, sexual and reproductive health, personal boundaries, consent 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.

3. Scope

This policy applies to:

- All pupils from Early Years through Primary, Secondary and Bachillerato
- 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)

RSE is delivered in accordance with applicable Spanish national and regional education legislation and curriculum requirements. Content is adapted to pupils' age, developmental stage and educational phase, and is delivered progressively across Early Years, Primary, Secondary and Bachillerato.

4. Legislation and Guidance

This policy complies with applicable Spanish national and regional legislation and is informed by relevant international safeguarding and educational guidance.

In particular, this policy is informed by:

- Spanish Constitution of 1978, particularly the principles of equality, dignity, non-discrimination and the right to education;
- Organic Law 2/2006, of 3 May, on Education (LOE), as amended by Organic Law 3/2020, of 29 December (LOMLOE), including the principles of comprehensive education, equality, inclusion, respect, wellbeing and the development of pupils' personal and social competencies;
- Organic Law 8/2021, of 4 June, on the Comprehensive Protection of Children and Adolescents against Violence (LOPIVI), particularly its provisions relating to prevention, safeguarding, respectful relationships, appropriate treatment, online safety and the protection of children and adolescents from violence;
- Organic Law 2/2010, of 3 March, on Sexual and Reproductive Health and the Voluntary Termination of Pregnancy, as amended by Organic Law 1/2023, particularly its provisions relating to sexual and reproductive health education;
- Law 15/2022, of 12 July, on Equal Treatment and Non-Discrimination, particularly in relation to equality, dignity and protection from discrimination;
- applicable education, safeguarding, equality, health and child-protection legislation and regulations of Castilla-La Mancha;
- Keeping Children Safe in Education (KCSIE), latest applicable version, as an international benchmark of safeguarding good practice;
- Working Together to Safeguard Children, latest applicable version, as a safeguarding reference within the Group framework; and
- relevant Department for Education (DfE) guidance on Relationships, Sex and Health Education, as an international educational reference within the Group framework, insofar as it is compatible with applicable Spanish law.

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 that it reflects the needs of the school community while meeting applicable legal and educational requirements.

For Colegio CEDES, Spanish national and regional legislation takes precedence. UK statutory guidance is used as an international benchmark of good practice and does not replace applicable Spanish legal requirements. The school will also seek to meet applicable BSO standards to the fullest extent compatible with Spanish law.

5. Roles & Responsibilities

5.1 School Board

- Approves the RSE Policy.
- Ensures compliance with applicable legal, educational and safeguarding requirements.

5.2 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, the cultural and educational context of Colegio CEDES and the requirements of applicable Spanish legislation.
- The Principal oversees the integration of RSE into the broader curriculum.
- Ensures staff are appropriately trained and supported.
- Ensures parental consultation and communication.
- Ensures that curriculum content, materials and teaching are aligned with applicable legal and educational requirements and are available to parents on request.

5.3 RSE / PSHE Lead

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

5.4 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 any safeguarding concerns to the Designated Safeguarding Lead (DSL).
- 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 appropriate sources of information.
    - Follow safeguarding procedures where a concern arises.

5.5 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 applicable safeguarding requirements.
- Provides guidance on safeguarding issues arising from RSE.

5.6 Counsellors

- School counsellors will assist with advising and contributing to the content of RSE provision to ensure that appropriate and up-to-date information is included in lessons.
- School counsellors may be asked to deliver and/or support certain aspects of the RSE programme, where appropriate, in order to contribute their professional expertise.

6. Curriculum Delivery

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

- Builds progressively from Early Years through Primary, Secondary and Bachillerato 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 special educational needs and disabilities (SEND).
- Supports pupils to make informed decisions.

6.1 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.
- Age-appropriate understanding of change and growing up.
- Age-appropriate awareness of online safety, wellbeing and practical personal safety.

6.2 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 and reproductive health, reproduction and contraception, in line with curriculum design and applicable legal and educational requirements.
- Personal safety, access to support and help-seeking.
- Equality, dignity and respectful and lawful conduct in relationships.
- Awareness of contemporary safeguarding risks, including online harms, misogyny, violence against women and girls, toxic online influences and other emerging risks.

7. Parent Engagement

The school recognises parents and legal guardians as key partners in pupils' education and wellbeing. The school is committed to maintaining open, respectful and transparent communication with families regarding the aims, content and delivery of Relationships and Sex Education (RSE).

Parents will be appropriately informed about the school's approach to RSE and about significant changes to the programme. The school will provide clear information about what is taught, how it is delivered and how content is adapted to pupils' age, maturity and developmental needs.

To support openness and effective parental engagement, the school will:

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

Parents' views will be listened to and carefully considered as part of the ongoing review and development of RSE provision. However, parental consultation does not constitute a right of veto over statutory curriculum requirements or the school's legal responsibilities.

7.1 Participation in RSE and Parental Concerns

Under the Spanish educational framework, health education, including age-appropriate affective-sexual education, forms part of pupils' education throughout compulsory schooling. It is delivered in accordance with pupils' age, maturity and developmental stage and within the applicable national and regional curriculum.

Accordingly, there is no general parental right to withdraw pupils from statutory curriculum content relating to affective-sexual education, health education, equality, respectful relationships, prevention of violence, personal safety or safeguarding.

Where a parent or legal guardian has a concern about particular RSE content, the school will:

1. listen to and consider the concerns raised;
2. provide clear information about the educational aims, content, resources and age-appropriateness of the provision;
3. discuss any relevant individual circumstances or needs of the pupil; and
4. consider whether any reasonable adjustment is appropriate, provided that it remains consistent with statutory curriculum requirements, safeguarding responsibilities and the best interests of the child.

Any decisions will be made in accordance with applicable Spanish national and regional legislation, including the LOE as amended by the LOMLOE (Organic Law 3/2020), Organic Law 2/2010 on Sexual and Reproductive Health, as amended by Organic Law 1/2023, Organic Law 8/2021 on the Comprehensive Protection of Children and Adolescents against Violence (LOPIVI), applicable curriculum regulations and the school's safeguarding procedures.

8. Child Protection, Safeguarding and Confidentiality Protocols

Child protection, safeguarding and confidentiality procedures are integral to the safe and effective delivery of RSE.

These procedures ensure that sensitive information is handled appropriately and that the safety, privacy, dignity and wellbeing of pupils are protected.

- RSE content will be delivered sensitively and in an age-appropriate manner, taking account of pupils' maturity, developmental needs and individual circumstances.
- Sensitive topics will be approached carefully to minimise unnecessary distress while ensuring that pupils are able to recognise unsafe situations, understand personal boundaries, identify risk and know how and where to seek help.
- Clear ground rules will be established to promote respectful discussion, appropriate participation and a safe learning environment.
- Pupils will be reminded that they are not required to share personal experiences or disclose private information during RSE lessons.
- Staff will make clear that confidentiality cannot be guaranteed where information raises a safeguarding or child protection concern.
- Any disclosure, concern or indication that a pupil may be experiencing or at risk of violence, abuse, neglect, exploitation or other harm must be reported immediately to the Designated Safeguarding Lead (DSL) / Wellbeing and Protection Coordinator, in accordance with the school's safeguarding procedures.
- Information relating to safeguarding concerns will be handled sensitively and shared only with those who need to know in order to protect and support the child, in accordance with applicable safeguarding and data protection requirements.

The school's approach to RSE will at all times prioritise the best interests, safety, dignity and wellbeing of the child and will be consistent with Spanish national and regional legislation and the school's safeguarding and child protection procedures.

9. Equality, Inclusion and SEND

- The school will deliver RSE in a way that promotes equality, inclusion, dignity and non-discrimination, respects diversity and ensures that learning is accessible to all pupils, in accordance with applicable Spanish legislation.
- Teaching and learning materials will promote respect for others and will avoid discrimination, prejudice and harmful stereotypes. RSE will reflect and respect diversity in family backgrounds, sex, disability, culture, religion or belief, sexual orientation, gender identity and other personal or social circumstances, in an age-appropriate and educationally appropriate manner.
- The school recognises that pupils come from a wide range of family backgrounds, identities, cultures and experiences. Teaching will be sensitive to this diversity while remaining age-appropriate, factual, inclusive and safeguarding-informed.
- RSE will be appropriately adapted for pupils with Special Educational Needs and Disabilities (SEND) and for pupils whose developmental needs, communication or language needs, disability, vulnerability or prior experiences require additional support or adjustments.
- Where appropriate, reasonable adjustments will be made to content, resources, communication, pacing, teaching methods and support to ensure that all pupils can access, understand and participate meaningfully in RSE. These adjustments will not reduce pupils' entitlement to receive appropriate education relating to relationships, health, personal safety and safeguarding.
- The delivery of RSE will follow the principles of inclusive education, accessibility and Universal Design for Learning (UDL), alongside appropriate individualised support where required.
- The school's approach will be consistent with the LOE, as amended by the LOMLOE (Organic Law 3/2020), Law 15/2022 on Equal Treatment and Non-Discrimination, applicable national and regional curriculum regulations, and Spanish legislation concerning disability, equality and the rights and protection of children and adolescents.

10. Use of External Providers and Visitors

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

- curriculum content, educational purpose and age-appropriateness;
- safeguarding, supervision and pupil welfare;
- quality assurance of resources and materials;
- compliance with applicable data protection and confidentiality requirements; and
- communication and transparency with parents and legal guardians.

All external providers and visitors must:

- be appropriately vetted in accordance with the school's safeguarding and safer recruitment procedures and applicable Spanish requirements;
- use materials and resources approved by the school in advance;
- understand and follow the school's safeguarding, confidentiality and conduct expectations;
- report any safeguarding concern or disclosure immediately to the Designated Safeguarding Lead (DSL) / Wellbeing and Protection Coordinator;
- comply with applicable data protection and privacy requirements; and
- deliver sessions under the oversight of an appropriate member of school staff.

The school will not enter into arrangements with external providers that restrict appropriate curriculum transparency with parents or prevent the school from reviewing and approving materials in advance.

11. Staff Training and Support

Staff involved in teaching, coordinating or supporting RSE will receive appropriate induction, guidance and ongoing professional development. This will include, as appropriate:

- curriculum expectations, progression and sequencing;
- age-appropriate delivery of sensitive content;
- managing sensitive topics, questions and disclosures;
- safeguarding responsibilities and reporting procedures;
- equality, inclusion and appropriate adaptation for pupils with SEND;
- confidentiality and professional boundaries; and
- emerging online, social and contextual risks relevant to pupils.

Training and guidance will reflect current Spanish legislation, applicable national and regional curriculum requirements, the school's safeguarding procedures and relevant emerging risks, particularly those relating to online safety, sexual harassment, exploitation, grooming and other forms of violence affecting children and adolescents.

12. Monitoring and Review

This policy will be reviewed annually, or sooner where there are significant changes to legislation, curriculum requirements, safeguarding expectations or the local context.

Evidence used to monitor and evaluate RSE provision may include:

- curriculum reviews and planning scrutiny;
- lesson visits or observations, where appropriate;
- review of teaching materials and resources;
- pupil voice;
- parent and legal guardian feedback;
- staff feedback and training records;
- relevant safeguarding trends, pastoral data and behaviour information; and
- review of complaints, concerns or issues relating to RSE provision.

The Principal and PSHE/RSE Lead will report periodically to the School Board, via the Regional Head of Schools, on the implementation of the policy, identified strengths, areas for development, emerging risks and any recommended changes.

Monitoring and evaluation will be undertaken in a manner consistent with safeguarding, confidentiality and applicable data protection requirements.

13. Related Policies

This policy should be read in conjunction with the following school policies and procedures:

- 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 / Privacy Policy; and
- Concerns and Complaints Policy.

These policies work together to ensure a coherent approach to curriculum provision, safeguarding, equality and inclusion, pupil wellbeing, data protection and communication with families, in accordance with applicable Spanish legislation and school requirements.

14. Appendixes RSE Curriculum Progression

Year Group	Key RSE Content	Curriculum / Safeguarding Link	Where it is Delivered	When	Delivery, Monitoring and Evaluation Responsibility
Age 3	• Awareness and recognition of their own body. • Developing a positive sense of self. • Identifying and expressing basic emotions. • Expressing needs and feelings. • Safe and positive affection and relationships. • Respect for their own body and the bodies of others. • Recognition and respect for different family structures. • Identifying trusted adults. • Learning to seek help when something causes worry, fear or discomfort.	**Curriculum:** body awareness; development of identity; emotional and social development; positive relationships; respect for individual differences and family diversity.**Safeguarding:** early personal safety skills, identifying trusted adults and help-seeking.	**Cross-curricular**, through Early Years learning areas, daily routines, play, relationships and learning experiences.	**Throughout the year**, embedded within everyday experiences and learning opportunities.	**Delivery:** Class teacher and teaching team.**Monitoring and evaluation of RSE provision:** DSL/Wellbeing and Protection Coordinator and Guidance Department, in coordination with the Early Years Coordinator.
Age 4	• Awareness, care and positive appreciation of their own body. • Recognition and respect for individual differences. • Identifying, expressing and progressively regulating emotions. • Friendship, empathy and respectful relationships. • Respect for their	**Curriculum:** body awareness; positive self-image; emotional and social development; independence; positive relationships; equality and respect for differences.**Safeguarding:** personal boundaries, basic privacy, recognising discomfort and help-seeking	**Cross-curricular**, through Early Years learning areas, daily routines, play, relationships, stories and learning experiences.	**Throughout the year**, with particular use of everyday opportunities to explore emotions, relationships, boundaries and safety.	**Delivery:** Class teacher and teaching team.**Monitoring and evaluation of RSE provision:** DSL/Wellbeing and Protection Coordinator and Guidance Department, in coordination with the Early Years Coordinator.

Year Group	Key RSE Content	Curriculum / Safeguarding Link	Where it is Delivered	When	Delivery, Monitoring and Evaluation Responsibility
	own and others' personal space. • Introduction to personal and body boundaries. • Basic, age-appropriate concepts of privacy and personal intimacy. • Recognising situations that create feelings of wellbeing, discomfort or concern. • Learning to express when they do not want something in everyday situations and to seek help from a trusted adult.	strategies.			
Age 5	• Awareness and positive appreciation of their own body and body image. • Personal identity and respect for diversity. • Recognising, expressing and regulating emotions. • Friendship, empathy, cooperation and healthy relationships. • Respecting their own and others' boundaries. • Age-appropriate everyday consent: understanding that they can accept or refuse certain forms of physical contact	**Curriculum:** physical, emotional and social development; identity and independence; positive relationships; equality, respect for diversity and positive coexistence.**Safe guarding:** body boundaries, privacy, everyday consent, recognising unsafe situations and help-seeking strategies.	**Cross-curricular**, through Early Years learning areas, daily routines, play, relationships, stories, projects and learning experiences.	**Throughout the year**, progressively embedded within the curriculum and everyday classroom life.	**Delivery:** Class teacher and teaching team.**Monitoring and evaluation of RSE provision:** DSL/Wellbeing and Protection Coordinator and Guidance Department, in coordination with the Early Years Coordinator.

Year Group	Key RSE Content	Curriculum / Safeguarding Link	Where it is Delivered	When	Delivery, Monitoring and Evaluation Responsibility
	and that other people's "no" must be respected. • Basic concepts of bodily privacy and personal intimacy. • Distinguishing between safe and unsafe situations and behaviours. • Identifying trusted adults and strategies for seeking help. • Developing social and emotional skills to support the transition to Primary.				
1.º de Primaria	• Understanding, caring for and respecting their own body. • Healthy habits and self-care. • Identifying and expressing emotions and feelings. • Developing positive self-esteem. • Families and respect for different family structures. • Friendship, empathy, kindness and respectful relationships. • Respecting their own and others' personal space and boundaries. • Basic concepts of privacy.	**Curriculum:** health and wellbeing; understanding and caring for the body; emotional development; positive relationships; equality, respect and positive coexistence.**Safe guarding:** personal boundaries, basic privacy, trusted adults and help-seeking.	**Cross-curricular**, particularly through Knowledge of the Natural, Social and Cultural Environment, tutor time, positive coexistence activities, learning situations and wellbeing and safeguarding activities.	**Throughout the year**, embedded within the curriculum and everyday school experiences.	**Delivery:** Class teacher and teaching team.**Monitoring and evaluation of RSE provision:** DSL/Wellbeing and Protection Coordinator and Guidance Department, in coordination with the Primary Coordinator.

Year Group	Key RSE Content	Curriculum / Safeguarding Link	Where it is Delivered	When	Delivery, Monitoring and Evaluation Responsibility
	• Identifying trusted adults .• Knowing how to seek help when something causes worry, fear or discomfort.				
2.º de Primaria	• Understanding and caring for their own body. • Identifying, expressing and progressively regulating emotions. • Positive self-image and respect for individual differences. • Healthy friendships and respectful relationships. • Empathy, cooperation and appropriate conflict resolution. • Physical and emotional boundaries. • Personal privacy and respect for the privacy of others. • Recognising safe, unsafe or uncomfortable situations. • Knowing how and when to seek help from a trusted adult.	**Curriculum:** health and wellbeing; emotional and social development; respect for diversity; equality and positive coexistence.**Safe guarding:** boundaries, privacy, recognising unsafe or uncomfortable situations and help-seeking strategies.	**Cross-curricular**, particularly through Knowledge of the Natural, Social and Cultural Environment, tutor time, positive coexistence activities, learning situations and wellbeing and safeguarding activities.	**Throughout the year**, progressively embedded within curriculum learning and tutor provision.	**Delivery:** Class teacher and teaching team.**Monitoring and evaluation of RSE provision:** DSL/Wellbeing and Protection Coordinator and Guidance Department, in coordination with the Primary Coordinator.
3.º de Primaria	• Positive self-esteem and body image. • Understanding emotions and developing emotional	**Curriculum:** physical and emotional wellbeing; social relationships; equality and respect; positive	**Cross-curricular**, particularly through Knowledge of the Natural, Social and Cultural Environment, tutor	**Throughout the year**, sequenced in accordance with curriculum planning and pupils' developmental	**Delivery:** Class teacher and teaching team.**Monitoring and evaluation of RSE provision:**

Year Group	Key RSE Content	Curriculum / Safeguarding Link	Where it is Delivered	When	Delivery, Monitoring and Evaluation Responsibility
	regulation strategies. • Different types of relationships: family, friendships and peer relationships. • Characteristics of healthy and respectful relationships. • Personal and body boundaries. • Age-appropriate everyday consent and respecting another person's "no". • Privacy and personal information. • Introduction to online safety and responsible behaviour in digital environments. • Recognising inappropriate behaviour and knowing how to seek help.	coexistence and responsible use of digital technologies.**Safe guarding:** personal and body boundaries, everyday consent, privacy, online safety and recognition of inappropriate behaviour.	time, positive coexistence activities, digital competence, learning situations and safeguarding activities.	needs.	DSL/Wellbeing and Protection Coordinator and Guidance Department, in coordination with the Primary Coordinator.
4.º de Primaria	• Physical and emotional growth and development. • Positive body image, self-esteem and respect for individual differences. • Emotional wellbeing and emotional regulation. • Healthy and respectful relationships and recognising behaviours that may be harmful.	**Curriculum:** health and personal development; emotional wellbeing; equality; affective and sexual education; responsible digital citizenship.**Safeg uarding:** boundaries, consent, peer pressure, privacy, online safety and recognition of potentially harmful behaviour.	**Cross-curricular**, particularly through Knowledge of the Natural, Social and Cultural Environment, tutor time, positive coexistence activities, digital competence, learning situations and wellbeing and safeguarding activities.	**Throughout the year**, with specific content incorporated in accordance with curriculum and tutor planning.	**Delivery:** Class teacher and teaching team.**Monitoring and evaluation of RSE provision:** DSL/Wellbeing and Protection Coordinator and Guidance Department, in coordination with the Primary Coordinator.

Year Group	Key RSE Content	Curriculum / Safeguarding Link	Where it is Delivered	When	Delivery, Monitoring and Evaluation Responsibility
	• Personal boundaries and age-appropriate understanding of consent. • Equality and challenging gender stereotypes. • Bodily and digital privacy.• Peer pressure and assertive communication.• Recognising inappropriate or concerning behaviour. • Online safety and strategies for seeking help.				
5.º de Primaria	• **Puberty:** key physical, emotional and social changes. • Understanding and accepting body changes and developing a positive body image. • Menstruation and other changes associated with puberty. • Basic understanding of the reproductive system and human reproduction, in accordance with the curriculum. • Affective and emotional development during puberty. • Healthy, respectful relationships	**Curriculum:** human development; puberty; physical, emotional and social changes; health and affective-sexual education; equality and digital citizenship.**Safeguarding:** body boundaries, consent, privacy, prevention of abuse and cyberbullying, online risks and help-seeking.	**Knowledge of the Natural, Social and Cultural Environment**, together with **cross-curricular RSE**, tutor time, digital competence, positive coexistence activities and wellbeing and safeguarding provision.	**Throughout the year.** Puberty and biological development will be addressed in accordance with curriculum planning; relationships, safety and safeguarding will be progressively reinforced throughout the year.	**Delivery:** Class teacher and relevant teaching team.**Monitoring and evaluation of RSE provision:** DSL/Wellbeing and Protection Coordinator and Guidance Department, in coordination with the Primary Coordinator.

Year Group	Key RSE Content	Curriculum / Safeguarding Link	Where it is Delivered	When	Delivery, Monitoring and Evaluation Responsibility
	based on mutual care and respect. • Personal and body boundaries and age-appropriate consent. • Equality and respect for diversity. • Bodily and digital privacy. • Online safety, cyberbullying and inappropriate online contact. • Knowing how, when and where to seek help.				
6.º de Primaria	• Consolidating understanding of puberty and the physical, emotional and social changes associated with adolescence. • Body image, self-esteem and emotional wellbeing. • Affective development and an age-appropriate understanding of attraction and emotional relationships. • Characteristics of healthy, respectful and unhealthy relationships. • Personal boundaries, respect and consent. • Equality, respect for diversity and challenging	**Curriculum:** puberty and adolescence; physical, emotional and social wellbeing; affective-sexual education; equality; respectful relationships and responsible digital citizenship.**Safeguarding:** consent, boundaries, privacy, prevention of abuse and violence, online safety, inappropriate contact and help-seeking.	**Knowledge of the Natural, Social and Cultural Environment**, together with **cross-curricular RSE**, tutor time, digital competence, positive coexistence activities, transition activities and wellbeing and safeguarding provision.	**Throughout the year**, with curriculum content sequenced through the relevant planning and relationships, wellbeing, safety and safeguarding content reinforced cross-curricularly.	**Delivery:** Class teacher and relevant teaching team.**Monitoring and evaluation of RSE provision:** DSL/Wellbeing and Protection Coordinator and Guidance Department, in coordination with the Primary Coordinator.

Year Group	Key RSE Content	Curriculum / Safeguarding Link	Where it is Delivered	When	Delivery, Monitoring and Evaluation Responsibility
	stereotypes. • Privacy and intimacy. • Peer pressure, assertiveness and responsible decision-making. • Safe and responsible use of social media and digital communication. • Cyberbullying, inappropriate online contact and other age-appropriate online risks. • Recognising concerning behaviour and knowing how to seek help. • Social and emotional preparation for the transition to Secondary Education.				
1.º de ESO	• Physical, emotional and social changes associated with puberty and adolescence. • Body image, self-esteem and acceptance of individual differences and changes. • Identifying and regulating emotions. • Affective development and emerging feelings of attraction and emotional relationships. • Characteristics	**Curriculum:** adolescence and human development; physical and emotional health; affective-sexual education; interpersonal relationships; equality and respect for diversity; digital competence and citizenship.**Safeguarding:** consent, personal boundaries, prevention of abuse and violence, privacy, peer pressure,	**Cross-curricular**, with specific content delivered particularly through **Biology and Geology**, tutor time, values education, positive coexistence, digital competence and wellbeing and safeguarding activities.	**Throughout the year**, in accordance with subject curriculum planning and the Tutor Action Plan, with relationships, wellbeing, safety and safeguarding reinforced cross-curricularly.	**Delivery:** Relevant subject teachers, tutor and teaching team.**Monitoring and evaluation of RSE provision:** DSL/Wellbeing and Protection Coordinator and Guidance Department, in coordination with the Secondary Coordinator.

Year Group	Key RSE Content	Curriculum / Safeguarding Link	Where it is Delivered	When	Delivery, Monitoring and Evaluation Responsibility
	of healthy, respectful and unhealthy relationships. • Personal and body boundaries. • Consent and respecting another person's "no". • Equality and challenging gender stereotypes. • Respect for individual, family and affective-sexual diversity. • Intimacy and privacy. • Peer pressure and responsible decision-making. • Online safety: privacy, sharing images, online contact and cyberbullying. • Recognising situations of risk and knowing how to seek help.	cyberbullying, online risks and help-seeking.			
2.º de ESO	• Physical, emotional, social and affective development during adolescence. • Self-esteem, identity and body image. • Emotional regulation and psychological wellbeing. • Sexuality understood in its physical, affective, emotional and social dimensions.	**Curriculum:** adolescent development; health and wellbeing; affective-sexual education; equality; interpersonal relationships; respect for diversity and responsible digital citizenship.**Safeguarding:** consent, prevention of violence and abuse, privacy and intimacy, non-	**Cross-curricular**, with specific content delivered through the relevant subjects, tutor time, values education, positive coexistence, digital competence and wellbeing and safeguarding activities.	**Throughout the year**, sequenced through curriculum planning, the Tutor Action Plan and wellbeing and safeguarding provision.	**Delivery:** Relevant subject teachers, tutor and teaching team.**Monitoring and evaluation of RSE provision:** DSL/Wellbeing and Protection Coordinator and Guidance Department, in coordination with the Secondary Coordinator.

Year Group	Key RSE Content	Curriculum / Safeguarding Link	Where it is Delivered	When	Delivery, Monitoring and Evaluation Responsibility
	• Affective relationships and characteristics of healthy and unhealthy relationships. • Respect, communication, trust, reciprocity and boundaries. • Consent: freely given, informed, reversible and specific, explained in an age-appropriate way. • Equality and prevention of stereotypes and discrimination. • Respect for affective-sexual and family diversity. • Peer pressure and decision-making. • Personal and digital privacy and intimacy. • Sexting and non-consensual sharing of intimate images, approached from a preventive and safeguarding perspective.• Grooming, cyberbullying and risky online contact.• Recognising abusive relationships or behaviours and knowing how to seek help.	consensual sharing of images, grooming, cyberbullying and safeguarding and help-seeking strategies.			
3.º de ESO	• Sexuality and affective-sexual development from	**Curriculum:** human reproduction;	Particularly through **Biology and Geology**,	**Throughout the year.** Biological and sexual health	**Delivery:** Relevant subject teachers, tutor

Year Group	Key RSE Content	Curriculum / Safeguarding Link	Where it is Delivered	When	Delivery, Monitoring and Evaluation Responsibility
	a holistic perspective. • Anatomy and physiology of the reproductive systems and human reproduction. • Sexual and reproductive health. • Prevention of sexually transmitted infections (STIs). • Contraceptive methods and prevention of unintended pregnancy. • Responsible and informed decision-making in relation to sexual health. • Healthy affective relationships and signs of abusive or controlling relationships. • Consent, communication, respect and boundaries in affective and sexual relationships. • Equality and prevention of gender-based and sexual violence. • Respect for affective-sexual diversity. • Peer pressure and autonomous decision-making. • Intimacy, privacy and digital footprint. • Sexting, non-consensual	sexual and reproductive health; responsible sexual practices; prevention of STIs and unintended pregnancy; affective-sexual education; equality and respect for diversity.**Safeguarding:** consent, prevention of sexual and gender-based violence, abusive relationships, privacy, online sexual violence and access to support.	alongside cross-curricular provision through tutor time, values education, positive coexistence, digital competence and wellbeing and safeguarding activities.	content will be delivered in accordance with curriculum planning; relationships, consent, equality and safeguarding will be reinforced cross-curricularly.	and teaching team.**Monitoring and evaluation of RSE provision:** DSL/Wellbeing and Protection Coordinator and Guidance Department, in coordination with the Secondary Coordinator.

Year Group	Key RSE Content	Curriculum / Safeguarding Link	Where it is Delivered	When	Delivery, Monitoring and Evaluation Responsibility
	sharing of intimate content, grooming and other forms of online sexual violence. • Sources of support and safeguarding procedures.				
4.º de ESO	• Consolidating a holistic understanding of sexuality and affective-sexual development. • Sexual and reproductive health and informed decision-making. • Healthy, equal and respectful affective and sexual relationships. • Consent, communication, mutual respect and responsibility. • Recognising patterns of control, manipulation, coercion and abuse within relationships. • Prevention of gender-based and sexual violence. • Equality and respect for affective-sexual diversity. • Influence of media, social media, stereotypes and online sexual content on expectations and relationships.	**Curriculum:** health and wellbeing; affective-sexual education; equality; interpersonal relationships; autonomy and responsible decision-making; digital citizenship and respect for diversity.**Safeguarding:** consent, prevention of gender-based and sexual violence, coercion and control, abusive relationships, privacy, online sexual risks and access to support and safeguarding services.	**Cross-curricular**, through the relevant subjects, tutor time, values education, positive coexistence, digital competence and specific wellbeing, equality and safeguarding activities.	**Throughout the year**, in accordance with curriculum planning and the Tutor Action Plan, with particular emphasis on consolidating personal, relational and safeguarding skills before the end of compulsory education.	**Delivery:** Relevant subject teachers, tutor and teaching team.**Monitoring and evaluation of RSE provision:** DSL/Wellbeing and Protection Coordinator and Guidance Department, in coordination with the Secondary Coordinator.

Year Group	Key RSE Content	Curriculum / Safeguarding Link	Where it is Delivered	When	Delivery, Monitoring and Evaluation Responsibility
	• Intimacy, privacy, reputation and digital footprint.• Sexting, non-consensual sharing of images, online sexual coercion and other digital risks.• Autonomous, responsible and safe decision-making.• Awareness of health, educational and safeguarding support services and strategies for seeking help.				
1.º de Bachillerato	• Affective, emotional and sexual development in later adolescence. • Emotional wellbeing, self-esteem, identity and body image. • Healthy, equal and respectful affective and sexual relationships. • Communication, mutual respect, boundaries and responsibility within relationships. • Consent: freely given, informed, specific, reversible and free from coercion. • Autonomy and informed decision-making in affective and sexual	**Curriculum:** content relating to health, personal development, equality, respect for diversity, critical thinking and citizenship where included within the relevant subjects.**Wellbeing and safeguarding:** consent, healthy relationships, prevention of violence and abuse, privacy and intimacy, online safety, sexual and reproductive health and access to support.	Through **relevant subjects where there is a curriculum link**, alongside tutor provision and activities relating to guidance, positive coexistence, equality, wellbeing and safeguarding.	**Throughout the year**, in accordance with relevant subject planning and the Tutor Action Plan, with specific provision introduced where necessary.	**Delivery:** Relevant subject teachers, tutor and, where appropriate, suitably qualified professionals.**Monitoring and evaluation of provision:** DSL/Wellbeing and Protection Coordinator and Guidance Department, in coordination with the Bachillerato Coordinator.

Year Group	Key RSE Content	Curriculum / Safeguarding Link	Where it is Delivered	When	Delivery, Monitoring and Evaluation Responsibility
	relationships. • Sexual and reproductive health and responsible sexual practices. • Prevention of sexually transmitted infections (STIs) and unintended pregnancy. • Equality and respect for affective-sexual diversity. • Recognising patterns of control, manipulation, coercion, abuse and violence within relationships. • Prevention of gender-based and sexual violence. • Intimacy, privacy and protection of personal data. • Sexting, non-consensual sharing of intimate content, online sexual coercion and other digital risks. • Awareness of health, educational and safeguarding services and strategies for seeking help.				
2.º de Bachillerato	• Consolidating knowledge and skills relating to healthy affective and sexual relationships. • Autonomy,	**Curriculum:** content relating to health, equality, respect for diversity, citizenship, critical thinking,	Through **relevant subjects where there is a curriculum link**, alongside tutor provision, academic and per	**Throughout the year**, in accordance with relevant subject planning and the Tutor Action Plan, with specific	**Delivery:** Relevant subject teachers, tutor and, where appropriate, suitably qualified professionals.**Mo**

Year Group	Key RSE Content	Curriculum / Safeguarding Link	Where it is Delivered	When	Delivery, Monitoring and Evaluation Responsibility
	responsibility and informed decision-making. • Consent, communication, respect, reciprocity and boundaries in adult relationships. • Recognising unhealthy relationships and patterns of control, manipulation, coercion and abuse. • Prevention of gender-based and sexual violence. • Sexual and reproductive health and responsible access to health information and services. • Equality, dignity and respect for affective-sexual diversity. • Intimacy, privacy, data protection and digital reputation. • Risks associated with sexual communication online, non-consensual sharing of intimate content and online coercion. • Critical thinking in relation to stereotypes, media messages and sexual content online. • Rights,	autonomy and responsibility where included within the relevant subjects.**Wellbeing and safeguarding:** consent, prevention of violence and abuse, healthy relationships, privacy, online safety, sexual and reproductive health, autonomy and access to support.		provision introduced where necessary.	**nitoring and evaluation of provision:** DSL/Wellbeing and Protection Coordinator and Guidance Department, in coordination with the Bachillerato Coordinator.

Year Group	Key RSE Content	Curriculum / Safeguarding Link	Where it is Delivered	When	Delivery, Monitoring and Evaluation Responsibility
	responsibilities and awareness of sources of support and safeguarding. • Preparation for healthy and safe relationships in adult life and the transition to higher education, further training or employment.				