Relationships Education and Relationships and Sex Education (RSE) and Health Education Policy

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KING'S COLLEGE SCHOOL
PANAMA

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POLICY STATEMENT

King's College School Panama is committed to providing high quality, age-appropriate and developmentally appropriate Relationships Education, Relationships and Sex Education (RSE) and Health Education as part of a broad and balanced curriculum.

The school recognises that effective education in relationships, health and wellbeing is essential to safeguarding, personal development and preparation for adult life. Through this programme, pupils are supported to develop knowledge, confidence and judgement so that they can form respectful relationships, understand their rights and responsibilities, protect their wellbeing and contribute positively to society.

As a British School Overseas operating under the United Kingdom–Panama Education Agreement, the school delivers education in line with the English National Curriculum and the statutory guidance for Relationships Education, RSE and Health Education (DfE, 2019), while ensuring compliance with Panamanian law, including Ley 302 (2022) and associated MEDUCA guidance.

The programme is delivered:

- In a scientific, factual and age-appropriate manner
- Grounded in respect for life and the dignity of all persons
- In accordance with the Equality Act 2010 and relevant BSO standards
- In partnership with parents and guardians
- Within a clear safeguarding framework.

The school recognises parents as the primary educators of their children and is committed to transparent communication regarding curriculum content, including compliance with Panamanian parental notification requirements.

Teaching is inclusive and promotes respect for others. It does not advocate particular lifestyles or beliefs but ensures pupils understand the law, recognise diversity within society and develop the knowledge required to navigate modern British and global contexts safely and respectfully.

This policy sets out how the school fulfils its legal duties and educational responsibilities in this area.

1. Legal Framework and Status of the School

1.1 Status of King's College School Panama

King's College School Panama operates as a Private International School of Excellence under the United Kingdom–Panama Education Agreement.

Under this Agreement, the school is required to:

- Deliver education based on the English National Curriculum
- Maintain compliance with the British Schools Overseas (BSO) Standards
- Meet the inspection requirements of BSO.

The Agreement requires compliance with Panamanian law and mandates the inclusion of Spanish, History and Geography of Panama and Civics as directed by MEDUCA. It does not impose additional restrictions on curriculum content beyond compliance with Panamanian law.

The school therefore delivers Relationships Education, Relationships and Sex Education (RSE) and Health Education in line with UK statutory expectations while ensuring compliance with Panamanian legislation.

1.2 British Schools Overseas Standards

This policy ensures compliance with relevant BSO standards including, but not limited to:

- Standard 2.2.d.ii – Respect for protected characteristics
- Standard 2A.1.b – Relationships and Sex Education
- Standard 3(j) – Promotion of equality and respect
- Standard 5.b.vi – Preparation for life in modern British society.

In accordance with BSO expectations, the school prepares pupils for life in modern British society while also preparing them for responsible global citizenship.

1.3 UK Statutory Framework

This policy is informed by:

- Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education, revised guidance for implementation from September 2026
- Equality Act 2010
- Keeping Children Safe in Education 2026
- Relevant safeguarding and child protection guidance.

Under the revised statutory guidance applying from September 2026:

- Relationships Education is compulsory in primary schools
- Relationships and Sex Education is compulsory in secondary schools
- Health Education is statutory in state-funded schools in England and is an expected element of provision for BSO schools delivering the English National Curriculum.
- Parents have a limited right to withdraw from sex education within RSE, but not from Relationships or Health Education.

As a BSO school delivering the English National Curriculum, King's College School Panama aligns its provision with these statutory expectations.

1.4 Panamanian Legal Framework

The school complies with:

- Ley 302 de 31 de mayo de 2022 – Programa de Educación en Sexualidad y Afectividad
- MEDUCA Guía de orientación y formación en educación en la sexualidad y afectividad (2019)
- Executive Decree 54 of 2023.

Ley 302 requires sexuality and affectivity education to:

- Be delivered in a scientific manner
- Be age-appropriate and developmentally appropriate
- Be grounded in respect for life and the dignity of persons
- Promote prevention of early pregnancy, sexually transmitted infections, sexual abuse and sexual violence
- Ensure parental notification of programme content.

Neither Ley 302 nor MEDUCA guidance prohibit factual, age-appropriate teaching that families and relationships may take different forms internationally, including same-sex families. Both legal counsel and MEDUCA's Director for Private Education have confirmed that such teaching is permissible when delivered factually, sensitively and with appropriate parental notification.

The school therefore ensures that teaching remains scientific, factual, age-appropriate and respectful of human dignity, consistent with Panamanian law.

1.5 Comparative Legal Context

Where relevant, pupils are taught factual information regarding differences between legal frameworks in different jurisdictions, including:

- The legal recognition of marriage in England and Wales
- The legal position regarding marriage in Panama
- Variations in international legal systems.

This comparative approach is descriptive rather than normative and supports pupils' understanding of global citizenship while remaining compliant with Panamanian law.

1.6 Statement of Compliance

King's College School Panama confirms that this policy:

- Aligns with the revised Department for Education statutory guidance for Relationships Education, Relationships and Sex Education and Health Education applying from September 2026.
- Meets the British Schools Overseas Standards
- Complies with Ley 302 (2022) and associated MEDUCA guidance
- Reflects the requirements of the UKA–Panama Education Agreement
- Upholds equality, dignity and respect for all persons.

2. Purpose and Ethos

2.1 Educational Purpose

King's College School Panama believes that high-quality Relationships Education, Relationships and Sex Education (RSE) and Health Education are fundamental to pupils' personal development, safeguarding and preparation for adult life.

The purpose of the programme is to ensure that pupils:

- Develop the knowledge and understanding necessary to form healthy, respectful relationships
- Understand the importance of dignity, personal responsibility and mutual respect
- Are equipped to safeguard their own physical and emotional wellbeing
- Understand the law as it relates to relationships and personal conduct
- Are prepared for life in modern British and international contexts.

The programme is not designed to promote particular personal beliefs or lifestyles. Its purpose is to provide factual, age-appropriate education that enables pupils to make informed, responsible decisions within the framework of the law.

2.2 Safeguarding and Personal Development

Relationships Education and RSE are central to the school's safeguarding culture.

Through this curriculum, pupils are taught:

- How to recognise unsafe or unhealthy relationships
- The meaning and importance of consent
- How to seek help and report concerns
- That abuse, coercion, harassment and exploitation are unacceptable
- That it is never the fault of a child who experiences abuse.

Teaching in this area supports the school's Safeguarding and Child Protection Policy and forms part of a whole-school approach to pupil welfare.

2.3 Dignity, Respect and Ethical Foundations

In line with Ley 302 (2022), the programme is grounded in respect for life and the dignity of all persons.

The school promotes:

- Respect for others regardless of background, belief or personal characteristics
- Integrity, honesty and responsibility in relationships
- The value of family life and stable relationships
- Ethical decision-making rooted in mutual respect.

Pupils are taught that every individual possesses inherent dignity and that respectful conduct is expected both in school and in wider society.

2.4 Scientific, Age-Appropriate and Developmentally Appropriate Delivery

Consistent with both UK statutory guidance and Panamanian law, all content is delivered:

- In a scientific and factual manner
- In a way that is age-appropriate
- In a way that reflects pupils' developmental stage
- With sensitivity to cultural and family backgrounds
- With careful sequencing across year groups.

Teaching builds progressively from primary through secondary, ensuring that knowledge is introduced at appropriate stages and revisited in greater depth as pupils mature.

2.5 Partnership with Parents

The school recognises parents and guardians as the primary educators of their children.

In accordance with UK statutory guidance and Ley 302 parental notification requirements, the school:

- Communicates curriculum content clearly and in advance
- Provides opportunities for parents to understand the programme
- Explains the limited right to withdraw from sex education where applicable
- Supports parents in continuing conversations at home.

The school aims to work in partnership with families in a transparent and respectful manner.

3. Definitions

3.1 Relationships Education (Primary)

Relationships Education refers to the statutory content taught in primary schools that focuses on the fundamental building blocks of healthy, respectful relationships. It includes learning about families, friendships, respectful behaviour, online relationships and being safe.

Relationships Education does not include explicit teaching about intimate sexual relationships.

Parents do not have the right to withdraw their child from Relationships Education.

3.2 Relationships and Sex Education (Secondary)

Relationships and Sex Education (RSE) refers to the statutory programme delivered in secondary schools which builds on Relationships Education and includes teaching about intimate relationships, sexual health, consent and the law.

RSE includes both relationships content and sex education content. Where these elements are integrated within lessons, they are delivered as part of a coherent and sequenced programme.

Parents have a limited right to request withdrawal from sex education within RSE, but not from relationships content. The right to request withdrawal applies only in Secondary and only to sex education elements as set out in Section 8.

3.3 Health Education

Health Education refers to curriculum content relating to physical health, mental wellbeing, puberty, prevention, healthy lifestyles and safety. Health Education forms part of the compulsory curriculum under the school's policy and parents do not have the right to withdraw their child from this content.

3.4 Sex Education in Primary

In Primary, the school teaches human reproduction only as required within the National Curriculum for Science. The school does not deliver any additional sex education beyond statutory science requirements.

3.5 Factual Teaching and Advocacy

The programme is delivered in a factual, scientific and age-appropriate manner.

The school does not promote particular personal beliefs, lifestyles or ideological positions. Where teaching includes reference to different family structures, legal frameworks or social contexts, this is presented factually and descriptively in order to prepare pupils for life in modern British and international society.

Teaching reflects the law in relevant jurisdictions and promotes respect for the dignity of all persons.

4. Aims of the Programme

The Relationships Education, Relationships and Sex Education (RSE) and Health Education programme at King's College School Panama aims to ensure that all pupils develop the knowledge, skills and attributes necessary to lead safe, healthy and responsible lives.

The programme aims to:

- Provide accurate, scientific and age-appropriate information about relationships, health and human development
- Enable pupils to understand the characteristics of healthy, respectful relationships
- Equip pupils with the knowledge to recognise abuse, coercion, exploitation and unsafe situations
- Teach pupils about the law as it relates to relationships, consent, sexual behaviour and online conduct
- Develop pupils' ability to make informed, responsible decisions
- Promote respect for others and for individual dignity
- Support pupils' mental and physical wellbeing
- Prepare pupils for life in modern British and international society
- Complement the safeguarding, pastoral and personal development work of the school.

The programme is delivered through structured Social and Emotional Learning (SEL) lessons, supported where appropriate by content within Science and other relevant subjects. Teaching is carefully sequenced across year groups to ensure progression in knowledge and understanding.

The school ensures that teaching:

- Builds from primary to secondary in a coherent and developmentally appropriate way
- Reflects both British statutory expectations and Panamanian legal requirements
- Is accessible to all pupils, including those with special educational needs and disabilities
- Is delivered by appropriately trained staff.

The programme contributes to the school's broader mission of developing pupils who are informed, reflective, respectful and capable of making responsible decisions.

5. Curriculum Content – Primary (EYFS to Year 6)

Relationships Education is compulsory in primary education. The content below reflects the statutory expectations of the English framework and is delivered in a scientific, age-appropriate and developmentally appropriate manner in accordance with Panamanian law.

5.1 Families and People Who Care for Me

By the end of primary school, pupils will know:

- That families are important for children growing up because they provide love, security and stability
- The characteristics of healthy family life, including commitment, protection, care and spending time together
- That families may look different from one another and that differences should be respected
- That stable and caring relationships are central to children's security
- How to recognise when family relationships are making them feel unhappy or unsafe and how to seek help.

Teaching about families is factual and descriptive. Where family structures are discussed, this is done sensitively and without advocacy, recognising that legal definitions of marriage and family may differ internationally.

5.2 Caring Friendships

By the end of primary school, pupils will know:

- The importance of friendships in promoting happiness and security
- The characteristics of healthy friendships, including trust, respect, honesty, kindness and loyalty
- That healthy friendships are inclusive and do not deliberately exclude others
- That friendships may have difficulties which can often be resolved
- How to recognise when a friendship is making them feel unhappy or uncomfortable
- How to seek support if needed.

5.3 Respectful Relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when differences exist in background, belief or personal characteristics
- The conventions of courtesy and good manners
- The importance of self-respect and its link to wellbeing
- That they can expect to be treated with respect and must show respect to others
- About different types of bullying, including cyberbullying, and how to report concerns

- What stereotypes are and how they can be harmful
- The importance of permission-seeking and giving in friendships and everyday interactions.

5.4 Online Relationships

By the end of primary school, pupils will know:

- That people may behave differently online, including pretending to be someone they are not
- That the same principles of respect apply online as in person
- How to recognise risks online and how to report harmful content or contact
- How information and images can be shared online and the potential consequences
- The importance of protecting personal information.

5.5 Being Safe

By the end of primary school, pupils will know:

- That their body belongs to them
- The difference between appropriate and inappropriate physical contact
- The concept of personal boundariesThat it is not always right to keep secrets if safety is involved
  How to recognise when they feel unsafe
  How to report concerns and seek help
  That abuse is never the fault of the child.

5.6 Health Education in Primary

Pupils will be taught:

- About mental wellbeing and recognising a range of emotions
- The importance of physical activity and healthy eating
- The risks of excessive screen time
- Basic first aid and how to contact emergency services
- The physical and emotional changes associated with puberty
- Key facts about menstruation prior to its onset.

Puberty education is delivered to both boys and girls in a factual and age-appropriate manner to ensure preparation for adolescence.

5.7 National Curriculum Science

In addition to the above, pupils are taught statutory science content relating to:

- The main external parts of the human body
- Growth and development
- Reproduction in some plants and animals
- The human life cycle.

The school does not teach any sex education in Primary beyond the statutory National Curriculum for Science.

6. Curriculum Content – Secondary (Year 7 to Year 13)

Relationships and Sex Education (RSE) is compulsory in secondary education. The content below reflects the statutory expectations of the English framework and is delivered in a scientific, age-appropriate and developmentally appropriate manner in accordance with Panamanian law.

Teaching builds progressively from primary Relationships Education and is sequenced across Key Stage 3, Key Stage 4 and

Post-16 provision.

6.1 Families and Stable Relationships

By the end of secondary school, pupils will know:

- That there are different types of committed and stable relationships
- How such relationships contribute to human wellbeing and the raising of children
- The characteristics of successful parenting
- That laws relating to marriage and long-term relationships vary internationally
- The legal status of marriage in England and Wales, including that marriage is legally recognised for both opposite-sex and same-sex couples
- That legal definitions of marriage differ in Panama
- That relationships must be entered into freely and without coercion.

Teaching of legal context is factual and comparative rather than normative.

6.2 Respectful Relationships and Consent

Pupils will know:

- The characteristics of healthy intimate relationships, including mutual respect, loyalty, trust and shared responsibility
- The meaning of consent and that consent must be freely given
- That consent can be withdrawn at any time
- The legal age of consent in England and Wales
- That some behaviours within relationships are criminal, including coercive control and violence
- That sexual harassment and sexual violence are unacceptable and will not be tolerated
- That stereotypes can normalise harmful behaviour and must be challenged.

6.3 Being Safe and Safeguarding

Pupils will know:

- The concepts and laws relating to sexual exploitation, grooming, abuse and coercion
- The legal and safeguarding implications of sharing sexual images
- That sharing indecent images of children is a criminal offence
- The risks associated with alcohol and drug use in relation to sexual behaviour
- The nature and illegality of female genital mutilation
- How to report concerns and access support.
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6.4 Online and Media Influences

Pupils will know:

- That online content may distort reality and present unrealistic expectations
- That pornography presents a distorted and potentially harmful representation of relationships
- The impact of viewing harmful or sexually explicit material
- How personal data is generated, collected and used online
- The risks associated with image sharing and online exploitation.

Teaching in this area is factual and safeguarding-focused.

6.5 Intimate and Sexual Relationships

Pupils will know:

- The importance of delaying sexual activity until they feel ready

- That intimacy does not require sexual activity
- The emotional, physical and legal implications of sexual relationships
- The full range of contraceptive methods and their relative effectiveness
- The facts about sexually transmitted infections, including HIV
- The importance of testing and where to access confidential support
- The facts about pregnancy, including miscarriage.

6.6 Pregnancy and Reproductive Choices (Delivered at Key Stage 4)

Pupils will be taught:

- The factual and legal options available in relation to pregnancy in England and Wales
  That legal frameworks relating to abortion differ internationally
  The importance of accessing accurate medical advice
  Where confidential advice and support can be obtained.

Teaching is medically accurate, impartial and age-appropriate.

6.7 Mental and Physical Health

Pupils will know:

- The characteristics of mental wellbeing and common mental health conditions
- The impact of relationships on emotional health
- The importance of physical health, exercise and sleep
- The risks associated with substance misuse
- Where and how to seek support.
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6.8 Accessibility and Progression

The programme:

- Is carefully sequenced across year groups
- Builds progressively from foundational knowledge in Key Stage 3
- Introduces explicit sexual health content at Key Stage 4
- Is adapted to meet the needs of pupils with SEND.

7. Equality, Inclusion and Protected Characteristics

King's College School Panama is committed to promoting equality, dignity and respect for all persons.
The school complies with the Equality Act 2010 as required under the British Schools Overseas framework. Teaching does not discriminate on the basis of protected characteristics, including age, sex, race, disability, religion or belief, sexual orientation or gender reassignment.

7.1 Respect for Protected Characteristics

Pupils are taught that:

- Every person possesses inherent dignity
- Discrimination, harassment and prejudice are unacceptable
- All individuals have equal worth under the law
- Differences in background, belief or personal characteristics must be respected.

Teaching reflects the legal protections afforded under the Equality Act 2010 and prepares pupils for life in modern British society while also respecting the legal and cultural context of Panama.

7.2 Sexual Orientation and Gender Identity

In accordance with UK statutory guidance and BSO standards, pupils are taught at an age-appropriate stage that:

- People may have different sexual orientations
- Individuals may experience or express gender identity in different ways
- Respectful conduct towards others is expected at all times
- Harassment or bullying based on personal characteristics is unacceptable.

Where legal frameworks differ internationally, including in relation to marriage recognition, this is taught factually and descriptively. Teaching is not presented as advocacy but as part of preparing pupils to understand different legal and social contexts.

7.3 Diverse Families and Relationships

When teaching about families and relationships, the school:

- Acknowledges that family structures vary internationally
- Distinguishes clearly between legal definitions in different jurisdictions
- Ensures that teaching remains factual, age-appropriate and sensitive.

The school does not promote particular lifestyle choices but ensures that pupils understand diversity within society and the importance of respect.

7.4 Compliance with Panamanian Law

The programme is delivered in accordance with Ley 302 (2022) and associated MEDUCA guidance, which require sexuality education to be:

- Scientific
- Age-appropriate
- Grounded in respect for life and the dignity of persons.

Nothing in Panamanian law prohibits factual, age-appropriate teaching that families and relationships may take different forms internationally. The school ensures that parental notification requirements are met and that content remains within the legal framework of Panama.

7.5 Accessibility and SEND

The school ensures that Relationships Education and RSE are accessible to all pupils, including those with special educational needs and disabilities.

Teaching is:

- Differentiated where necessary
- Developmentally appropriate
- Sensitive to individual vulnerabilities.

Staff are mindful that some pupils may be more vulnerable to exploitation, bullying or coercion and adapt delivery accordingly.

8. Parental Engagement and Right to Withdraw

King's College School Panama recognises parents and guardians as the primary educators of their children and is committed to transparent communication regarding curriculum content.

The school complies with both UK statutory guidance and Panamanian parental notification requirements under Ley 302

(2022).

8.1 Parental Notification

In accordance with Ley 302 Article 6, the school provides advance notification to parents or guardians of the topics to be covered within the Relationships Education and RSE programme.

Notification includes:

- An outline of content to be delivered
- The year group in which it will be taught
- The opportunity for parents to raise questions or seek clarification

The school aims to foster open dialogue and mutual understanding.

8.2 Right to Withdraw – Primary

In primary education:

- There is no right to withdraw from Relationships Education
- There is no right to withdraw from Health Education
- The school does not teach sex education beyond the statutory National Curriculum for Science.

As no additional sex education is delivered in Primary, there is no applicable withdrawal provision at this stage.

8.3 Right to Withdraw – Secondary

In secondary education:

- There is no right to withdraw from Relationships Education content.
- There is no right to withdraw from Health Education.
- Parents may request that their child be withdrawn from some or all of the sex education elements within RSE.

Before granting such a request, the Head of School will meet with parents and, where appropriate, with the pupil to ensure that:

- The nature and purpose of the curriculum are clearly understood
- The potential implications of withdrawal are discussed
- Any concerns are addressed.

Except in exceptional circumstances, the school will respect a parent's request to withdraw from sex education up to three terms before the pupil turns 16.

After that point, if the pupil wishes to receive sex education rather than be withdrawn, the school will make appropriate arrangements. This process applies to pupils of compulsory school age. Post-16 provision supports pupils' preparation for adult life and is not ordinarily subject to parental withdrawal.

Withdrawal applies only to the sex education elements within RSE delivered in Secondary. There is no right to withdraw from Relationships Education, Health Education or statutory Science.

8.4 Procedure for Withdrawal Requests

Requests for withdrawal must be made in writing to the Head of Secondary. The Head of Secondary will liaise with the Head of School and a meeting will be arranged with parents and, where appropriate, with the pupil to clarify the request

and confirm agreed arrangements.

The school will:

- Arrange a meeting to discuss the request
- Clarify which elements of the curriculum are affected
- Confirm arrangements in writing
- Maintain a record of the decision.

The school will ensure that pupils who are withdrawn receive appropriate, purposeful education during the period of withdrawal.

8.5 Education During Withdrawal

Where a pupil is withdrawn from sex education:

- They will not be left unsupervised
- Alternative educational provision will be arranged
- They will continue to receive all Relationships Education and Health Education content.

9. Delivery and Teaching Approach

King's College School Panama delivers Relationships Education, Relationships and Sex Education and Health Education primarily through structured Social and Emotional Learning (SEL) lessons, supported where appropriate by content within Science and other relevant subjects.

The programme is carefully sequenced across year groups to ensure progression in knowledge, understanding and maturity.

9.1 Curriculum Model and Sequencing

The programme:

- Is delivered through timetabled SEL lessons
- Is supported by relevant statutory content in Science where required
- Builds progressively from foundational concepts in primary to more complex content in secondary
- Introduces explicit sexual health and contraception content at Key Stage 4
- Is developmentally appropriate at each stage.

Curriculum planning ensures coherence between SEL, Science and safeguarding education. Content is sequenced to avoid duplication and to deepen understanding as pupils mature.

9.2 Roles and Responsibilities

The Head of School has overall responsibility for statutory compliance and alignment with Panamanian law.

The designated SEL and RSE curriculum lead is responsible for:

- Designing and reviewing the programme
- Ensuring statutory content coverage
- Monitoring implementation
- Coordinating staff training.

Teachers delivering SEL lessons are responsible for:

- Preparing lessons in line with the agreed scheme of work
- Establishing clear expectations for respectful discussion
- Delivering content factually and age-appropriately
- Following safeguarding procedures where concerns arise.

9.3 Staff Training

Staff delivering SEL and RSE receive appropriate professional development to ensure they:

- Understand statutory and legal requirements
- Are confident in managing sensitive discussions
- Can respond appropriately to safeguarding disclosures
- Understand the limits of confidentiality.

Training is reviewed periodically to ensure continued compliance and quality.

9.4 Use of External Visitors

Where appropriate, external professionals may contribute specialist knowledge.

The school ensures that:

- All materials are reviewed in advance
- Content aligns with this policy
- Visitors understand safeguarding procedures
- Visitors do not replace the role of trained staff.

The school retains full responsibility for the curriculum delivered.

9.5 Managing Sensitive Questions

Teachers establish clear ground rules for respectful discussion.

When responding to questions, staff:

- Provide factual and age-appropriate answers
- Avoid answering explicit questions that are not appropriate for a whole-class setting
- Defer questions where necessary
- Follow safeguarding procedures if a disclosure is made

Individual follow-up conversations may be arranged where appropriate.

10. Safeguarding, Confidentiality and Disclosures

Relationships Education and RSE form part of the school's safeguarding framework.

Teaching in this area may lead pupils to disclose concerns relating to abuse, exploitation or unsafe relationships. All staff understand that safeguarding procedures take precedence over confidentiality.

10.1 Safeguarding Responsibilities

This policy should be read alongside the Safeguarding and Child Protection Policy, Online Safety Policy and Behaviour

and Anti-Bullying Policy and Staff Code of Conduct.

All staff delivering SEL and RSE are trained in safeguarding and understand their duty to:

- Report concerns immediately to the Designated Safeguarding Lead
- Record concerns in accordance with school procedures
- Avoid promising confidentiality to pupils.

The school follows its Safeguarding and Child Protection Policy at all times.

10.2 Responding to Disclosures

Where a pupil makes a disclosure:

- The staff member will listen calmly and without judgement
- The pupil will be reassured that they have done the right thing
- The staff member will not promise confidentiality
- The concern will be reported to the Designated Safeguarding Lead without delay

Appropriate action will then be taken in line with safeguarding procedures.

10.3 Confidentiality

While respectful discussion is encouraged within SEL lessons, staff cannot guarantee confidentiality if a safeguarding concern arises.

Pupils are informed that:

- It is not appropriate to share personal details about themselves or others in whole-class discussions
- Safeguarding concerns must be reported.

The school balances pupil privacy with its duty of care.

10.4 Child-on-Child Abuse

The school recognises that sexual harassment, sexual violence and harmful behaviours can occur between children.

Teaching within RSE supports pupils to understand:

- That such behaviour is unacceptable
- That it must be reported
- That the school will respond seriously and appropriately.

All concerns are handled in line with safeguarding procedures.

11. Monitoring, Evaluation and Governance

King's College School Panama ensures that Relationships Education, Relationships and Sex Education and Health Education are delivered effectively, lawfully and in accordance with British Schools Overseas standards and Panamanian legal requirements.

11.1 Proprietorial and Governance Oversight

The Proprietor is Inspired Education. Governance oversight is exercised through the LATAM Chief Executive Officer and associated governance structures within Inspired Education.

The Proprietor is responsible for ensuring that:

- The school complies with statutory UK guidance and BSO standards
- The curriculum complies with Panamanian law, including Ley 302 (2022)
- Appropriate policies are in place and reviewed
- The school meets inspection requirements.

Oversight is exercised through compliance monitoring, reporting structures and quality assurance processes.

11.2 Role of the Head of School

The Head of School is responsible for:

- Ensuring implementation of this policy
- Securing statutory compliance
- Approving curriculum sequencing and delivery
- Responding to parental withdrawal requests
- Ensuring staff training and safeguarding alignment
- Reporting to the Proprietor through the LATAM CEO.

11.3 Curriculum Leadership and Oversight

The designated SEL and RSE curriculum lead is responsible for:

- Monitoring programme implementation
- Ensuring full statutory content coverage
- Reviewing schemes of work
- Evaluating teaching quality
- Coordinating parental communication.

The curriculum is reviewed periodically to ensure alignment with UK statutory expectations, BSO standards and Panamanian law.

11.4 Evaluation and Quality Assurance

The effectiveness of the programme is evaluated through:

- Curriculum review processes
- Staff and pupil feedback
- Safeguarding data analysis
- Parental feedback where appropriate.

Adjustments are made to ensure clarity, safeguarding effectiveness and legal compliance.

11.5 Review Cycle

This policy is reviewed annually or sooner if required due to changes in statutory guidance, inspection requirements or Panamanian legislation.

Significant amendments are approved by the Proprietor through the Americas CEO governance structure.

Appendix A – Primary Statutory Outcomes Mapping (EYFS to Year 6)

This appendix outlines how statutory Relationships Education and Health Education outcomes are delivered progressively across primary year groups through the SEL curriculum and relevant Science lessons.

Focus: Self-awareness, feelings and belonging

Pupils learn:

- To recognise and name basic emotions
- That families are important and can look different
- The importance of kindness and sharing
- That they can talk to a trusted adult if worried
- Basic understanding of personal boundaries
- The names of external body parts using correct terminology.

Safeguarding emphasis: identifying trusted adults and speaking up.

Year 1

Focus: Friendship and personal safety

Pupils learn:

- The characteristics of positive friendships
- That families provide love and care
- The difference between appropriate and inappropriate touch
- That their body belongs to them
- How to seek help if something feels wrong
- Basic online safety rules.

Safeguarding emphasis: personal boundaries and reporting concerns.

Year 2

Focus: Respect and inclusion

Pupils learn:

- The importance of respect and good manners
- That people and families may be different from their own
- That bullying, including online bullying, is unacceptable
- The importance of telling an adult if worried
- Early understanding of privacy and personal space.

Safeguarding emphasis: anti-bullying and trusted adults.

Year 3

Focus: Healthy relationships

Pupils learn:

- The qualities of healthy friendships
- That disagreements can be resolved respectfully
- The importance of permission and personal boundaries
- How to recognise when something makes them uncomfortable
- Safe behaviour online.

Safeguarding emphasis: recognising unsafe behaviour.

Year 4

Focus: Respect and personal development

Pupils learn:

- The characteristics of respectful relationships
- That stereotypes can be harmful
- That everyone deserves respect
- The importance of honesty and integrity
- Basic changes that occur during puberty.

Safeguarding emphasis: early puberty preparation and emotional changes.

Year 5

Focus: Puberty and emotional maturity

Pupils learn:

- The physical and emotional changes associated with puberty
- The importance of hygiene
- About menstruation and nocturnal emissions in a factual manner
- The importance of self-respect and mutual respect
- How to seek advice if confused or worried.

Safeguarding emphasis: preparing for adolescence and body autonomy.

Year 6

Focus: Preparation for secondary school

Pupils learn:

- A secure understanding of puberty and reproduction within science
- Emotional changes linked to adolescence
- The concept of consent in everyday interactions
- The risks associated with online communication
- Strategies for maintaining wellbeing during transition.

Safeguarding emphasis: consent, online safety and confidence to report concerns.

Science Coverage Across Key Stage 1 and 2

In addition to SEL content, pupils are taught statutory science including:

- Naming body parts accurately
- Growth and development
- The human life cycle
- Reproduction in plants and animals
- Human reproduction at an age-appropriate level.

Parents do not have the right to withdraw from statutory science content.

Appendix B – Secondary Statutory Outcomes Mapping (Year 7 to Year 13)

This appendix outlines how statutory Relationships and Sex Education and Health Education outcomes are delivered progressively across secondary year groups through the SEL curriculum and relevant Science lessons.

Key Stage 3 – Foundations (Year 7)

Focus: Respect, boundaries and early adolescence

Pupils learn:

- The characteristics of healthy friendships and early romantic relationships
- The importance of mutual respect and trust
- The meaning of personal boundaries
- Introduction to the concept of consent in everyday contexts
- The impact of stereotypes on behaviour
- Basic online safety and responsible digital conduct
- Emotional changes associated with adolescence.

Safeguarding emphasis: boundaries, respect and reporting concerns.

Year 8

Focus: Consent and respectful conduct

Pupils learn:

- A deeper understanding of consent and that it must be freely given
- That consent can be withdrawn at any time
- That pressure, coercion and manipulation are unacceptable
- The legal age of consent in England and Wales
- That laws relating to relationships vary internationally
- The risks of sharing personal images
- The impact of harmful online content.

Safeguarding emphasis: coercion, image sharing and early harassment awareness.

Year 9

Focus: Safeguarding and online influences

Pupils learn:

- The concepts of sexual harassment and sexual violence
- That such behaviour is unacceptable and must be reported
- The risks of grooming and exploitation
- The legal consequences of sharing indecent images
- The impact of pornography as a distorted representation of relationships
- The importance of healthy coping strategies and emotional regulation.

Safeguarding emphasis: exploitation, harassment and reporting systems.

Key Stage 4 – Informed Decision Making (Year 10)

Focus: Intimate relationships and sexual health

Pupils learn:

- The characteristics of healthy intimate relationships
- The emotional, physical and legal implications of sexual activity
- The full range of contraceptive methods and their effectiveness
- The facts about sexually transmitted infections, including HIV
- The importance of testing and accessing confidential health services
- The influence of alcohol and drugs on decision-making.

Safeguarding emphasis: informed choice, health protection and legal awareness.

Year 11

Focus: Pregnancy and legal context

Pupils learn:

- The biological facts about conception and pregnancy
- The factual and legal options available in relation to pregnancy in England and Wales
- That legal frameworks relating to abortion differ internationally
- The responsibilities associated with parenthood
- The importance of seeking accurate medical advice.

Teaching is factual, impartial and age-appropriate.

Comparative legal context is presented descriptively, including differences between the United Kingdom and Panama.

Post-16 (Year 12 and Year 13)

Focus: Adult responsibility and wellbeing

Pupils revisit and deepen understanding of:

- Long-term committed relationships
- Parenting responsibilities
- Sexual health in adulthood
- Mental health and resilience
- Healthy communication in adult relationships
- Legal rights and responsibilities in different jurisdictions.

Teaching at this stage prepares pupils for university, employment and independent life in international contexts.

Safeguarding Integration Across Secondary

Across all year groups, pupils are taught:

- That abuse, exploitation and coercion are never acceptable
- That they have the right to feel safe
- How to report concerns
- That confidentiality cannot be guaranteed where safety is at risk
- How to access trusted support services.

Science Integration

In addition to SEL lessons, statutory Science covers:

- Human reproduction
- The reproductive system
- Fertilisation and gestation
- Menstrual cycle
- Meiosis and genetics.

Parents do not have the right to withdraw from statutory Science content.

Appendix C – Comparative Legal Summary (United Kingdom and Panama)

King's College School Panama operates under the United Kingdom–Panama Education Agreement and is required to deliver education in accordance with the English National Curriculum and British Schools Overseas standards while remaining compliant with Panamanian law.

This appendix summarises relevant legal frameworks to provide clarity regarding curriculum content.

1. Legal Status of the School

King's College School Panama operates as a Private International School of Excellence under the UK–Panama Education Agreement.

Under this Agreement, the school is required to:

- Deliver education based on the English National Curriculum
- Meet and maintain British Schools Overseas standards
- Comply with Panamanian law.

The Agreement requires the inclusion of Spanish, History and Geography of Panama and Civics as directed by MEDUCA. It does not impose additional curriculum restrictions beyond compliance with Panamanian law.

2. United Kingdom Legal Framework

Under the statutory guidance Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education, revised guidance for implementation from September 2026:

- Relationships Education is compulsory in primary school
- Relationships and Sex Education is compulsory in secondary schools
- Health Education is compulsory
- Pupils must be taught about respectful relationships
- Pupils must be taught about consent
- Pupils must be taught about sexual harassment and sexual violence
- Pupils must receive age-appropriate teaching about sexual orientation and gender identity
- Pupils must understand that marriage is legally recognised in England and Wales for both opposite-sex and same-sex couples.

British Schools Overseas standards require schools to prepare pupils for life in modern British society and to promote respect for protected characteristics.

3. Panamanian Legal Framework

Under Ley 302 de 31 de mayo de 2022 and Executive Decree 54 of 2023:

- Sexuality and affectivity education must be delivered in a scientific manner
- Content must be age-appropriate and developmentally appropriate
- Teaching must be grounded in respect for life and the dignity of persons

- Programmes must promote prevention of early pregnancy, sexually transmitted infections, sexual abuse and sexual violence
- Parents or guardians must be notified of topics to be covered.

The MEDUCA Guía de orientación y formación en educación en la sexualidad y afectividad (2019) further frames sexuality education within principles of dignity, equity and non-discrimination.

Panamanian law does not contain explicit provisions prohibiting factual, age-appropriate teaching that families and relationships may take different forms internationally.

4. Marriage and Family Law Context

In England and Wales:

- Marriage is legally recognised for both opposite-sex and same-sex couples.

In Panama:

- Marriage is legally recognised for opposite-sex couples
- Same-sex marriage is not currently legally recognised.

Where this content is taught, it is presented factually and descriptively to support pupils' understanding of international legal differences.

Teaching is not presented as advocacy but as preparation for life in modern British and international contexts.

5. Alignment and Compliance

King's College School Panama ensures that:

- Teaching remains scientific and age-appropriate
- Content is delivered in accordance with both UK statutory expectations and Panamanian law
- Parental notification requirements under Ley 302 are met
- Comparative legal content is presented descriptively rather than normatively
- Respect for dignity and non-discrimination is upheld at all times.

Legal counsel has confirmed that the school's approach is consistent with both the UK–Panama Education Agreement and current MEDUCA policy.

Appendix D – Whole School Curriculum Notification (Academic Year 2026–2027)

Annual Curriculum Notification

In accordance with Ley 302 (2022) and the school's Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy, the school provides annual notification of the content delivered through the Social and Emotional Learning (SEL) curriculum and relevant Science lessons.

King's College School Panama operates under the United Kingdom–Panama Education Agreement and delivers education in line with the English National Curriculum and British Schools Overseas standards while complying fully with Panamanian law.

All content is delivered in a scientific, age-appropriate and developmentally appropriate manner, grounded in respect for life and the dignity of persons.

Primary (EYFS to Year 6)

All pupils in Primary receive Relationships Education and Health Education.

Relationships Education and Health Education form part of the compulsory curriculum and are not subject to withdrawal under the school's policy.

Primary content includes:

- Families and caring relationships
- Respectful friendships
- Anti-bullying and online safety
- Personal boundaries and safeguarding
- Mental wellbeing
- Physical health and hygiene
- Puberty education (Years 5–6)
- Human reproduction within the National Curriculum for Science (Year 6).

The school does not teach any sex education in Primary beyond the statutory National Curriculum for Science. Accordingly, there is no additional Primary sex education content from which withdrawal would apply.

Secondary (Year 7 to Year 13)

All pupils in Secondary receive Relationships Education and Health Education as part of the compulsory curriculum. Relationships Education and Health Education form part of the compulsory curriculum and are not subject to withdrawal under the school's policy.

Across Key Stage 3 (Years 7–9), pupils are taught:

- Healthy and respectful relationships
- Consent and personal boundaries
- Online safety and digital conduct
- Sexual harassment and sexual violence
- Grooming and exploitation awareness
- Mental and physical health.

At Key Stage 4 (Years 10 and 11), pupils are additionally taught sex education content including:

- Contraceptive methods and their effectiveness
- Sexually transmitted infections
- Pregnancy and reproductive choices
- Legal context relating to sexual relationships.

In Key Stage 5 (Years 12 and 13), pupils revisit and deepen their understanding of relationships, sexual health, wellbeing and adult responsibilities as part of preparation for independent life.

Right to Request Withdrawal (Secondary Only)

Parents may request withdrawal from specific sex education elements delivered in Years 10 and 11.

There is no right to withdraw from:

- Relationships Education
- Health Education
- Any content delivered in Years 7–9
- Key Stage 5 provision
- Statutory Science content.

In accordance with statutory guidance, the right to request withdrawal applies only to sex education elements delivered before three terms prior to a pupil turning 16.

Requests for withdrawal must be made in writing to the Head of Secondary. The Head of Secondary will liaise with the Head of School and a meeting will be arranged with parents and, where appropriate, with the pupil to clarify the request and confirm agreed arrangements.

Before confirming a withdrawal request, the Head of School will meet with parents. This meeting will be coordinated by the Head of Secondary and, where appropriate, may include the pupil.

King's College School Panama values partnership with families and remains committed to transparent communication and legal compliance.