

Policy Name: RSE –Relationships and Sex Education	
Last updated:	June 2023
Date of next review:	June 2026 ready to implement Sept 2026
Member of staff responsible for the policy:	Becky Cooper
Dissemination of the policy:	Management Committee, staff, website
Frequency of update	4 years, but updates will follow any DfE policy change



Rationale

The Gloucestershire Hospital Education Service (GHES) recognises its responsibility to provide Relationship and Sex Education (RSE) in order to help prepare students to lead safe, fulfilling and healthy lives in line with DfE guidelines. As a service we provide support for students from Key Stages 1-4, and ultimately, our provision aims to provide a largely individualised and bespoke curriculum, appropriate to the needs of every student.

The entire PSHE/RSE curriculum has been developed to allow students to deal with the sometimes difficult moral, social and health-related issues that arise in their lives and society. It aims to enable students to make responsible and informed decisions about their health and wellbeing.

RSE is taught within the PSHE curriculum. Biological aspects of RSE are taught within the science curriculum, however, we are mindful of students who may need additional teaching in certain areas of RSE. Certain aspects of the RSE curriculum are also taught and explored within the Hospital School by the Hospital Chaplain.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE teaching and learning involves a combination of imparting and sharing information and exploring issues and values.



RSE sets out to provide the basis to complement lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable family relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Aims

The aims of RSE at GHES are to:

- Provide lessons in which mindful learning and sensitive discussions can take place;
- Enable students to develop and nurture feelings of self-respect, confidence and empathy;
- Create and embed a positive culture around the issues of sexuality and relationships;
- Respond at all times to individual learning needs.

Statutory Requirements

We are required to deliver a comprehensive RSE curriculum as set out by the Department of Education (issued under Section 80A of the Education Act 2002, plus section 403 of the Education Act 1996).

The Relationships Education, Relationships and Sex Education and Health Education (England) regulations 2019, are made under sections 34 and 35 of the Children and Social Work Act 2017. This states that young people receiving primary education must be taught Relationships Education, whilst students receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education.

Further information can be found at: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Policy Development

This policy has been developed in consultation with staff, parents, students and the GHES Management Committee.

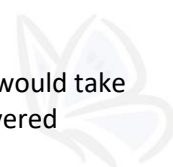
1. The policy has been reviewed and re-written by the member of staff leading PSHE/Wellbeing within the Service alongside other key members of staff.
2. Parents have been sent a letter of curriculum intent, a questionnaire and the opportunity to feedback to the Service and Lead Teacher. Individual questions raised as a result, have been addressed.
3. Student voice has been collected and addressed via the Gloucestershire Pupil Wellbeing Survey and is regularly reviewed and monitored via weekly Wellbeing sessions.
4. Ratification: The GHES Management Committee has read and ratified the policy.

Curriculum

Our curriculum has been written, developed and amended by our team of PSHE staff. It is constantly under review in order that it is relevant and updated to include the latest research and thinking and it provides the basis for our weekly, hour long lessons that are timetabled for every student who is able to access.

It has been created alongside the guidelines and lessons set out by the PSHE Association, but with the knowledge that many of our students will not be able to attend a group session. Each lesson delivered is differentiated to meet the needs of that student.

We follow termly themes, which may previously have been covered by the home school, but we would take this into account in our differentiation. See Appendix 1 for a breakdown of the topics that are covered



throughout the academic year, including the second year curriculum for KS4. (KS3 curriculum is currently being divided into lessons for years 7/8, and for year 9).

In addition, all KS3/4 students receive e-safety lessons weekly that focus on topical, up-to-date issues to address and explore the ever-changing online world. A list of topics covered is available on request.

Delivery of RSE

RSE is taught within the personal, social, health and economic education curriculum. Biological aspects of RSE are often taught within the science curriculum and some aspects are included within sessions at our Hospital School, including input from the Hospital Chaplain. Within the Outreach Team, we have a team of PSHE teachers who will deliver PSHE/RSE every week.

Outreach students and parents will be made aware of what is covered in our curriculum at the beginning of their time with GHES, via the information booklet.

Primary

Relationship Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Secondary

RSE focuses on giving young people the information they need to help them to develop healthy, nurturing relationships including:

- Families;
- Respectful relationships, including friendships;
- Online and media;
- Being safe;
- Intimate and sexual relationships, including sexual health.

Care is taken to make sure there is no stigmatisation of children based on their home circumstances, as families are made up in many different ways. We are also sensitive to the needs of children who may have alternative structures of support around them – for example looked after children or young carers.

Teachers and students will regularly reflect and agree on ground rules within lessons, to ensure everyone is safe and respectful.

SEND

GHES is committed to an inclusive model of RSE delivery. All students' learning needs are taken into account when planning and delivering topics. Student Plans are used by all teachers to support individual needs. All our sessions are either on a 1:1 basis or delivered in small groups, that allow for questions and discussions that might otherwise be more challenging or open to misinterpretation within a large classroom environment.

We have also adopted guidance from the National Children's Bureau in line with the Sex Education Form on RSE for disabled students and pupils with special educational needs. 2020.



Safeguarding

We are aware at GHES, that effective RSE can bring about an understanding of what is appropriate within our lives, which may in turn lead to a potential child protection disclosure. All staff are trained in safeguarding procedures and will immediately report any concerns to a Safeguarding Lead. Many discussions that arise within RSE lessons, might be recorded on our central CPOMS system which will alert relevant members of staff to sensitive issues that child/parent might want us to be aware of.

The PSHE and Link Tutor teams liaise carefully to identify key issues or topics that may be sensitive to a young person due to their personal experiences, in order to consider a bespoke approach.

Assessment

Each of our students will be given specific learning objectives at the start of the lesson and those objectives are then commented on in lesson logs, kept in order that we can monitor progression, highlight any difficulties or issues and also make sure any follow-up work can be made a note of and executed.

We keep in regular contact with the Link Tutors and will signpost them to our lesson logs if we wish to highlight concerns or occasions to celebrate.

Roles and Responsibilities

The Headteacher is responsible for ensuring the RSE is taught consistently between the Outreach Team and the Hospital School. They are also responsible for managing requests to withdraw students from non-statutory components of RSE.

PSHE staff are responsible for:

- Delivering RSE in a sensitive, mindful way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual students;
- Keeping up-to-date with laws and government guidelines relevant to RSE teaching.

Pupils are expected to engage fully in RSE and in all lessons, treat others with respect and sensitivity.

Parents are encouraged to read the Parent Bulletin on a weekly basis to check for information regarding the PSHE/RSE curriculum. This may include invitations to parent forums, questionnaires, changes in curriculum and information about visiting speakers. Parents are also encouraged to discuss our bespoke curriculum, designed and written with PSHE Association resources at its core.

Parents' Right to Withdraw

Primary

- Parents do not have the right to withdraw their children from relationships education.
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.
- Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

Secondary



- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE, up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, GHES will arrange this.
- Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.
- A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action.
- Alternative work will be given to students who are withdrawn from sex education.

Training

Staff attend regular courses provided by Gloucestershire Healthy Living and Learning and the PSHE Association. They are also all members of the PSHE Association. Staff meet weekly to ensure that every child's needs are being met. An example of courses available are here: <https://www.ghll.org.uk/training-programme/>



Appendix 1

Curriculum Overview

Primary

	1	2	3	4	5	6
Key Stage 1 Years 1 & 2	You are YOU!	Who is special to us? Growing Up	Fit as a fiddle	How are you feeling?	Staying Safe	Let's be friends
Lower Key Stage 2 Years 3 & 4	Respecting ourselves and others	Families and Friends	Keeping Healthy	Let it out!	Take care, be safe	Let's Celebrate
Upper Key Stage 2 Years 5 & 6	Respect!	Healthy Relationships	Healthy Habits	Healthy Minds	Keeping Safe	Onwards and Upwards

Key Stage 3

Autumn Term 1	Families and Relationships
Week 1	Marriage
Week 2	Family & Relationships
Week 3	Healthy & Unhealthy Relationships
Week 4	Respect
Week 5	Bullying
Week 6	Controlling Relationships

Autumn Term 2	Mental Wellbeing
Week 1	Talking About Emotions
Week 2	Happiness Linked to Being Connected to Others
Week 3	Help! I don't think I am Coping!
Week 4	Our Mental and Emotional Health
Week 5	Our Mental and Emotional Health 2

Spring Term 1	Physical Health
Week 1	New Year, New You
Week 2	Influences on Health
Week 2a	Influences on Choices
Week 3	Influences on Health 2
Week 3a	Maintaining Physical Health
Week 4	Benefits of Physical Exercise
Week 5	Get Up and Move
Week 6	Sleep
Week 7	E-Safety – Online Tattoo

Spring Term 2	Being Safe
Week 1	Consent
Week 2	Relationships
Week 3	Contraception
Week 4	Parenting & Pregnancy
Week 5	Menstruation

Summer Term 1	Drugs & Alcohol
Week 1	Caffeine
Week 2	Tobacco
Week 3	Alcohol
Week 4	Drugs, Attitudes & Behaviours
Week 5	Drugs & The Law
Week 6	Drugs & Their Effects

Summer Term 2	First Aid
Week 1	DRSABC – Primary Survey
Week 2	AED
Week 3	Head Injuries
Week 4	Choking
Week 5	First Aid Scenarios
Week 6	Transitions

Week 7	My year
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Key Stage 4 (1)

Autumn Term 1	Families and Relationships
Week 1	Marriage
Week 2	Other Relationships
Week 3	Parenting
Week 4	Safe, Intimate Relationships
Week 5	Stereotyping and equality
Week 6	Sexual Harassment

Autumn Term 2	Mental Wellbeing
Week 1	Challenges
Week 2	Negative Thinking
Week 3	Mental Ill – Health
Week 4	Self-Harm
Week 5	Promoting Wellbeing
Week 6	Body Image

Spring Term 1	Physical Health
Week 1	Organ and Tissue Donation – Science/Law
Week 2	Assessing UK Health Services
Week 3	Cancer
Week 4	Testicular Health
Week 5	Vulval Health
Week 6	Tattoos and Piercings
Week 7	E-safety – managing data online

Spring Term 2	Being Safe
Week 1	Law and Consent
Week 2	Domestic Abuse
Week 3	FGM & Grooming
Week 4	Fertility and Menopause
Week 5	Contraception
Week 6	STIs
Week 7	Pornography

Summer Term 1	Drugs & Alcohol
Week 1	Drug Classification
Week 2	Stimulants
Week 3	Alcohol
Week 4	Depressants
Week 5	E-safety - gambling

Summer Term 2	First Aid – recap from KS3 + extra
Week 1	Primary Surveys
Week 2	Defibrillators
Week 3	Bone, muscle and joint injuries
Week 4	Choking

Week 5	Heavy Bleeding
Week 6	First Aid Scenarios

Key Stage 4 (2)

Autumn Term 1	Families and Relationships
Week 1	UNCRC
Week 2	Parental Separation
Week 3	Loss and Bereavement 1
Week 4	Loss and Bereavement 2
Week 5	Parenting
Week 6	Valuing Diversity
Week 7	E-safety – Hate Speech

Autumn Term 2	Being Safe
Week 1	Sexual Health
Week 2	Fertility and Routes to Parenthood
Week 3	Pregnancy Outcomes
Week 4	Abortion
Week 5	Gangs – How it Starts
Week 6	Gangs – Risks and Consequences
Week 7	Gangs – Getting Out

Spring Term 1	Physical Health
Week 1	Sleep
Week 2	Lifestyle & Wellbeing
Week 3	Lifestyle Choices
Week 4	Resilience
Week 5	Assertiveness
Week 6	E- Safety – Emotional Wellbeing and the Media

Spring Term 2	Mental Health
Week 1	Self Harm
Week 2	OCD
Week 3	Bipolar Disorder
Week 4	Schizophrenia
Week 5	E-safety – Film Content

Summer Term 1	Drugs & Alcohol & County Lines
Week 1	Substance Use & Assessing Risk
Week 2	Substance Use & Managing Influence
Week 3	Help-seeking and Sources of Support
Week 4	County Lines
Week 5	E-safety – Risk and Susceptibility to Gambling

Summer Term 2	Personal Values & Careers
Week 1	Personal Values & Career Choice
Week 2	Year 11 exams. PSHE lessons only continue in negotiation with child, parents, Link Tutor and PSHE teacher
Week 3	

Week 4	
Week 5	
Week 6	



Appendix 2

Parents’ right to withdraw form

TO BE COMPLETED BY PARENTS			
Name of child		Link Tutor	
Name of parent		Date	
Reason for withdrawing RSE			
Any other information you would like the school to consider			
Parent signature			