

Policy Name: RSE –Relationships and Sex Education	
Last updated:	June 2026 ready to implement Sept 2026
Date of next review:	June 2028
Member of staff responsible for the policy:	Becky Cooper
Dissemination of the policy:	Management Committee, staff, website
Frequency of update	2 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.

Our 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.

Curriculum Intent

The RSE programme at GHES intends 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.

RSE is embedded within the PSHE programme. Through our PSHE programme we aim to support students to become safe, healthy, and responsible citizens, encouraging resilience, respect, and independence.

By delivering a tailored, statutory-compliant program (including RSE and health education), we enable pupils to manage personal development, navigate ongoing and ever-changing risks, and thrive in the wider world.

Students work within a safe, secure space giving them the opportunity to learn about relationships, consent and personal safety, allowing them to make informed, responsible decisions.

We help young people to prepare for the challenges and opportunities of adulthood, including economic wellbeing and career-related skills, including an overview of the benefits and disadvantages of constantly evolving technology.

How we implement PSHE

- **Curriculum Structure:** A spiralled approach (e.g., following PSHE Association guidance) that builds on knowledge and skills, covering key themes of Relationships & Sex Education (RSE), Health & Wellbeing, and Living in the Wider World.
- **Delivery Methods:** Weekly, dedicated PSHE lessons offered as a core curriculum subject to every GHES student, ideally face-to-face in a group or an online group. If a young person needs a more bespoke lesson, we will endeavour to offer individualised lessons.
- **Staff Development:** Ongoing CPD and training for teachers to ensure confidence in managing sensitive, complex discussions whilst also maintaining an overview of topics and issues that young people are navigating in their everyday lives.
- **Safe Learning Environment:** Establishment of clear ground rules to foster open, respectful discussion, enabling safe exploration of attitudes and values.
- **Responsive Approach:** Flexibility to adapt to emerging student needs, local, national, or global issues.
- **Assessment & Monitoring:** Regular review of impact through student voice, staff feedback, and pupil progress tracking, using both formative and summative methods.

Parental Engagement: Clear communication and consultation with parents regarding the RSE and PSHE curriculum.

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) Statutory Guidance (2025) 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. Individual questions raised as a result, have been addressed.
3. Student voice has been collected and addressed via PSHE 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 following 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.

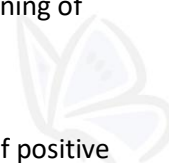
Delivery of RSE

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 are made aware of what is covered in our curriculum at the beginning of their time with GHES, via the PSHE leaflet which is sent to parents on admission.

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. Individual Support 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, to allow for questions and discussions that might otherwise be more challenging or open to misinterpretation within a large classroom environment. We recognise that PSHE forms a fundamental part of our core curriculum and therefore we identify those students who are unable to access PSHE through the usual lessons and aim to provide individual sessions in a way that is accessible for them.

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).

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/RSE%20for%20disabled%20pupils%20and%20pupils%20with%20SEN%20-%20SEF.pdf>

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. When teachers wish to share information arising from discussions during lessons, they can do this through our CPOMS system. This will alert relevant members of staff to sensitive issues that may need follow-up.

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, and will 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 are implementing 'I can' statements for each lesson. These are learning objectives worded in a way that is accessible to that student. These 'I can' statements will be put into our new lesson logs - where teachers record achievement. The 'I can' statements are colour coded to demonstrate the level of understanding achieved by that student that lesson. This helps identify areas of need, and allow an official record of assessment.

We keep in regular contact with the Link Tutors and 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.

Reporting, Monitoring and Evaluation



Teachers report on pupil progress and engagement in PSHE on individual Student Progress Reports which are issued three times a year.

GHEs's RSE provision is monitored and evaluated by the PSHE Lead on a termly basis.

Training

PSHE 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 termly to ensure that every child's needs are being met.

The GHLL training programme is available with this link: <https://www.ghll.org.uk/training-programme/>



Appendix 1

Primary- Curriculum Overview

	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 Long Term Overview

Topic	Year Group	Year 7	Year 8	Year 9
Topic 1		<p>Relationships & Being Safe</p> <p>Understanding Changing Relationships, Roles in the Family, Wider Family, Parenting, Committed Stable Relationships, Positive & Healthy Friendships, Conflict, Reconciliation & Ending Relationships, Boundaries, Privacy & Consent.</p>	<p>Relationships & Being Safe</p> <p>Respectful Relationships, Controlling Relationships, Bullying, Discrimination & Stereotyping, Respect & Tolerance, Help & Support, Extremism & Terrorism, County Lines, Grooming, Parenting.</p>	<p>Relationships & Being Safe</p> <p>Marriage & Other Long Term Relationships, Families, Controlling Relationships, Sexual Harassment, Sexual Pressure.</p>
Topic 2		<p>Online & Media</p> <p>Online Behaviour Rules, Digital Citizenship, Digital Footprint, Opportunities Online, Social Media & Reality.</p>	<p>Online & Media</p> <p>Digital Resilience, Online Risks, Screen Time, Sharing & Removing Content, Unknown People Online, Data Generation & Usage.</p>	<p>Online & Media</p> <p>The Law, Reporting & Sharing Indecent Images, Real vs Online Friendships, Influencers</p>
Topic 3		<p>Physical Health</p> <p>Healthy Eating, Basic Healthcare, Healthy Lifestyles, Influences on Health, Puberty, the Brain & Hygiene, Sunlight & Skincare, Menstrual Health, First Sexual Feelings.</p>	<p>Physical Health</p> <p>Sleep, First Aid – Basic First Aid, CPR, Bleeding, Head Injuries, Choking, Allergies.</p>	<p>Physical Health</p> <p>Vaccinations, Intimate Relationships, STI's, Contraception.</p>
Topic 4		<p>Mental Wellbeing</p> <p>What is Mental wellbeing? Managing Distractions, Grief, 5 Ways to Wellbeing, Physical Activity & Mental wellbeing, Perceptions & Emotional Resilience.</p>	<p>Mental Wellbeing</p> <p>Attitudes to Mental Health, Promoting wellbeing, Body Image, Self Harm & Eating Disorders, Healthy Coping Mechanisms, Recognising Concerns, Intervention.</p>	<p>Careers & Finance</p> <p>What is Work? Y9 Choices, Choosing Options, What Employers Want, Post 16, Ideal Lifestyle & Finance.</p>
Topic 5		<p>Drugs, Risks & Influences</p> <p>Smoking, Vaping, Hazards & Risks.</p>	<p>Drugs, Risks & Influences</p> <p>Alcohol, Smoking, Caffeine</p>	<p>Drugs, Risks & Influences</p> <p>Drugs, Attitudes & Behaviours, Drugs & The Law, Drugs & Effects, Prescription Drugs & Legal Highs.</p>
Topic 6				<p>Mental Wellbeing</p> <p>Talking About Emotions, Happiness & Being Connected to Others, Coping, Mental & Emotional Health.</p>



Key Stage 4 Long Term overview

Topic	Year Group	Year 10	Year 11
		Careers & Finance Showcasing Personal Strengths Online, Managing Online Reputation, Mapping a Career Path, Banks Accounts, Bank Cards, Borrowing, Budgeting, Bank Statements & Take Home Pay.	Rights & Responsibilities British Values, Global Responsibility, Stereotyping, Diversity, Hate Speech, UNCRC
		Relationships & Being Safe Healthy & Unhealthy Relationships, Contraception & STI's, Fertility & Menopause, FGM & Grooming, County Lines, Gangs.	Relationships & Being Safe Fertility, Routes to Parenthood, Pregnancy Outcomes, Abortion, Parenting, Parental Separation, Consent & Law, Domestic Abuse, Sexual Harassment, Sexting, Pornography.
		Physical Health Organ & Tissue Donation, Cancer, Vulval & Testicular Health, Tattoos & Piercings, Accessing UK Health Services.	Physical Health Sleep, Lifestyle & Wellbeing, Lifestyle Choices.
		Mental Wellbeing Challenges & Negative Thinking, Stress, Mental Ill Health, Depression & Anxiety.	Mental Wellbeing Model Teen, Loss & Bereavement, Self Harm, Body Image, OCD, Bipolar, Schizophrenia.
		Drugs, Risks & Influences Introduction to Drugs, Depressants, Stimulants, Hallucinogens, Assessing Risk, Managing Influence,	Drugs, Risks & Influences Substances & Risk, Substances & Influence, Substances Help & Support.
		Online and Media Managing Online Data, Addictive Behaviours, Gambling, Emotional Wellbeing & Media, Content & Safe Choices.	Online & Media Can we trust the Media? Media & Wellbeing, Positive & Negative Influences of Media.



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			