



Relationships and Sex Education Policy

Recommended by:	Assistant Principal / Designated Safeguarding Lead
Recommendation Date	28 th April 2026
Ratified by:	LAGB
Signed:	<i>J Goodman</i>
Position on the board	Chair of Governors
Ratification Date	28 th April 2026
Next Review:	April 2027
Policy Tier (Central/Hub/School):	School

Relationships, Sex and Health Education (RSHE) at Gospel Oak School

Relationships, Sex and Health Education (RSHE) is a statutory part of the secondary curriculum under the Children and Social Work Act 2017. Gospel Oak School recognises that high-quality RSHE supports pupils to develop the knowledge, understanding and skills they need to stay safe, healthy and prepared for life in modern Britain.

This policy reflects the Department for Education statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)*, which becomes mandatory from 1 September 2026. Gospel Oak School has implemented curriculum updates during the 2025–2026 academic year to ensure full alignment with this guidance.

RSHE forms an important part of the school's wider safeguarding and personal development curriculum. Through RSHE, pupils are supported to recognise risk, develop protective behaviours, understand healthy relationships and know how and where to seek support when needed. The curriculum also supports pupils to recognise the influence of harmful online content, challenge unhealthy relationship expectations and develop the confidence to make safe and informed decisions as they grow.

Gospel Oak School adopts a whole-school approach to RSHE. Leaders recognise that sexual harassment, sexual violence and online sexual abuse can occur within all school communities. As a result, RSHE is carefully sequenced across Key Stage 3 and Key Stage 4 through a spiral curriculum in which pupils revisit key themes with increasing depth and maturity. This supports early identification of risk, challenges harmful attitudes and promotes respectful and positive relationships. Through this approach, pupils develop the knowledge and skills needed to recognise healthy relationships, understand appropriate boundaries and contribute positively to a safe and respectful school community.

The RSHE curriculum is delivered through timetabled PSHE lessons, tutor time activities, assemblies, drop-down days and contributions from carefully selected external visitors. All staff delivering RSHE receive appropriate guidance and support to ensure that teaching is accurate, age-appropriate and delivered sensitively.

Teaching is carefully sequenced so that pupils revisit key themes across Years 7 to 11 with increasing depth and maturity, supporting them to build knowledge over time and apply learning safely and responsibly in different contexts.

Parents and carers play an important role in supporting RSHE. Gospel Oak School works in partnership with families and provides opportunities for parents and carers to view RSHE policy content and curriculum materials on request. Parents and carers retain the right to withdraw their child from aspects of sex education outside the science curriculum up to three terms before the age of 16, following discussion with the school.

Where external visitors contribute to RSHE delivery, sessions are planned in partnership with school staff and delivered in line with safeguarding expectations and the aims of this policy. External contributors support, but do not replace, teacher-led RSHE delivery.

RSHE resources are reviewed regularly to ensure they remain accurate, relevant and appropriate for the needs of Gospel Oak School pupils and reflect guidance from the Department for Education and the PSHE Association.

“We welcome the publication of the updated statutory Relationships, Sex and Health Education guidance, which reflects the changing context in which children and young people are growing up and strengthens the role of schools in supporting pupils to stay safe and make informed decisions. The revised guidance places greater emphasis on addressing emerging safeguarding concerns, including misogyny, violence against women and girls, the influence of harmful online content and pornography, and the impact of social media on young people’s attitudes and relationships. It also strengthens expectations around mental health education, including recognising when and how to seek support, and supports schools to deliver carefully sequenced learning that builds pupils’ knowledge and confidence over time. Alongside clearer expectations about teaching the legal framework relating to relationships, consent and equality, the guidance recognises the important role of high-quality RSHE in preparing pupils for modern life and ensuring that teaching remains age-appropriate, evidence-informed and responsive to the needs of school communities.”

— PSHE Association (2025)

Our RSHE lessons are centrally planned and resourced by our PSHE Coordinator to support teaching staff in delivering high-quality RSHE content. In addition, all teaching staff receive regular CPD and support to ensure they are confident in delivering this important curriculum area and able to support pupils effectively. Please see the overview on the following page.

	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Transition to Secondary school	Building relationships	Health and puberty	Diversity	Developing skills and aspirations	Financial decision making
Lesson Headings	<ul style="list-style-type: none"> ▪ Trusted adults and support systems ▪ Personal safety in a new school environment ▪ Safe and unsafe situations ▪ Managing home learning and independence ▪ Independent study skills ▪ Healthy friendships ▪ Recognising bullying and seeking support 	<ul style="list-style-type: none"> ▪ Self-worth and confidence ▪ Early romantic relationships and boundaries ▪ Friendships and respectful behaviour (including online) ▪ Challenging stereotypes and unkind behaviour 	<ul style="list-style-type: none"> ▪ Healthy routines ▪ Influences on behaviour and choices ▪ Maintaining good health ▪ Changes during puberty and seeking support. ▪ Unwanted contact and seeking support ▪ Female genital mutilation (FGM) 	<ul style="list-style-type: none"> ▪ Protected characteristics (including disability, religion, race and sex) ▪ Respecting differences ▪ Diversity ▪ Prejudice ▪ Bullying 	<ul style="list-style-type: none"> ▪ Careers and future pathways ▪ Teamwork and collaboration ▪ Enterprise skills and problem solving ▪ Raising aspirations and goal setting ▪ Choices and consequences for future opportunities 	<ul style="list-style-type: none"> ▪ Saving and financial planning ▪ Borrowing and financial responsibility ▪ Budgeting and managing money ▪ Financial choices and consequences ▪ Online financial safety

<p>Smsc link British values link Pastoral/academic</p>	<p>Supporting Y7 students to transition to Secondary school, build relationships along with building resilience.</p> <p>National Fitness Day World First Aid Day World Mental Health Day</p>	<p>To support new relationships, form within the year group, allowing students to develop a sense of worth. Linking back to the context of the area in terms of bullying and controlling behaviours. This allows early intervention and awareness.</p> <p>International Day of Disabled person National Stress Awareness Day International Day for the elimination of violence against Women Anti-Bullying Week</p>	<p>Understanding yourself and your place in the world. Positive choices come from a positive self-image.</p> <p>STI Awareness Day</p>	<p>Understanding yourself, ensuring the decision you make are right. Linking back to the context of the school in terms on bullying.</p> <p>Autism awareness day Valiski Eid al Fitr</p>	<p>Understand a sense of team and community. Raising aspirations. Looking towards the future. Linking choices to future consequences. Links to the area context in terms of unemployment.</p>	<p>Links to how personal finances impact careers. Personal decision making. Links to the school context in terms of unemployment</p> <p>Black History month</p>
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Year 8	Discrimination	Drugs and alcohol	Emotional Wellbeing	Community and careers	Digital literacy	Identity and relationships
Learning Headings	<ul style="list-style-type: none"> ▪ Protected characteristics and the Equality Act ▪ Challenging prejudice and discrimination ▪ Respecting diversity and different family structures ▪ Sexism, misogyny and their impact on relationships 	<ul style="list-style-type: none"> ▪ Drugs and alcohol and their risks ▪ Legal substances and vaping ▪ Influence, pressure and decision making ▪ Online communication and misinformation ▪ Grooming and exploitation ▪ Knife crime and personal safety ▪ Conflict resolution strategies 	<ul style="list-style-type: none"> ▪ Mental health and emotional wellbeing ▪ Body image and self-esteem ▪ Coping strategies and resilience ▪ Loneliness, grief and loss ▪ Seeking help and supporting friends safely 	<ul style="list-style-type: none"> ▪ Equality and belonging in the community ▪ Careers and future pathways ▪ Life choices and consequences ▪ Positive role models ▪ Different family structures 	<ul style="list-style-type: none"> ▪ Online safety and digital literacy ▪ Media reliability and misinformation ▪ Gambling hooks and financial risk online ▪ Harmful influencers and online pressure ▪ AI-generated content and deepfakes ▪ Image-based abuse and sextortion ▪ Online financial exploitation 	<ul style="list-style-type: none"> ▪ Biological sex and gender reassignment (legal understanding) ▪ Gender identity ▪ Sexual orientation ▪ Consent and respectful relationships ▪ Sexting and sharing images safely ▪ Contraception and sexual health awareness ▪ Pornography and expectations in relationships ▪ Coercion and pressure in relationships ▪ Relationship boundaries and respect

<p>Smsc link British values link Pastoral/academic</p>	<p>Awareness of others. Very multi-cultural school. Links to the area context of bullying. Understanding their place in society as friendship groups change. Managing influences from peers.</p> <p>Black History Month</p>	<p>Links to the area context in terms of substance misuse. How this impact on friendships. Friendship pressures. Healthy friendships and addictions do not mix. Historical pastoral data has also been used.</p>	<p>Links back to previous learning. Mental health and well-being is prevalent across all year group. The impact of mental health on friendship. Many students are going through puberty. Pastoral data used as well as well bring referrals</p> <p>Children's Mental Health Week</p>	<p>Raising aspirations links to the context of the area – unemployment rate. Choice and consequence. Links to friendships and health choices.</p>	<p>Pastoral data shows pressures of online influences. Links to bullying from the area context. Healthy friendships and addictions do not mix. Historical pastoral data has also been used.</p>	<p>Pressures of online content links to context of the area as well as conception of under 18. Early intervention is key. Hormones linked to behaviour changes are key in pastoral data.</p> <p>Pride Month</p>
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Year 9	Peer influences	Future plans -Setting Goals	Respectful relationships	Healthy lifestyle	Employability skills	Intimate relationships
Learning Headings	<ul style="list-style-type: none"> ▪ Peer influence and decision making ▪ Gangs and gang culture ▪ Knife crime and personal safety ▪ Drugs, alcohol and risk awareness ▪ Managing pressure and influence from others 	<ul style="list-style-type: none"> ▪ Learning strengths and personal skills ▪ Career pathways and future opportunities ▪ Goal setting and decision making ▪ GCSE options and informed choices ▪ Choices and consequences for future pathways 	<ul style="list-style-type: none"> ▪ Families and different family structures ▪ Marriage and long-term commitment ▪ Forced marriage and safeguarding ▪ Relationships and media influence ▪ Challenging stereotypes and misogyny ▪ Respectful relationship behaviours and expectations 	<ul style="list-style-type: none"> ▪ Making informed health choices ▪ Maintaining physical health ▪ Physical and mental wellbeing ▪ Body image and self-esteem ▪ Healthy routines and lifestyle choices 	<ul style="list-style-type: none"> ▪ Rights and responsibilities in the workplace ▪ Personal brand and online reputation ▪ Strategies for success ▪ Understanding payslips and earnings ▪ Skills for employment and future readiness 	<ul style="list-style-type: none"> ▪ Intimate relationships and expectations ▪ Consent and the law ▪ Sharing sexual images and digital safety ▪ Coercion and pressure in relationships ▪ Sexually transmitted infections (STIs) ▪ Contraception and pregnancy prevention ▪ Pornography and expectations in relationships

<p>Smsc link British values link Pastoral/academic</p>	<p>Pastoral data links to increase in above issues. Relationships is a continued thread throughout. Area context links to misuse.</p> <p>Anti-bulling week</p>	<p>During Spring two pupils well be choosing their options, they will have taster lessons and assemblies regarding different subjects, which along with this unit will help pupils to make positive and informed choices.</p>	<p>Interleaving relationships. Very multi-cultural school. Links to the area context of bullying. Understanding their place in society as friendship groups change. Managing influences from peers. Controlling behaviours links to area context</p> <p>Black History month</p>	<p>Its important that pupils understand how to look after themselves and stay fir and active, this becomes increasingly important as they grow up and start there GCSE's in September</p> <p>National School Sports Week</p>	<p>Now you have chosen your options its important to think about your future career choices and what skills you are going to need in the future.</p>	<p>Poor relationships lead to poor choices. Hormones linked to behaviour changes are key in pastoral data. Pastoral data also shows poor choices surrounding online behaviours. Area context data shows conception of under 18s.</p> <p>STI Awareness</p>
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Year 10	Mental health	Future finances	Healthy relationships	Influences	Extremism and radicalisation	Work Experience
Learning Headings	<ul style="list-style-type: none"> ▪ Recognising early warning signs of mental health difficulties ▪ Managing stress during examination years ▪ Reducing stigma and supporting others appropriately ▪ Bereavement, grief and emotional change ▪ Accessing support services beyond school ▪ Maintaining wellbeing during periods of increased responsibility 	<ul style="list-style-type: none"> ▪ Budgeting for independence and future living costs ▪ Credit, loans and financial commitments ▪ Understanding interest, debt and repayment risks ▪ Employment rights and responsibilities for young workers ▪ Digital reputation and employability expectations ▪ Planning next steps after Key Stage 4 	<ul style="list-style-type: none"> ▪ Expectations within long-term relationships ▪ Recognising coercion and controlling behaviours ▪ Legal responsibilities within intimate relationships ▪ Contraceptive effectiveness and informed choices ▪ Influence of pornography on expectations and behaviour ▪ Recognising unhealthy relationship patterns 	<ul style="list-style-type: none"> ▪ Evaluating influence from peers, media and social environments ▪ Risks linked to exploitation and criminal involvement ▪ Representation, identity and pressure from social media ▪ Substance misuse and impact on decision making ▪ Identifying support pathways for reducing harmful influence 	<ul style="list-style-type: none"> ▪ Respect for democratic values and individual liberty ▪ Recognising pathways into radicalisation ▪ Online manipulation and extremist recruitment tactics ▪ Challenging extremist narratives safely ▪ Knowing how to report concerns and seek support 	<ul style="list-style-type: none"> ▪ Preparing for workplace expectations and responsibilities ▪ Professional communication and conduct ▪ Health and safety awareness in employment settings ▪ Reflecting on workplace skills development ▪ Planning pathways beyond compulsory education

<p>Smsc link British values link Pastoral/academic</p>	<p>Mental health is an issue across Wolverhampton, this unit has been tied in with world mental health day, Its important that pupils have good mental health as they start and progress through their GCSE's</p> <p>World Mental Health Day</p>	<p>As you approach 16 you may get a part time job, so it's important that you are award of managing money in a positive way. Poor finances can impact on your mental health</p>	<p>To support pupils with their relationships as they grow up and start to explore their sexuality. Pupils also need to be very aware that pornography is not how women want to be treated, which ties in well with Elimination of Violence against women day.</p>	<p>Gang culture is a big part of life for young people in Wolverhampton, as the nights are getting lighter and you are lightly to be out more socializing, its important to understand the influence of gangs and drugs</p>	<p>As you have more freedom in your spare time to access the internet and go out with friends you can be subjected to gangs and people with extreme views.</p>	<p>Apprenticeship week As the end of Spring 2 pupils will be completing their work experience, this unit will support pupils through this as they prepare for this.</p> <p>Apprenticeship week</p>
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Year 11	Building for the future	Next steps	Relationships	Revision strategies and managing stress	
Learning Headings	<ul style="list-style-type: none"> ▪ Self-efficacy and independent decision making ▪ Managing stress during examination and transition periods ▪ Social media influence and digital responsibility ▪ Rights, responsibilities and equality under the law ▪ Human rights and democratic values ▪ British values in modern society 	<ul style="list-style-type: none"> ▪ Post-16 pathways including A levels, apprenticeships and vocational routes ▪ Long-term career planning and progression opportunities ▪ Lifelong learning and adaptability in employment ▪ Organisation and time management for independence ▪ Preparing for transition beyond compulsory education 	<ul style="list-style-type: none"> ▪ Recognising abusive behaviours in relationships ▪ Consent, capacity and legal responsibility ▪ Responding to unwanted attention and harassment ▪ Honour-based abuse and safeguarding support ▪ Family planning and pregnancy choices ▪ Accessing support services beyond school 	<ul style="list-style-type: none"> ▪ Managing examination stress and maintaining wellbeing ▪ Building confidence for post-16 transition ▪ Accessing support during periods of change ▪ Planning future opportunities and next steps 	
Smsc link British values link Pastoral/academic	As pupils have move into year 11, they will start to become stressed about their	Pupils are now starting to look for their next steps after year 11, this unit will help to guide them through 6 th	As pupils get older they need to understand how to have positive meaningful	As pupils have move into year 11, they will start to become stressed about their	

	<p>upcoming GCSE exams, this unit will help them manage their stress more effectively and prepare for a positive future.</p> <p>World Mental Health Day</p>	<p>form/college/apprentic e applications</p>	<p>relationships and understand where to get help from if needed</p>	<p>upcoming GCSE exams, this unit will help them manage their stress more effectively and prepare for a positive future.</p> <p>World Mental Health Day</p>	
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Support Services:

If you wish to carry out further reading around RSHE, the following documents may be of use to you:

The Department for Education guidance:

[https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and health_education_for_intro_1_September_2026_.pdf](https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf)