

## **Labyrinth Education**

### **Relationships, Health and Sex Education (RSE) and Health Education Policy**

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Distribution: All staff and stakeholders

Owner: Senior Leadership Team

Policy Lead: Head of Education

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#### **1. Ethos**

At Labyrinth Education, we believe that Relationships, Health and Sex Education (RHSE) is a core component of every learner's educational journey and personal development. Our approach acknowledges the unique needs of our learners, particularly those with autism and learning differences, who may require tailored resources, therapeutic input, and explicit teaching to navigate social norms, boundaries, and relationships safely and respectfully.

We aim to empower each individual to form positive, healthy, and respectful relationships, and to understand their own emotions and physical development in a safe, supportive, and inclusive environment.

#### **Equal Opportunities**

RHSE at Labyrinth Education is delivered with a commitment to equity and inclusion. We ensure content is accessible, relevant, and respectful to all learners—regardless of age, culture, disability, gender, sexual orientation, religion, or socioeconomic background.

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## 2. Aims

Our RHSE curriculum is designed to:

- Foster self-esteem, self-awareness, and confidence.
- Support learners in understanding their own emotions and physical development.
- Promote respectful, healthy relationships and a culture of consent.
- Equip learners with tools to stay safe—physically, emotionally, and online.
- Encourage appreciation of diversity and discourage discrimination.
- Provide accurate, age-appropriate information in line with statutory guidance.

Content is adapted to developmental stages and individual needs to ensure that all learners benefit from meaningful, safe, and empowering RHSE education.

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## 3. Organisation of RHSE

RHSE is integrated into the wider curriculum and shaped by therapeutic practices. The curriculum is personalised, dynamic, and supported by multidisciplinary input where needed (e.g., speech and language therapy) and will focus on personal development and wellbeing.

### We adapt delivery by:

- Breaking learning outcomes into manageable steps
- Revisiting and reinforcing content
- Using sensory and cross-curricular strategies
- Aligning with learners' communication and cognitive profiles

Groupings are decided sensitively, with provision for single-sex sessions when appropriate.

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## 4. Sensitive or Controversial Topics

We approach all topics with respect, clarity, and sensitivity. Topics considered sensitive—such as abuse, identity, or sexual health—are taught within the framework of:

- **Fundamental British Values (FBV) and Social, Moral, Spiritual and Cultural (SMSC) topic focuses.**
- **The Equality Act 2010 (Nine Protected Characteristics)**
- **Clear ground rules for discussion and confidentiality**
- **Parental/carers engagement and notification**

Staff will offer age- and developmentally appropriate responses to questions and concerns and provide follow-up support when necessary.

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## **5. Safeguarding, Reporting, and Confidentiality**

Safeguarding remains paramount. While learners are offered safe spaces to share, absolute confidentiality cannot be guaranteed. Any disclosures indicating risk or harm are escalated in line with our Safeguarding Policy and reported to the Designated Safeguarding Lead (DSL).

If a student discloses sexual activity or risk, staff will:

- Encourage the learner to inform a trusted adult.
- Refer the concern to the DSL.
- Support the learner in line with safeguarding and therapeutic protocols.

### **Confidentiality and Guidance**

While fostering trust, all staff are trained to identify and report safeguarding concerns. Learners are supported with discretion and compassion, and appropriate referrals are made when necessary. Our approach is always trauma-informed and learner-centred.

## **6. Roles & Responsibilities**

### **Executive & Senior Leadership**

- Ensure consistent implementation and review of this policy.
- Provide staff training and oversight.
- Monitor RHSE effectiveness across provisions.

### **Heads of Education**

- Operationalise this policy at site level.
- Liaise with families and staff regarding content and learner needs.

### **Education Staff**

- Deliver inclusive and responsive RHSE.
- Create a safe space for learner voice and wellbeing.
- Monitor engagement and progress.

### **Parents & Carers**

- Engage in open communication with staff.
  - Support learner progress and wellbeing at home.
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## **7. Right to Withdraw**

Parents/carers have the legal right to request withdrawal from aspects of sex education that are not part of the statutory curriculum. All such requests will be handled respectfully and in consultation with senior staff, ensuring the learner's best interests are prioritised.

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## **8. Complaints Procedure**

Complaints relating to RHSE should be directed to the Headteacher and will be addressed in accordance with Labyrinth Education's Complaints Policy.

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## **9. Impact**

The success of our RHSE programme is measured by learners' progress toward individualised outcomes—particularly around communication, safety, social skills, and emotional regulation. Learner engagement and growth are monitored through observation, feedback, and assessment tools.

Our goal is to enable each learner to thrive—developing into confident, informed individuals capable of navigating relationships with empathy, integrity, and independence.

## **10. Related Policies**

- Safeguarding Policy
  - Online Safety Policy
  - Curriculum Policy
  - SEND and Inclusion Policy
  - Complaints Policy
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## **11. Policy Monitoring and Evaluation**

This policy is reviewed biannually by the Education Executive Team and updated in response to legislative or pedagogical developments. Evaluation of curriculum impact occurs through lesson observations, learner feedback, and outcome tracking.