



MacIntyre
Providing support...your way

MacIntyre School

Relationships, Sex and Health Education Policy

This MacIntyre policy is formally reviewed by the Policy Owner and Lead Reviewer annually, or sooner where there is a change to relevant legislation or organisational requirements.

- For the date of, or evidence of, the most recent review, please see '*MacIntyre policy and associated guidance list*'.
- Link: [Policies and Resources | MacIntyre \(macintyrecharity.org\)](https://www.macintyrecharity.org/policies-and-resources)

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Relationships and Sex Education Policy	1	MacIntyre School	July 2021

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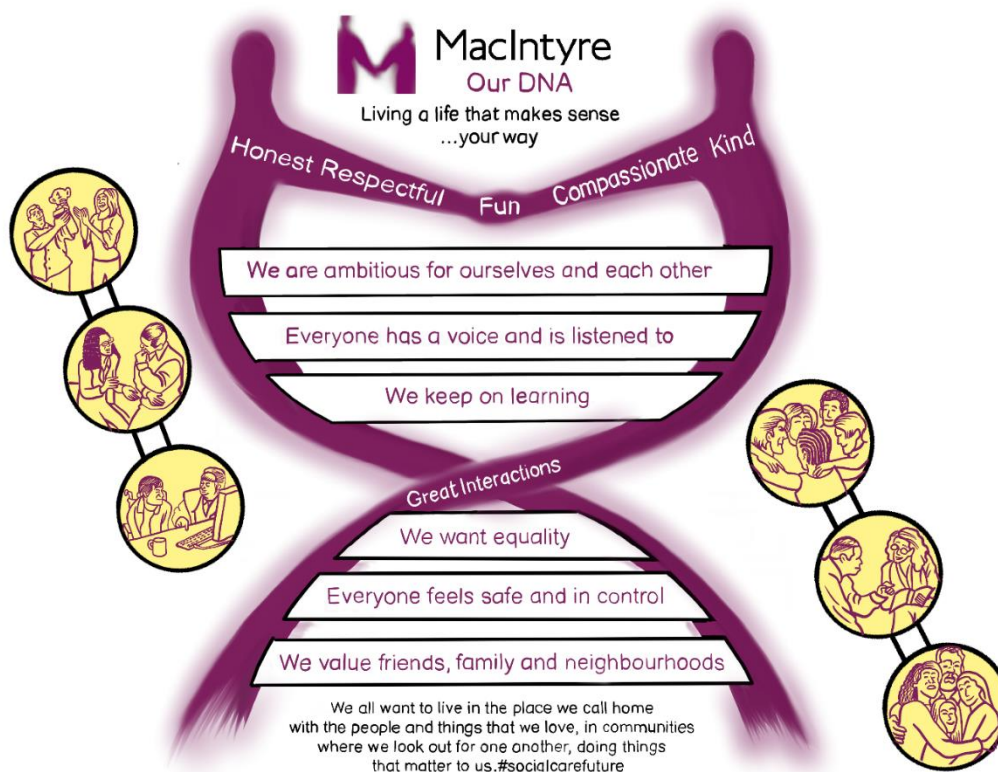
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Underpinning Principles

MacIntyre's DNA shows the importance we put on ensuring each person is at the centre of their support. People who draw on MacIntyre's support have gloriously ordinary lives, living the life they choose, using their gifts, skills and passions to contribute and connect to the people in their local neighbourhood. MacIntyre invests in, and helps shape, neighbourhoods to be inclusive and welcoming spaces for everyone.

This is evident in our distinctive philosophy and way of working that underpins all our activities. It is the very essence of what we do, and that is why we refer to it as our DNA.



1. Purpose

At MacIntyre School we recognise that all young people need and are entitled to Relationships, Sex and Health Education (RSHE) that will prepare them for the pleasures, complexities, risk and realities of life. We are committed to supporting students to develop their understanding of relationships and their own sexuality through engaging Personal, Social, Health Education and Citizenship (PSHE&C) learning.

We are dedicated to providing high standards of teaching and learning and a curriculum that is tailored to the needs of each individual, so that we provide young people with the knowledge, understanding and information that is relevant to their experiences and choices. We always take into account and respect the views of the individual.

We seek to work with parents, where relevant and possible, to respect cultural, religious and family values. We aim always to keep the needs of young people at the centre of our decision making and educational planning. Should this bring us into conflict with their families' cultural beliefs or values we promise to work with the family and all the relevant agencies in order to reach consensus where

possible. Should this not be feasible we will work to meet the needs of the young person within an appropriate ethical, legal and safeguarding framework.

MacIntyre School commits to:

- Ensure all students receive age-appropriate and needs-based RSHE that promotes safety, health, and wellbeing.
- Equip students with knowledge and skills to form healthy, respectful relationships and make informed choices.
- Foster an inclusive environment where diversity in sexuality, gender identity, and cultural background is respected.
- Ensure the curriculum is structured to be highly accessible, consistent, and responsive to individual communication styles, sensory needs, and level of understanding
- Provide staff with the training and resources necessary to deliver Relationships, Sex and Health Education confidently and effectively.
- Embed safeguarding principles within Relationships, Sex and Health Education delivery to protect students from harm and exploitation.
- Monitor and evaluate the effectiveness of Relationships, Sex and Health Education provision through regular reviews and feedback from students, staff, and parents.
- Address digital risks, harmful online cultures, promote personal and physical safety, and address the law regarding biological sex and gender reassignment.

Our approach to RSHE is underpinned by the DfE statutory guidance which makes Relationships Education compulsory in primary schools and Relationships & Sex Education compulsory in secondary schools, together with Health Education for all pupils. This requirement also explicitly includes pupils with SEND, meaning we must ensure content is accessible and adapted to meet their needs. We believe this statutory obligation reinforces our commitment to the safety, inclusion and wellbeing of every child.

Our RSHE curriculum supports fostering positive, trusting relationships and developing a strong understanding of individual need. Through carefully adapted wellbeing strategies and focus on building self-awareness, our RSHE curriculum is delivered in an accessible, meaningful way. It addresses a range of safeguarding themes, including staying safe online, including risks around emerging AI, deep fakes and exposure to pornography, understanding and responding to harmful content (Incel Culture, Violence Against Women or Girls (VAWG)), and developing awareness of appropriate relationships.

The curriculum also introduces and addresses key concepts around respect, personal boundaries, and safety, including age appropriate discussions on topics such as harassment and exploitation. Pupils are further supported through tailored emotional wellbeing and suicide prevention awareness, ensuring they have strategies to communicate feelings and seek help when needed. This content is taught at an age-appropriate level and adapted to pupils' understanding, and is incorporated into our wider RSHE curriculum. Pupils are supported to understand how such content can be misleading, harmful, or used to exploit others, particularly in relation to consent, privacy, and online abuse.

The policy is informed by current Department for Education (DfE) statutory guidance, including updates effective from January 2026, and reflects the school's safeguarding duties and values.

2. Scope

Relationships Education is compulsory for all primary-aged pupils in England, with Relationships and Sex Education compulsory for secondary-aged pupils. At MacIntyre School, this policy applies to all students regardless of cultural and religious beliefs, sexuality, or special educational needs and disabilities.

It also applies to all staff involved in delivering or supporting Relationships, Sex and Health Education, including teachers, residential staff, learning support assistants, health and therapy teams, and agency staff. Parents and carers are also included in the scope of this policy as partners in the educational process.

3. Definitions

- **Relationships, Sex and Health Education (RSHE):** Covers emotional, social and physical aspects of growing up, building relationships, and enabling individuals to recognise and be confident with their sexuality, promoting sexual health.
- **Consent:** A clear, voluntary, and informed agreement to engage in a specific activity. Consent cannot be given under coercion, pressure, or when a person lacks capacity.
- **Safeguarding:** The process of protecting children and young people from harm, abuse, and neglect, and ensuring their health and development needs are met.
- **Sexual Exploitation:** A form of abuse where individuals are manipulated or coerced into sexual activity in exchange for something (e.g., attention, gifts, or status).
- **Gender Identity:** A person's internal sense of their gender, which may or may not correspond with the sex assigned at birth.
- **Confidentiality:** The obligation to protect personal information shared by students, except where disclosure is necessary for safeguarding.
- **Deep fakes:** Digitally manipulated media (images or videos) that replace one person's likeness with another, often used to create harmful or non-consensual content.
- **Violence Against Women and Girls (VAWG):** An umbrella term for various forms of violence and abuse that disproportionately affect women and girls (e.g., harassment, stalking)
- **Incel Culture:** An online subculture ('involuntary celibate') characterised by extreme misogyny and harmful views towards women.

At MacIntyre School we believe that RSHE should be:

- An integral part of lifelong learning
- An entitlement for boys, girls, those who are heterosexual, lesbian, gay, bisexual, transgender or gender neutral, those with physical, learning or emotional difficulties, those with or without a religious or faith tradition
- Provided within a holistic context of emotional and social development

4. Policy Statement

The main purpose of RSHE is to help children and young people stay safe, healthy, and happy as they grow and prepare for adult life. All teaching must be appropriate to each student's age, stage of development, and individual needs.

Key principles include:

- All students at MacIntyre School, regardless of cultural or religious background, have the right to receive inclusive, respectful, and developmentally appropriate education about relationships and sexuality.
- Education will focus on promoting safety, wellbeing, and informed decision-making, rather than making assumptions or value judgments about personal relationships or sexual behaviour.
- MacIntyre School is committed to equality and non-discrimination. Staff will provide guidance that respects diversity in sexuality, gender identity, and cultural values.
- A whole-school, multidisciplinary approach will integrate RSHE into the wider curriculum, ensuring consistency and safeguarding principles throughout.
- Staff will receive ongoing training to deliver RSHE education confidently, in line with current legislation and best practice.

Equality and Inclusion Statement

MacIntyre School is committed to ensuring that RSHE is inclusive and accessible to all students, regardless of their gender, sexuality, cultural background, religion, disability, or any other protected characteristic under the Equality Act 2010.

Respect for others is central, with explicit teaching that people may be different from one another, and that all individuals should be treated kindly and fairly.

All teaching materials and approaches will reflect diversity and promote respect for differences. Staff will actively challenge discrimination and ensure that every student feels valued and supported in their learning. Teaching will use clear, simple, and accurate information. We will create a calm, inclusive, and respectful environment where all pupils feel safe. When learning about biological sex and gender, we will present information in a balanced and age-appropriate way, and in a way that is appropriate to each young person's level of understanding. Teaching is delivered in line with statutory guidance, safeguarding requirements, and in partnership with parents and carers.

5. Roles and Responsibilities

Role	Responsibility
Trustees	• To ratify policy
Chief Executive Officer	• To provide trustees with updates about the policy.
Local Advisory Board	• To ensure the policy is in place and regularly reviewed and conforms to legislation and statutory guidance. • To maintain a strategic overview in ensuring that the policy is consistently implemented. • To approve the allocation of resources to ensure successful RSHE delivery.

Role	Responsibility
Director of Children and Young People	- To deliver the policy. - To authorise variations to policy in local circumstances. - To oversee the evaluation of the policy. - To ensure the school meets the RSHE needs of the young people by managing resources, mitigating risk and checking if they are operating within financial limits.
Head of Education and Senior Leadership Team	- To oversee and monitor the implementation of this policy and the RSHE curriculum within the school. - To make recommendations for improvements or changes to policy where needed and communicate this with wider teams and the Local Advisory Board. - To take referrals, arrange multidisciplinary meetings, and allocate responsibilities for follow-up - To share findings with the Local Advisory Board.
Designated Safeguarding Lead (DSL) / Designated Safeguarding Officer(s) (DSO)	- To provide safeguarding oversight for the delivery of Relationships, Sex and Health Education. - To receive, assess and respond to safeguarding concerns or disclosures arising from RSHE sessions, in line with the Safeguarding of Children and Young People Policy. - To advise staff on managing sensitive issues, disclosures, and thresholds for referral to external agencies. - To ensure appropriate recording, reporting and follow-up of safeguarding concerns. - To contribute to risk assessments and reviews relating to RSHE delivery where safeguarding concerns are identified.
Relationships, Sex and Health Education (RSHE) Lead	- To provide strategic leadership and oversight of RSHE across the school. - To ensure the RSHE curriculum is compliant with statutory guidance and reflects safeguarding best practice. - To support staff in planning, adapting and delivering RSHE in line with students' individual needs and levels of understanding. - To quality-assure RSHE content, resources and delivery. - To work in partnership with the Designated Safeguarding Lead, therapy teams, parents and carers where concerns or adaptations are required. - To contribute to monitoring, evaluation and review of RSHE provision.
Teachers and Residential Team Leaders	- To implement policy and curriculum plans. - To attend training. - To implement strategies discussed in RSHE reviews/ meetings. - To monitor progress - To contribute to RSHE curriculum. - To consult with RSHE lead, Designated Safeguarding Officers, and Positive Behaviour Support Leads to adapt learning programme for

Role	Responsibility
	individual student's needs.
Health and Therapy Team	To assess, recommend and oversee strategies and resources for individual student's RSHE learning programmes.
All Staff	- To follow policy and procedures. - To attend training, and - To implement learning programmes.
Parents and Carers	- To familiarise themselves with the policy. - To express their views. - Attend individual reviews to co-produce specific RSHE strategies for their child, offering suggestions to tailor support beyond the general curriculum.

6. Procedures

MacIntyre School uses the [Equals Semi-Formal Relationships & Sex Education \(RSE\) Scheme of Work](#), which is flexible and tailored to individual needs. Lessons are taught holistically, using repetition and over-learning, and are delivered as a weekly discrete subject from Year 6/7 onwards.

The curriculum includes topics such as knowing my body, private and public spaces, forming relationships, and safe sex.

Staff must follow safeguarding procedures during Relationships, Sex and Health Education lessons and report any disclosures.

They must also adhere to the Data Protection Act 2018 and UK GDPR regarding confidentiality.

Accessibility and Adaptations

MacIntyre School:

- Uses visual aids, social stories, and simplified language for students with severe learning difficulties. Adapted communication methods include symbols, visuals, objects of reference, Makaton, AAC.
- Provides alternative formats e.g. pictorial guides, assistive technology, where needed.
- Ensures one-to-one or small group sessions for students requiring additional support.
- Uses repetition, modelling, and overlearning.
- Understands and uses trauma-informed approaches.

Communication Plan

This policy will be communicated through:

Staff: Shared during induction, staff meetings, and training sessions. A copy will be available on the internal policy portal.

Parents and Carers: Distributed via email and available on the school website. Opportunities for discussion will be provided during child focused meetings and review meetings or on one to one basics with class teacher of the RSHE lead, and all teaching materials will be shared on parent request.

Parents may request to withdraw their child from specific elements of RSHE learning:

- **Specific lessons covering human conception**

- **Detailed lessons on contraception**
- **Specific topics related to sexual intercourse.**

To remove their child from specific session's parents must discuss their concerns with the Head of Education to understand content, and submit a formal written request.

MacIntyre School will not enter into any contract with an external provider that attempts to restrict the school from sharing RSHE materials with parents.

Students: Introduced through age-appropriate discussions and visual aids during PSHE lessons. Students will be supported to understand their rights and responsibilities in line with their developmental level.

Training Requirements

All staff involved in delivering or supporting RSHE must complete mandatory training.

Training will include:

- Current legislation and statutory guidance.
- Safeguarding and disclosure procedures.
- Inclusive teaching strategies for students with complex learning needs.
- Managing sensitive topics such as consent, sexual orientation, and online safety and including trauma-informed approaches.

Additional refresher sessions will be provided when significant updates occur in legislation or best practice.

Risk Assessment

Before delivering RSHE lessons, staff must conduct a risk assessment to identify potential sensitivities or safeguarding concerns.

This includes:

- Reviewing individual student profiles for vulnerabilities.
- Ensuring appropriate resources are used.
- Planning for disclosures and knowing the referral process.
- Risk assessments will be documented and reviewed regularly by the Designated Safeguarding Lead and the Relationships, Sex and Health Education Lead.

Escalation and Reporting Process

- **Step 1:** Immediately report any safeguarding concerns or disclosures to the Designated Safeguarding Lead or Designated Safeguarding Officer.
- **Step 2:** Complete a written record of the concern using the school's safeguarding reporting system within 24 hours.
- **Step 3:** The Designated Safeguarding Lead will assess the concern and decide on next steps, which may include referral to external agencies.
- **Step 4:** Follow up with staff involved to ensure actions are completed and documented.

Note: All staff must know the *Keeping Children Safe in Education (latest version)* and *MacIntyre's Safeguarding of Children and Young People Policy*.

Data Protection and Confidentiality

All personal information shared during RSHE lessons or related meetings will be handled in accordance with the Data Protection Act (2018) and GDPR.

Staff must:

- Maintain confidentiality except where safeguarding concerns require disclosure.
- Store records securely and limit access to authorised personnel only.
- Ensure that discussions about students are conducted in private settings to protect their dignity and privacy.

7. Compliance and Monitoring

- **Monitoring Frequency:** Termly audits of RSHE delivery and annual policy review.
- **Monitoring Methods:** Lesson observations, curriculum map reviews, staff feedback, student voice surveys, and parent consultations.

Criteria for success include:

- The policy reflects all relevant legislation, guidance and best practices.
- There is clear evidence that RSHE is being taught at education and residential settings.
- Individual students showing inappropriate sexualised behaviour are referred through the appropriate referral process to the Relationships, Sex and Health Education Lead, shared with Designated Safeguarding Officers and Positive Behaviour Support Leads.
- All educators feel confident in implementing RSHE policy and curriculum as demonstrated through their feedback to Line Managers during supervision.
- The policy is reviewed and revised within timescales.

8. Related Policies / References

This policy should be read in conjunction with MacIntyre's:

- Staff Code of Conduct
- Health and Safety Policy and Procedures
- Relationships, Sexuality and Gender Identity Policy and Good Practice Guidance – Adults
- Complaints Policy and Procedures

MacIntyre School's:

- Anti-Bullying Policy and Procedures
- Curriculum Policy
- Safeguarding of Children and Young People Policy
- Online Safety Policy
- Positive Behaviour Support Policy

Additional Legal References:

- Children and Social Work Act 2017 (Sections 34–35)
- Education Act 1996 (Section 403)
- Equality Act 2010
- Human Rights Act 1998
- Mental Capacity Act 2005, including Deprivation of Liberty Safeguards (2015)

- SEND Code of Practice (2015)
- Independent School Standards Regulations
- Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (DfE, 2025) (as amended 2026)
- Sexual Offences Act 2003
- Children Act 2004
- Data Protection Act 2018 and GDPR
- Working Together to Safeguard Children (Statutory Guidance)
- Keeping Children Safe in Education (DfE, latest version)

9. Review and Revision

- A full review will be conducted annually (or sooner if legislation changes)
- Review and revision are completed by the Lead Reviewer and approved by the Policy Owner
- Any major revisions must be approved by Directors and Trustees and Local Advisory Board