



The Leigh UTC

**Personal, Social, Health and Economic Education
Relationships and Sex Education**

Sections

[1. Rationale and Ethos](#)

[2. Roles and Responsibilities](#)

[2.1 The Governing Board](#)

[2.2 The Senior Leadership Team](#)

[2.3 Staff](#)

[2.4 Students](#)

[3. Legislation \(statutory regulations and guidance\)](#)

[4. Curriculum Design](#)

[5. Safe and Effective Practice](#)

[6. Safeguarding](#)

[7. Engaging Stakeholders](#)

[8. Monitoring, reporting and evaluation](#)

[9. RSE Policy Review Date](#)

[Appendix - Curriculum Outline](#)

Updated: **April 2025**

Next Review: **June 2026**

1. Rationale and Ethos

This policy covers The Leigh UTC's approach to Relationships and Sex Education (RSE) and Personal, Social, Health and Economic Education (PSHE). This policy was created by the senior leadership team and is made available to the parent and student body, teachers and governors.

We define 'relationships and sex education' as the emotional, social and cultural development of students through learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is not about the promotion of sexual activity. The personal development of our students is at the very heart of our curriculum. Relationships and Sex Education (RSE) and Personal, Social, Health and Economic Education (PSHE) is a major component and students have an entitlement to experience RSE throughout their statutory education.

We believe that RSE is important for our students and our school because it is critical for all students to have a good base of knowledge and understanding in order to make informed opinions and decisions regarding relationships and human sexuality. It is vital that students receive effective RSE before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation which may affect relationships with others. Our school's overarching aim for our students is to ensure that they are prepared for their lives now, and in the future as adults and parents. Our RSE curriculum is to be complemented by personal and social education surrounding family life and the exercise of personal responsibility towards other individuals and the broader community.

We ensure that RSE and PSHE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by treating every child as an individual. Whilst much of our classroom approach is taught through Quality First Teaching -

high quality and inclusive teaching for every child in the classroom, SEND Code of Practice (2015) - we recognise that for some children, RSE needs to be delivered in a different way. In these cases, students will be removed from the mainstream RSE sessions to follow a specially designed RSE curriculum, focusing, at first, on the building of relationships and the changes to the body and brain that come with puberty. The form tutor and SSM, in conjunction with the SEND team, will liaise with the student's parents directly if this is the best way forward for the individual child.

We ensure that RSE fosters gender equality and LGBTQIA+ acceptance by challenging all forms of discrimination in RSE lessons and in everyday school life.

The intended outcomes of our programme are that students will:

- Be able to express themselves within a framework in which sensitive discussions can take place
- Be prepared for puberty, and have an understanding of sexual development and the importance of health and hygiene
- Develop feelings of self-respect, confidence and empathy
- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones
- Be aware of human sexuality
- Know and understand the correct vocabulary to describe themselves and their bodies, including the language needed to explain their feelings and start to understand their reactions to situations.

2. Roles and Responsibilities

2.1 The Governing Board

The governing board will hold the Principal to account for the implementation of this policy.

2.2 The Senior Leadership Team

The Principal is responsible for ensuring that RSE is taught consistently across the school, and managing requests from non-statutory components of RSE (see section 7). The RSE programme will be led by an Assistant Principal with responsibility for Personal Development.

2.3 Staff

All teachers and tutors, teachers of PSHE lessons and Student Services Managers are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

2.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

3. Legislation (statutory regulations and guidance)

As a secondary school, we are required to teach RSE as part of our Personal Development Programme which underpins the personal development delivery at The Leigh UTC. Students in Key Stage 3 have timetabled PSHE lessons as part of their curriculum offer. Current regulations and guidance from the Department of Education state that students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, which they can put into practice as they develop the capacity to make decisions when facing risks, challenges and complex contexts. Relationships and Sex Education, and Health Education is compulsory for all students receiving secondary education.

Documents that inform The Leigh UTC's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education - Statutory Safeguarding Guidance (2023)
- Children and Social Work Act (2017)
- SEND Code of Practice (2015)

4. Curriculum Design

Our RSE programme is an integral part of our PSHE provision and will cover the different aspects of relationships, social, health and sex education. Our curriculum is set out as per the information provided on our website and in Appendix 1 but we may need to adapt it as and when necessary. It outlines the full entitlement for all, including students with Special Educational Needs and Disabilities. We have developed the curriculum, considering the age, needs and feelings of students.

For more information about our curriculum, see our curriculum map in Appendix 1.

Learning about relationships, sex, social and health education will complement learning in other aspects of the curriculum, including the biological aspects, which are taught within the science curriculum. Other curriculum subjects such as English, Computer Science, Humanities, PE and Science have also been mapped against the PSHE requirements to ensure that our offer is well-rounded, broad and robust, and to support students in making links from across curriculum areas to their own lives, inside and outside school.

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

- Families

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQIA+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (For example: looked after children or young carers).

As a part of The Leigh UTC's Personal Development Programme, students will be taught how to reflect on their learning in all aspects of the PSHE curriculum. Staff will use a range of formative assessments to guide the students' understanding and to keep track of their engagement within PSHE lessons.

5. Safe and Effective Practice

RSE and PSHE are taught in an atmosphere of mutual trust and respect to encourage students to put forward their ideas. Staff and students will be required to put together a safe learning agreement at the start of each unit, to be revisited throughout. If students breach this agreement, they will be expected to reflect on the impact of their actions in line with the UTC's professional habit ethos of 'respect', 'responsibility', 'relationships'..

Case studies, videos from reputable sources, examples from real life scenarios and resources from the PSHE association will be carefully curated and used to support students' thinking within a safe environment. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, to ensure students are fully informed and don't seek answers online. Students will be able to use the email address "stop@theleighutc.org.uk" to raise concerns that might arise from RSE lessons. In each case, these will be passed onto the appropriate safeguarding personnel.

Further professional development opportunities will be provided in-house prior to staff teaching any RSE or PSHE topics including through the use of the 'National College' and 'TES Develop' platforms. All teaching staff will be supported by SLT if they have queries or concerns regarding the delivery of the RSE or PSHE curriculum.

6. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Staff will follow The Leigh UTC's safeguarding policy to ensure that the designated safeguarding lead is informed. Student Services Managers will play a central role in ensuring that sensitive resources (such as those exploring definitions of abuse) will not negatively impact students (for example if a disclosure has been made), by attending the training and providing quality assurance of these activities before they are taught.

If external visitors are invited into the school to deliver aspects of the RSE or PSHE curriculum, their materials will be asked for in advance of the presentation to ensure that they are suitable for delivery. It is more likely that external visitors will be brought in to support the delivery of the careers and health education, rather than the relationships and sex education, as we value the rapport between tutor and students in the delivery of this.

7. Engaging Stakeholders

This policy is made available to parents and carers through the school's website. We are committed to working with parents and carers by listening to any concerns or opinions they have regarding the policy or their child's experience within PSHE and RSE lessons at school. We will work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through the parent update and communication with the tutor and Students Services Manager.

Parents/carers cannot withdraw their child from Health Education or the Relationships Education element of Relationship and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. Parents/carers have the right to withdraw their children from some or all of the Sex Education lessons that are not delivered as part of the National Curriculum Science lessons.

Parents will be given the opportunity to request that their child is withdrawn at the beginning of each school year and up to the term before the delivery of Sex Education.

8. Monitoring, reporting and evaluation

Teachers will be encouraged to reflect on their delivery of RSE through weekly tutor meetings and evaluation at the end of each module and meetings with the PSHE Lead. Teachers of PSHE and tutors are encouraged to adapt the resources to the needs of their teaching/tutor groups and to communicate these changes as necessary. Student voice will be influential in adapting and amending planned learning activities through the student council, with sessions dedicated towards the tutor time programme planned throughout the year, and led by a member of SLT.

All resources to be used across the RSE curriculum will be created centrally by the PSHE Lead in collaboration with other key staff who collectively have attended training in PSHE delivery, Sex Education, Children's Mental Health and Safeguarding, to ensure that they are of high quality. Further quality assurance will take place through curriculum reviews dedicated to RSE and PSHE delivery.

9. RSE Policy Review Date

This policy will be reviewed annually to ensure that it continues to meet the needs of students, staff and parents and that it is in line with the current Department for Education advice and guidance.

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| Updated by: G Alamu | Date: March 2025 |
| Approved by Governors | Date: March 2025 |
| Next Review Due | Date: June 2026 |
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| Year 7 | Module 1 Living in the wider world | Transition and safety Transition to secondary school, exploring self-concepts. Introduction of thinking tools. Basic first aid. |
| | Module 2 Living in the wider world | Learning skills to review their strengths, interests, skills, qualities and values and how to develop them. Ambitious targets and goal, skills, qualities, to engage in enterprise, lifelong learner, Wider opportunities, Male mental health and wellbeing: Tackling stigma around mental health, especially in boys, by providing open discussions and support. Toxic masculinity and peer pressure: Addressing harmful gender stereotypes and promoting positive male role models. |
| | Module 3 Relationships | Diversity Diversity, prejudice, and bullying Islam and Islamophobia Building relationships Self-worth, romance and friendships (including online) and relationship boundaries 18- to manage the strong feelings that relationships can cause (including sexual attraction) R6, - that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion 10 - the importance of trust in relationships and the behaviours that can undermine or build trust |
| | Module 4 Relationships | Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception Kent's evolving religious demographic Families 35,- the roles and responsibilities of parents, carers and children in families R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others |
| | Module 5 Health & wellbeing | Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices what might influence decisions about eating a balanced diet and strategies |

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| | | to manage eating choices |
| | Module 6 Health & wellbeing | Digital literacy Online safety, digital literacy, media reliability, and gambling hooks |
| Year 8 | Module 1 Living in the wider world | Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use |
| | Module 2 Living in the wider world | Peer influence, Healthy and unhealthy friendships, assertiveness, substance misuse, and gangs, gang exploitation. The concepts of, laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, |
| | Module 3 Relationships | Positive relationships about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them, rape, domestic abuse, forced marriage, honoured - based violence and FGM. |
| | Module 4 Relationships | Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia . |
| | Module 5 Health & wellbeing | "Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception" |
| | Module 6 Health & wellbeing | Life skills study, organisational, research and presentation skills The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices what might influence decisions about eating a balanced diet and strategies to manage eating choices |
| Year 9 | Module 1 Living in the wider world | Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work Setting goals Learning strengths, career options and goal setting as part of the |
| | Module 2 Living in the wider world | Aspiration and resilience building: Encouraging ambition, goal-setting, and strategies to overcome socio-economic barriers. values and attitudes relating to finance, including debt, To manage emotions in relation to money. GCSE options process Employability skills Employability and online presence |

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| | | <p>Work experience</p> <p>Preparation for and evaluation of work experience and readiness for work</p> |
| | Module 3 Relationships | <p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>R28,- to gauge readiness for sexual intimacy</p> <p>33,- The risk related to unprotected</p> <p>34,- The consequences of unintended pregnancy, sources of support and the options available.</p> |
| | Module 4 Relationships | <p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>The importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.</p> |
| | Module 5 Health & wellbeing | <p>The importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.</p> <p>Strategies for maintaining personal hygiene, including oral health, and prevention of infection</p> <p>How to access health services when appropriate</p> <p>The risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM</p> |

| Yr | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
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| 10 | <p>PSHE: GCSE mindset.</p> <ul style="list-style-type: none"> Goals and aspirations Effective Time Management Mind and Memory Importance of Sleep | <p>PSHE: Healthy choices (1) - habits, risks, finances.</p> <ul style="list-style-type: none"> Habits and risky behaviours Finance and budgets (gambling awareness) Finding services for support | <p>PSHE: Healthy choices (2) - health & drugs.</p> <ul style="list-style-type: none"> Healthy lifestyles: diet, exercise Revisiting Drugs and alcohol Healthy coping strategies | <p>PSHE: Sex education; healthy choices (3) - relationships.</p> <ul style="list-style-type: none"> Relationships and making healthy decisions | <p>PSHE: Preparing for the future (1).</p> <ul style="list-style-type: none"> Careers: what jobs are out there? How will my GCSE grades match up? What options are available | <p>PSHE: Preparing for the future (2).</p> <ul style="list-style-type: none"> How to revise for PPEs Reflections and Evaluation Revisit GCSE Mindset |

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| | <ul style="list-style-type: none"> ◦ Managing Peer Pressure ◦ Study Skills <p>Healthy minds: Resilient decisions (1).</p> <ul style="list-style-type: none"> ◦ Independent thought ◦ Risk and opportunity ◦ Decision making | <p>Healthy minds: Resilient decisions (2).</p> <ul style="list-style-type: none"> ◦ Independent thought ◦ Risk and opportunity ◦ Decision making | | | for Post 16? | |
| 11 | <p>PSHE: Building for the future.</p> <ul style="list-style-type: none"> ◦ Ambition and expectation ◦ Worry ◦ Stress ◦ Self esteem ◦ What do I want to achieve? ◦ How can I get there? ◦ What is the best option for me? | <p>Healthy minds: Resilient learners.</p> <ul style="list-style-type: none"> ◦ Barriers to success ◦ Learning priorities and strategies ◦ Learning mindsets ◦ Dealing with anxiety ◦ Action planning | Year 11 Intervention. | Year 11 Intervention. | Year 11 Intervention. | Year 11 Intervention. |

Year 12

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
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| <p>Being a UTC Learner</p> <ul style="list-style-type: none"> • Choices and pathways • Self Concept • Mental health and emotional wellbeing | <p>Having UTC Values</p> <ul style="list-style-type: none"> • Healthy lifestyles • Forming and maintaining respectful relationships | <p>Being part of a Community</p> <ul style="list-style-type: none"> • Consent • Contraception and parenthood | <p>My Future</p> <ul style="list-style-type: none"> • Work and career • Personal Statements • Media literacy and digital resilience | <p>Being Balanced</p> <ul style="list-style-type: none"> • Sexual health • Personal Statements • UCAS Applications | <p>Staying Safe</p> <ul style="list-style-type: none"> • Drugs, Alcohol and Tobacco • Managing risk and personal safety |

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| <p>Tutor focus days:</p> <p>Monday - Professional Development (Students work on course work, tutors check progress and provide support)</p> <p>Tuesday - Personal Development (PSHE related activity)</p> <p>Thursday - Destinations (Students use Unifrog to record activities, search for university specialisms and write personal statement)</p> <p>Friday - GIVE BACK</p> <p>PPS - Career related activities to include CV writing, personal statements, UCAS applications.</p> | <p>GIVE BACK to the school community</p> <p>Mentoring - other year groups</p> <p>Eco-Ambassadors - school garden group</p> <p>Volunteering - working with site team</p> <p>STEM Digital Ambassador - working towards digital awards</p> <p>Awards - Baker, DoE,</p> <p>Strengthening Minds - SSM provides support course</p> <p>Green Power - working on greenpower car project</p> <p>Social Media Ambassadors - Creating social media posts in collaboration with admin team</p> |
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Year 13

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
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| <p>Being a UTC Learner</p> <ul style="list-style-type: none"> Relationship values | <p>Having UTC Values</p> <ul style="list-style-type: none"> Bullying, abuse and discrimination | <p>Being part of a Community</p> <ul style="list-style-type: none"> Media literacy and digital resilience | <p>My Future</p> <ul style="list-style-type: none"> Employment rights and responsibilities Financial choices | <p>Next Steps</p> | |
| <p>Tutor focus days (these can be fluid in accordance with student individual needs).</p> <p>Monday - Professional Development (Students work on course work, tutors check progress and provide support)</p> <p>Tuesday - Personal Development (PSHE related activity)</p> <p>Thursday - Destinations UCAS and Apprenticeship Applications</p> <p>PPS - University and apprenticeship guidance</p> | | | | | |