

## Leigh UTC Dartford

### Personal and Professional Study Policy

*Including: Personal, Social, Health and Economic Education (PSHE) & Relationships and Sex Education (RSE)*

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<b>Owner(s)</b>	T.Hicks (Lead of PPS), G.Alamu (Vice Principal), K.Watson (Principal).
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## 1. Introduction:

### 1.1 Purpose and Definitions

At The Leigh UTC Dartford RSE & PSHE is built into the PPS course. The curriculum covers all aspects of the government's 2026 RSHE document (link below) which is outlined in the curriculum. PPS includes aspects that are not mandated by the government but are considered important for the social and moral development of our young people, broadening their horizons allowing our students to develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role (alongside other aspects of the curriculum and Academy life) in helping students deal with difficult moral and social questions. RSE is designed to enable our students to learn to respect themselves and others around them.

**PSHE** refers to Personal, Social, Health and Economic Education

**RSE** refers to Relationship and Sexual Education.

**PPS** refers to Personal and Professional Study which is the name given to the subject at The Leigh UTC Dartford on students timetables where they are taught PSHE and RSE content, as well as other content such as Careers, RTP (Religion, Theology and Philosophy) and Citizenship.

The policy will be used by:

- Teachers at the academy, who will look to it to guide their lesson planning, to ensure age-appropriate content is included that they can explore with children and young people, and the range of ways that these can be explored. This is of great importance both in terms of guiding and protecting teachers
- Parents of our students, who will look to see both the RHSE curriculum content and the values The Leigh UTC Dartford is promoting.

This policy has been created in consultation with staff, pupils and parents. The process for this involved utilising the schools existing systems such as the parents forum and student council to ensure this consultation has taken place.

This policy aims to provide guidance and information on all aspects of the PPS curriculum at Leigh UTC Dartford including aspects of the PSHE and RSE curriculum in the school for students, staff, parents/carers and governors.

## 1.2 Statutory and legal requirements

Current regulations and statutory guidance from the Department for Education (DfE) states that Relationships, Sex Education and Health Education must be taught in all secondary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

The statutory guidance has been carefully reviewed to ensure that the school's policy and practice are fully aligned with both current legal requirements and recognised best practice. Details of these statutory obligations, including the most recent guidance issued by the Department for Education (DfE), are provided in the following section.

At The Leigh UTC Dartford, Relationships and Sex Education (RSE) is delivered in accordance with this policy and in full compliance with prevailing statutory duties and expectations.

As an academy, we must provide Relationships & Sex Education to all pupils as per the Children and Social Work Act 2017. In teaching RSE in our school, we must have regard for guidance issued by the secretary of state as per the Education Act 1996. Please see the next section for links to Legislation and guidance documents that inform our school's RSE policy

## 1.3 Links to other policies

This policy reflects how we deliver this topic in our school, as part of a whole-school approach to the subject. The following school policies also have links to our provision across school in developing positive, safe and healthy pupil attitudes and behaviour. These policies should also be read in conjunction with this RSE policy to give a broader understanding as to our approach to this topic.

### School

- [Safeguarding & Child protection policy](#)
- [Acceptable use of Technology policy](#)
- [Behaviour and Attitudes policy](#)
- [Equality, diversity and inclusion policy](#)
- [Curriculum policy](#)

### Government

- [Education Act \(1996\)](#)
- [Learning and Skills Act \(2000\)](#)
- [Education and Inspections Act \(2006\)](#)
- [Equality Act \(2010\)](#)
- [Keeping Children Safe in Education \(2025\)](#)
- [Children and Social Work Act \(2017\)](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2025\)](#)

## **2. Rationale and Ethos**

Our PPS programme is defined as the personal, physical, social, moral, cultural and emotional development of our young people through learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It includes understanding the importance of stable and loving relationships, respect, love and care, for family life, friendships and other relationships.

It also involves acquiring information, developing and forming positive beliefs, values and attitudes that help to form and maintain healthy relationships and connections. The holistic personal development of our students is at the heart of our curriculum.

We consider our PPS curriculum to be a vital part of our school approach to safeguarding. We believe that it 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.

In constructing the PPS curriculum, we are committed to ensuring that our teaching is reflective of, and responsive to, the specific lived experiences of students within the Dartford community. This involves a dual focus on both the opportunities and the challenges presented by our local landscape. Furthermore, we tailor our delivery to address localized health and safety priorities, including awareness of transport safety related to the Dartford Crossing, local public health trends, and the specific safeguarding risks identified within the Kent and North Thames corridors. By grounding our PPS curriculum in this local reality, we empower our students to navigate their immediate environment with confidence, resilience, and a strong sense of civic belonging.

### **3. Curriculum**

#### **3.1 Content**

Our PSHE curriculum and policy has been developed in consultation with parents, pupils, and staff, in line with current statutory guidance and with regard to best practice around the age and needs of our pupils. The Personal and Professional Subject (PPS) lead is responsible for overseeing and organising the RSE curriculum. This includes supporting the planning and development of the subject, supporting teachers and ensuring that resources used are in line with our curriculum plan and school policy.

Our PPS programme is an integral part of our PSHE and RSE provision and will cover the different aspects of relationships, social, health, economic and sex education. Our curriculum overview is set out as per Appendix 1.

PPS is taught gradually across Key Stages so that learning can be built upon year-by-year in a way that is appropriate to the age and maturity of each child, responds to the needs they have, and enables them to successfully manage the opportunities and challenges they may face as they grow up.

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, as well as overlaps with Food Technology, Physical Education and Computing. Pupils will also learn about topics from assemblies, as well as in PD Mentor time in the mornings.

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

#### **3.2 Organisation & Teaching**

At KS3 our PPS curriculum is delivered by a team of teachers with experience in teaching the content. It is a timetabled one hour per week lesson. At KS4 students receive the PPS curriculum within their morning session with professional development mentors (PD mentors). By KS4 effective professional relationships exist in this context allowing for consistent and collaborative delivery of this curriculum. The only exception to this is some aspects of the RSE curriculum which are taught by subject specialists.

We believe that visitors can add value to the teaching and delivery of PSHE/RSE because of their expertise. On occasion, appropriate and suitably experienced specialists and/or knowledgeable visitors from outside school may contribute to the delivery of topics relating to PSHE/RSE in school for example through workshops or assemblies. Relevant policies, including this one, will be shared with any visitor prior to coming into school so they are prepared accordingly. All visitors will always comply with the expectations set out within this policy and other related school policies. School staff will always be present when any visitors are involved in delivery of PSHE/RSE content to our pupils.

Creating a safe learning environment is a vital part of allowing students to access PPS lessons where sensitive and complex issues can be explored and discussed. Our school intends to help young people develop confidence in talking, listening and thinking about topics such as relationships in a safe and secure way and a number of teaching strategies help this, Including:

- establishing ground rules with pupils on boundaries in lessons
- using 'distancing' techniques and strategies
- understanding how to discuss sensitive topics, questions or comments from pupils
- use of age-appropriate materials
- encouraging reflection and discussion

A wide variety of teaching and learning approaches are used to sensitively and effectively teach PPS. These may include:

- film-clips
- scenarios
- stories, pictures, imagery
- reflection and discussions i.e. whole class, small groups, paired etc.
- drama / role play
- problem solving
- working alone, in pairs or larger groups
- use of anonymous question boxes

During PPS sessions, pupils are encouraged to ask appropriate questions in line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

Teaching staff will endeavour to answer questions factually and as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom or is not age-appropriate provision may be made to address the individual child's needs. 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@utcdartford.latrust.org.uk](mailto:stop@utcdartford.latrust.org.uk)" to raise concerns that might arise from PPS lessons. In each case, these will be passed onto the appropriate safeguarding personnel.

Students may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. When delivering RSE, teachers will be sensitive to the different needs of pupils and ensure that any appropriate adaptations to learning materials are made so that they are inclusive, engaging, safe and accessible to all pupils., including any students with additional needs or those with SEND.

As part of our RSE delivery, we take care to ensure that students know who they can talk to in school if they have any concerns or worries about anything that has been covered. Building children's ability to understand that there is always help available from trusted Adults are an important cross-cutting element of our PPS provision. We also signpost students to other reliable external service and sources of help and support, such as Childline.

PPS is taught in an atmosphere of mutual trust and respect to encourage students to put forward their ideas. A safe learning agreement will exist in all lessons that staff and students need to abide by. 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'.

### **3.3 Delivery of RSE (Relationships & Sex Education)**

RSE is delivered within time tabled curriculum lessons as part of our PPS curriculum. Related statutory sex education elements are also delivered within Science as per the National Curriculum. As part of our PPS curriculum, we cover the following topics and outcomes that link to Relationships & Sex Education:

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

Any Sex Education content is clearly identified in our curriculum overview (see Appendix 2/3). Please also see information in the 'Working with parents/Parents' right to withdraw' section of this policy.

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).

RSE is not about the promotion of sexual orientation or sexual activity, rather an understanding and acceptance of the diverse relationships that exist in our school community, in Modern Britain and beyond. We ensure that any Relationships and Sex Education we deliver is inclusive and meets the needs of all our pupils, including those children who have special educational needs and Disabilities.

We define Sex Education as content relating to that subject which is not mandated by the science curriculum. A distinction would be that contraception is an example of something found in the Science curriculum and therefore is mandatory for pupils to study. Something not within the Science curriculum but pertaining to Sex Education would be the role of pornography in distorting relationship expectations. Please see Appendix for further clarification.

It is vital that students receive effective RSE before they become sexually active or put themselves at risk in other ways. It is also important 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.

#### **4. Inclusion**

We ensure that PPS 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. 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).

Our school understands that there are different ethnic, religious and cultural beliefs and attitudes around PPS topics, as well as recognising that pupils may come from a variety of different family types and backgrounds. These differences are acknowledged through our teaching and resources that promote diversity and inclusion.

During PPS sessions, objective discussion of the diversity of the community we serve, and wider society in Modern Britain, will be approached in a sensitive and age-appropriate manner so that all students have access to lessons which are inclusive and based on factual understanding of the law.

We are mindful of statutory guidance from the DfE, Ofsted and of the legal responsibilities placed upon institutions by the Equality Act 2010 to promote inclusion, mutual respect and the need to protect certain characteristics. PPS provides an excellent opportunity to discharge these duties in a safe and appropriate environment.

All schools in England have a legal responsibility for eliminating discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them.

#### **5. Safeguarding and Confidentiality**

Teachers are aware that effective PPS, 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 Leigh UTC Dartford's safeguarding policy to ensure that the designated safeguarding lead is informed. A member of staff can never promise unconditional confidentiality to students if concerns exist or disclosures are made in lessons. Our school safeguarding protocols will be followed at all times.

Via the ground rules that are put in place as part of creating a safe learning environment for pupils and teachers in PPS lessons, pupils are reminded that no personal questions or sensitive information should be shared in an open classroom environment, but that if needed they can always talk to a member of staff or other trusted adults if they have any questions, worries or concerns.

If external visitors are invited into the school to deliver aspects of the PSHE/RSE 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.

## 6. Stakeholders and Right to Withdraw

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. At Leigh UTC Dartford, we are committed to working closely with parents to ensure that we create the best possible PPS curriculum for our students, whilst also supporting parents in the conversations they might have with their children around such topics.

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 PPS 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 communication with the tutor and Students Services Manager.

Whilst we believe that all of the content within our school's PPS curriculum is of the utmost importance and relevance to all pupils, parents have the legal right to request that their child be withdrawn from some or all sex education lessons other than that content which is part of the National Curriculum for Science. Please see our programme overview document (Appendix 1) which clearly highlights any specific lessons where sex education is delivered and where this parental right of withdrawal applies.

As shown in the Appendix this only applies to content that is taught in Year 11. As such all Year 11 parents will be written to explaining they have the right to withdraw their child from the aforementioned indicated parts of the curriculum. Parents who wish to withdraw their child will need to notify the school before the teaching of that curriculum.

If parents wish to request that their child be withdrawn from any sex education parts of the curriculum, they should contact the school. Parents will be invited to a meeting to discuss any concerns and view any appropriate teaching resources. At the meeting, parents will be encouraged to discuss any queries or concerns which they may have. Should parents then wish to withdraw their child from relevant sex education lessons, this request will be recorded, and alternative provision will be made for any student during such sessions so that they are not within class for the duration of the session. It is important that parents who do wish to withdraw their child from sessions understand that discussing these issues with their child becomes their responsibility.

We view the partnership of home and school as vital in providing the context around the themes covered in PPS, including RSE, to all our children. We will keep parents/carers informed of the PPS programme by publishing an overview of the content of the programme and policy on the school website and by providing further information and examples of teaching resources on request. Parents are also able to view curriculum materials and discuss the content and delivery of the programme with the subject leader if needed.

## **7. Roles and Responsibilities**

### **7.1 The Governing Board**

Approve the PPS policy and hold the Principal to account for its implementation. They will ensure that Governors are supportive of the school policy, aims and objectives around PPS.

### **7.2 The Senior Leadership Team**

The Principal is responsible for ensuring that PPS is taught consistently across the school, and managing requests from non-statutory components of RSE (see section 9). The Senior Leadership Team will ensure it is implemented and reviewed as required. They will work with the subject lead to ensure this policy is implemented and support their role as subject lead. They will ensure that all staff are given any necessary training on issues relating to PPS. They will ensure that the school is fully compliant in delivering statutory requirements within Relationships & Sex Education as well as communicate with staff, parents and Governors to ensure that everyone understands the school policy and curriculum at Leigh UTC Dartford.

### **7.3 Staff**

All teachers, PD Mentors, teachers of PPS lessons and Student Services Managers are responsible for:

- Teaching PPS in line with this policy and the school curriculum. Staff do not have the right to opt out of teaching RSE.
- Modelling positive attitudes for PPS..
- Monitoring pupil progress and providing feedback to the PPS lead as requested.
- Responding to the needs of individual students and adapting their provision as needed, in line with this policy and the curriculum.
- Ensure that their personal beliefs and attitudes do not prevent them from providing balanced and inclusive information in line with this school policy.
- Ensure that they are up to date with school policy and curriculum requirements around PPS.
- Take part in any training as required.
- Inform the appropriate member of staff and follow school procedures around any safeguarding concerns which may arise as a result of delivering PPS..
- Respond appropriately to the wishes of parents who wish to withdraw their children from any sex education as part of RSE.

●

### **7.4 Subject Lead**

- Oversee the day-to-day operation of the school's PPS provision and policy
- Stay up to date with any changes in legislation or best practice around topics within the PPS remit and respond accordingly.
- Contribute to delivering or organising PPS training where necessary.
- Liaise with any relevant outside agencies around PPS provision.
- Ensure that appropriate resources and materials are available for the teaching of PPS.
- Develop, review, monitor and evaluate the delivery of PPS.
- Report to governors/SLT on the subject as requested

## **7.5 Students**

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

## **7.6 Parents**

Parents are expected to share the responsibility of PPS-based learning to support their child's wider personal, social and emotional development. They should engage in any consultation/information around PPS to ensure that our school curriculum best meets the needs of children.

## **8. Training and Staff Development**

All staff must ensure that they are up to date with school policy and curriculum requirements regarding PPS. We recognise that some elements of the curriculum may mean staff require further support or training around certain themes to increase confidence and ensure that delivery is effective. We expect that staff provide regular feedback to the subject leader on their experience of teaching PPS, including any requests for additional support or training that they may feel useful.

## **9. Monitoring and evaluation of PPS**

Our aim is to provide a PPS curriculum that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review our PPS curriculum to evaluate its effectiveness. Teachers are expected to reflect on their delivery of PPS so that they can feedback appropriate information to the subject lead in order to support development of the subject within school. The subject lead for PPS will be responsible for monitoring and evaluating the subject to ensure that content of the programme is effective and impactful. The subject lead will report to the Principal/Governors and make information available as requested. We will regularly monitor and evaluate the effectiveness of our provision. This may be done by:

- Curriculum Reviews
- Lesson observations
- Learning walks
- Student voice activities
- Staff feedback
- Surveys
- Considering local or school level data e.g. behaviour, health, safeguarding etc.

## Appendices

### Appendix 1 - Whole School Curriculum Overview

		M1	M2	M3	M4	M5	M6
KS3	Y7	Personal Safety	Relationships	Healthy Lifestyle	RSE	RTP*	Citizenship
	Y8	Relationships	RSE	Personal Safety	Healthy Lifestyle	RTP	Citizenship
	Y9	RSE	Relationships	Healthy Lifestyle	Personal Safety	RTP	Citizenship
KS4	Y10	Healthy Lifestyle		RSE	Relationships		Citizenship
	Y11	Personal Safety	RSE**/Personal Safety	Financial Literacy/Careers	GCSE Intervention	GCSE Intervention	GCSE Intervention
KS5	Y12	UTC Learner	UTC Values	Community	My Future	Being Balanced	Staying Safe
	Y13	UTC Learner	UTC Values	Community	My Future	NA	NA

\*RTP - Religion, Theology & Philosophy

\*\*RSE - This section ONLY parents have the right to withdraw their child see section 6.

## Appendix 2 - KS3 Curriculum Outline

### 2.1 - Year 7

<b>Module</b>	<b>Content</b>
1 - Personal Safety	Transition, Online Safety, Road Safety
2 - Relationships	Positive Relationships, Family, Bullying
3 - Healthy Lifestyle	Diet & Exercise, Mental Health & Resilience, Smoking
4 - RSE	Puberty, Reproduction, Consent
5 - RTP	Religious Beliefs, Religious Practices, Religious Stories
6 - Citizenship	Rights & Responsibilities, Justice & Diversity

### 2.2 - Year 8

<b>Module</b>	<b>Content</b>
1 - Relationships	Positive Relationships, Different Relationships, Breaking down of Relationships
2 - RSE	Media Portrayal of Sex, Intimacy, Consent
3 - Personal Safety	Online Safety, Social Media, Harmful Online Behaviour
4 - Healthy Lifestyle	Hygiene, Mental Health, Alcohol
5 - RTP	Religious People, Religious Books, Religious Afterlife
6 - Citizenship	UK Parliament System, Creation of Laws, Voting

### 2.3 - Year 9

<b>Module</b>	<b>Content</b>
1 - RSE	Consent, Contraception, Harmful Sexual Behaviour
2 - Relationships	Self-Esteem, Marriage, Gangs
3 - Healthy Lifestyle	Physical Health, Mental Health, Drugs & Gambling
4 - Personal Safety	Online Safety, Social Media, Online Data
5 - RTP	Religious Suffering, Philosophy around God, Miracles or Accidents
6 - Citizenship	Political Action, Human Rights, Free Press

## Appendix 3 - KS4 Curriculum Outline

### 3.1 Year 10

Module	Content
1 & 2 - Healthy Lifestyle	Unhealthy Living, Alcohol & Drugs, Gambling, UK Healthcare system, Vaccination, CPR
3 - RSE	Safe Sex, Intimacy, Sexually Transmitted Diseases, Pregnancy & Fertility.
4 & 5 - Relationships	In Person & Online Relationships, Marriage, Parenting, Consent, Stereotypes & Gangs

### 3.2 Year 11

Module	Content
1 & 2 - Personal Safety	Mental Wellbeing, Resilience, Online Safety, Social Media, AI, Illegal Online Activity
2 - RSE*	Pornography & Misogyny, Sexual Violence & other Harmful Sexual Behaviour

\*This content parents have the right to withdraw - see section 6

## Appendix 4 - KS5 Curriculum Outline

### 4.1 Year 12

Module	Content
1 - UTC Learner	Self Concept, Choices & Pathways, Mental Health & Wellbeing, Body Image
2 - UTC Values	Forming & Maintaining Respectful Relationships, UCAS/Careers
3 - Community	Healthy lifestyles, Work and Career, Sexual Health, Prevent
4 - My Future	Personal Statements, Media Literacy, Digital Resilience, Apprenticeships
5 - Being Balanced	Sexual Health, Personal Statements, UCAS Applications
6 - Staying Safe	Drugs, Alcohol and Tobacco, Managing Risk, Personal Safety

### 4.2 Year 13

Module	Content
1 - UTC Learner	Relationship values, LGBTQAI+, Prevent
2 - UTC Values	Bullying, Abuse and Discrimination, Life Skills
3 - Community	Media Literacy, Digital Resilience
4 - My Future	Employment Rights and Responsibilities, Financial choices