RELATIONSHIPS, SEX AND HEALTH EDUCATION

Status: Statutory

Member of Staff Responsible: Principal, Global Learning Lead

Related Policies:

- Record Management Policy
- Behaviour Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Online Safeguarding Policy
- Equal Opportunities Policy – Students

Implementation date: November 2020

Reviewed date: September 2026

Next review date: September 2027

1. Aims

The aims of relationships, sex and health education (RSHE) at the UTC are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach students the correct vocabulary to describe themselves and their bodies

At UTC Derby Pride Park, we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare students for the opportunities, responsibilities, and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental, and physical development of students at the UTC and in the wider society.

We have an obligation to provide students with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the UTC's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all students.

2. Statutory requirements

As a secondary academy, we must provide RSHE to all students under section 34 of the Children and Social Work Act 2017.

In teaching RSHE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At UTC Derby Pride Park, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – all UTC staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.
4. Student consultation – we investigated what exactly students want from their RSHE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

For the purpose of this policy:

Relationships, sex and health education will:

- Provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds
- Focus on students having respect for themselves and others
- Not normalise early sexual experimentation
- Cover a range of topics, including topics related to abusive behaviour, along with teaching students how to stay safe, including online
- Combine sharing information with exploring issues and values
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health
- Support students to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention
- Build on the primary health and wellbeing curriculum content

5. Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, students and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for students with SEND.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSHE

RSHE is taught within the Global Learning curriculum. Biological aspects of RSHE are taught within the science curriculum.

The UTC will make sure that:

- Core knowledge is sectioned into units of manageable size

- The required content is communicated to students clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge, so that it can be used confidently in real-life situations
- "Over blocking" by the UTC's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

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

Health education will build on the primary health and wellbeing curriculum content.
RSHE complements several other curriculum subjects. Where appropriate, the UTC will look for opportunities to make links between the subjects and integrate teaching. The RSHE curriculum will be delivered by appropriately trained members of staff.

Effective teaching will be participative and interactive and will give students opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios. When teaching sensitive topics, teachers will consider using approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow students to raise issues anonymously.

Teachers will make sure that students understand the importance of equality and respect and learn about the law. This will include learning about the rights and protections from discrimination relating to the protected characteristics, including gender reassignment as set out in the Equality Act 2010, by the end of their secondary education.

The UTC will:

- Make sure that all students are taught the facts and the law about biological sex and gender reassignment, recognising that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Students will also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity
- Be mindful in teaching the facts and the law about biological sex and gender reassignment that beyond the facts and the law about biological sex and gender reassignment there is significant debate
- Not endorse any particular view or teach this as fact – for example, the UTC will not teach as fact that all people have a gender identity
- Avoid:
    - Any language or activities that repeat or enforce gender stereotypes
    - Any suggestion that social transition is a simple solution to feelings of distress or discomfort

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the students.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The UTC will make sure that all teaching and materials are appropriate for the ages and needs of the students including any additional needs, such as special educational needs and disabilities (SEND).

All resources and materials used to deliver RSHE are assessed by the Global Cultural Learning Lead before use, to check they are age-appropriate, evidence-based, free from bias, and consistent with this policy and the DfE's statutory guidance. Where resources are produced or delivered by an external organisation, the checks set out in Section 7 of this policy also apply. Resources are reviewed annually as part of the curriculum review cycle, and updated where new guidance or emerging issues (e.g. online harms) require this.

At all points of delivery of the curriculum, the UTC will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Students' knowledge and understanding of RSHE is assessed on an ongoing basis through a range of assessment for learning strategies, including class discussion, written tasks and self-assessment, rather than through formal examinations. Teachers use these opportunities to identify and address gaps in students' understanding, with extra support or intervention provided to any student who requires this. Students who would like further support with a topic covered in the RSHE curriculum, beyond what is addressed through in-class interventions, can access this through Student Support.

It is important for secondary students to know what the law says about certain topics covered in RSHE, particularly in relation to the law and young people. This will help students identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, making or sharing nudes and semi-nudes and including AI-generated sexual imagery

and deepfakes). Students should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

For more information about our RSHE curriculum, see Appendices 1 and 2.

The UTC will continue to develop knowledge of topics specified for primary schools as required and in addition cover the content specified for secondary schools.

We may amend our curriculum content to respond to the needs and context of our students, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across the UTC, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

1. **Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is accessible to students with SEND
- Is sensitive to all students' experiences
- During lessons, makes students feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

2. **Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the UTC plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Use of external organisations and curriculum materials

Whilst the UTC may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which students are taught.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with students' developmental stage
  - Are accessible for all students, including those with SEND
  - Are sensitive to students' needs
  - Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
  - How confidentiality will work in any lesson
  - How safeguarding reports should be dealt with, in line with the UTC's policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the UTC is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage students to question their gender

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The UTC will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy, and hold the Principal to account for its implementation.

The governing board will ensure that:

- All students make progress in achieving the expected educational outcomes • teaching is accessible to all students with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

8.2 The Principal

The Principal is responsible for making sure that RSHE is taught consistently across the UTC, for sharing all resources and materials with parents and carers, and for managing requests to withdraw students from non-statutory/non-science components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at the UTC, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the UTC's designated safeguarding lead (DSL)

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Principal.

At UTC Derby Pride Park, RSHE is taught primarily through the Global Cultural Learning (GCL) curriculum and the Personal Learning curriculum, both of which are linked to the Tutor Programme, with statutory elements taught through the Science curriculum. The RSE and health education curriculum is further supported by whole-UTC assemblies and focused workshops. The Global Cultural Learning Lead has responsibility for overseeing delivery day to day, with oversight from the Principal at Senior Leadership.

8.4 Students

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

9. Parents' right to withdraw

Parents/carers have the right to request to withdraw their child from the non-statutory/non-science components of sex education within RSHE up to and until 3 terms before the student turns 16. After this point, if the student wishes to receive sex education rather than being withdrawn, the UTC will arrange this. We will make sure that students know they have this option.

Parents/carers **do not have** the right to withdraw their child from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

A copy of any withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a student's specific vulnerability, the Principal can refuse a request to withdraw the student from sex education.

Alternative schoolwork will be given to students who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the UTC, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored through: Whole-UTC planning scrutinies, learning walks, etc.

Students' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually. At every review, the policy will be approved by the governing board.

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Appendix 1: Curriculum map

Relationships, sex and health education curriculum map

The curriculum map below sets out UTC Derby Pride Park's RSHE content by year group and term.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Autumn	Respectful Relationships and Sexuality: exploring how society's views are changing, examining stereotypes based on sex, gender, race, religion, sexual orientation or disability, and the dangers of harmful cultural practices including FGM.	GCL scheme of work; PSHE Association-aligned resources (see Section 6)
Year 9	Spring	Contraception and contra-infection; preventing exploitation and the impact of the law; online safety and the media, including recognising deepfakes, sextortion and the influence of misogynistic online content.	GCL scheme of work; assemblies and focused workshops
Year 9	Summer	Self-harm and alternatives; the social effects of drugs, including the law on cannabis and alcohol; healthy lifestyles; understanding finance; making good choices for the future and career options.	GCL scheme of work; Tutor Programme materials
Year 10	Autumn	Moving into adulthood; handling stress; mental health and wellbeing, including common mental health conditions.	GCL scheme of work; PSHE Association-aligned resources
Year 10	Spring	Using finance wisely, including the risks of gambling; issues arising from finding fulfilling work.	GCL scheme of work; Tutor Programme materials
Year 10	Summer	Sexual health; addictions.	GCL scheme of work; external health professionals (see Section 7)
Year 11	Autumn	Good and appropriate speech and actions; mental health and wellbeing, including stress.	GCL scheme of work; assemblies and focused workshops

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Spring	Support for others and handling distress; why good people do bad things; families, including parenting.	GCL scheme of work; Tutor Programme materials
Year 11	Summer	Basic first aid; the benefits of regular self-examination and screening; transitioning to the next stage of life.	GCL scheme of work; external health professionals (see Section 7)

Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to wellbeing, and their importance for bringing up children • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony • That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development • How to judge when a relationship is unsafe and where to seek help when needed, including when students are concerned about violence, harm, or when they are unsure who to trust
Respectful relationships, including friendships	• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, students should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Students should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Students should understand what it means to be treated with respect by others • What tolerance requires, including the importance of tolerance of other people's beliefs • The practical steps students can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration

TOPIC	STUDENTS SHOULD KNOW
	• The role of consent, including in romantic and sexual relationships. Students should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Students should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay • How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Students should be equipped to recognise misogyny and other forms of prejudice • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others • How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers
Online safety and awareness	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. They should also understand the difference between public and private online spaces and related safety issues • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Students should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Students should understand the serious risks of sending material to others, including the law concerning the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI generated imagery). The potentially serious consequences of acquiring or generating images, indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. That sharing indecent images of people over 18 without their consent is also a crime

TOPIC	STUDENTS SHOULD KNOW
	• How to seek support. They should also understand that they will not be in trouble for asking for help, either at the UTC or with the police, if an image of themselves has been shared • What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • Where to go for advice and support about something they have seen online. Students should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others

TOPIC	STUDENTS SHOULD KNOW

	• How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed
	• How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions
	• What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it
	• That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting
	• About concepts, laws and where to find support relating to:
	  ○ Sexual violence, including rape and sexual assault
	  ○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language
	  ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour
	  ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation
	  ○ Forced marriage
	  ○ The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible
	• That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed
	• That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury
	• That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death
	• That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful
	• How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex • About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • That some sexual behaviours can be harmful • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • That there are choices in relation to pregnancy. Students should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About the use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment
Mental wellbeing	• How to talk about their emotions accurately and sensitively, using appropriate vocabulary • The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness • That happiness is linked to being connected to others. Students should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed • That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal

TOPIC	STUDENTS SHOULD KNOW
	• Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions • How to critically evaluate which activities will contribute to their overall wellbeing • How to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. • That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others • That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones • That stopping smoking can improve people's mental health and decrease anxiety
Wellbeing online	• About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours • About the risks related to online gambling and gambling-like content within gaming, including the accumulation of debt • How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories • About the risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online • About the serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it
Physical health and fitness	• The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health • Factual information about the prevalence and characteristics of more serious health conditions • That physical activity can promote wellbeing and combat stress • The science relating to blood, organ and stem cell donation

TOPIC	STUDENTS SHOULD KNOW
Healthy eating	• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease • The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease • About the impacts of alcohol on diet and unhealthy weight gain
Drugs, alcohol, tobacco and vaping	• The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health • About the law relating to the supply and possession of illegal substances • About the physical and psychological risks associated with alcohol consumption • What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England • How to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol • About the physical and psychological consequences of problem-use of alcohol, including alcohol dependency • About the dangers of the misuse of prescribed and over-the-counter medicines • The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so • The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit
Health protection and prevention, and understanding the healthcare system	• Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics • Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist • How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals • The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening • The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to students • The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn • The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support

TOPIC	STUDENTS SHOULD KNOW
	• How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third-sector partners which may have specialist services • The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Students should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment
Personal safety	• How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents) • How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media • How to develop key social and emotional skills that will increase students' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure • Understanding which trusted adults they can talk to if students are worried about violence and/or knife crime • The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too) • The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern
Basic first aid	• Basic treatment for common injuries and ailments • Life-saving skills, including how to administer CPR • The purpose of defibrillators, when one might be needed and who can use them
Developing bodies	• The main changes which take place in males and females, and the implications for emotional and physical health • The facts about puberty, the changing adolescent body, including brain development • About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals • The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Tutor Group	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the UTC to consider			
Parent/carer signature			

To be completed by the UTC	
Agreed actions from discussion with parents/carers	

Key Changes for 2026-2027

This page summarises the substantive changes made to localise the Trust's RSHE policy baseline for UTC Derby Pride Park. All new or localised text is also highlighted in yellow within the body of the policy.

- Front page added for UTC Derby Pride Park, including Status, Member of Staff Responsible, Related Policies, and the Implementation/Reviewed/Next Review dates (September 2026 / September 2027).
- Site name corrected throughout from ‘UTC Sheffield City Centre’ to ‘UTC Derby Pride Park’.
- Role title corrected throughout from ‘headteacher’ to ‘Principal’, in line with UTC governance terminology.
- Section 6 (Delivery of RSHE): Added the required local section on how resources and materials are formally assessed prior to use (Global Cultural Learning Lead review, annual cycle, external-organisation checks).
- Section 6 (Delivery of RSHE): Added the required local section on how students are assessed (ongoing assessment for learning, Student Support access – no formal examinations).
- Section 8.3 (Staff): Replaced the Sheffield-specific delivery model (English Faculty / Assistant Principal Safeguarding-Pastoral) with UTC Derby Pride Park's actual model – Global Cultural Learning (GCL) curriculum, Personal Learning curriculum and Tutor Programme, led by the Global Cultural Learning Lead with Principal oversight.
- Appendix 1 (Curriculum map): Replaced the generic primary-phase example rows (Year 2/Year 3) with UTC Derby Pride Park's actual Year 9–11 curriculum map across all three terms.
- Policy renamed from ‘RSE and Health Education Policy’ to ‘RSHE Policy’ to match the Trust's updated naming convention.
- Terminology made fully consistent throughout: self-referential uses of ‘school’/‘our school’ corrected to ‘UTC’/‘the UTC’ (e.g. ‘the school will’ → ‘the UTC will’). Generic references to schools nationally (e.g. ‘primary schools’, ‘secondary schools’, ‘by the end of secondary school’) and established terms (e.g. ‘school nurses’, ‘schoolwork’) were left unchanged as they are not self-references.
- The resource links in the curriculum map (‘Resources’ column) are indicative – please confirm or add the specific named resources/schemes before this is shared with governors.