



## **Sex and Relationship Education Policy**

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### **1. Introduction**

This policy was developed in response to Sex and Relationships Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

Parkview Academy delivers a Sex and Relationship Education (SRE) Curriculum within the PSHE pathway which meets

- The requirements of the National Curriculum and is cognisant of the guidance contained in Sex and Relationships (Ofsted 2002), PSHE and Citizenship for pupils with Learning difficulties and Sex and Relationship Education Guidance (DfE 2020)
- The need to emphasise the personal and social development of our pupils across all Key Stages to Post 16.
- Responds to the needs of individual pupils through positive, motivating and challenging experiences.

### **What is Sex and Relationship Education?**

SRE is lifelong learning about physical, sexual, moral and emotional development. SRE is about the understanding of the importance of stable and loving relationships, love, respect and care, for family life. It involves developing skills, acquiring information and forming positive beliefs, values attitudes.

Parkview Academy believe that sexual health and positive relationships is a fundamental part of child's development and education. As such we make it part of our curriculum. We also offer a sexual health, advice and guidance during PSD lessons.. We do this as we recognise that young people need to be educated on sexual health as part of their development by adults who they feel they can trust and respect.

## **2. Principles and Values**

- Parkview Academy believe SRE should be an integral part of the longlife learning process and this should be an entitlement for all our young people.
- We encourage all of our pupils to contribute to our community and aim to support individuals as they grow and learn.
- Parkview Academy generates an atmosphere where our pupils feel comfortable to ask questions and have discussions around sexual matters without stigma or embarrassment. This is enhanced by one to one tutoring sessions, workshops delivered by the Little Fish company on healthy relationships. All students have access to the Senior Management Team upon request.
- Parkview Academy recognises that the wider community has much to offer and we aim to work in partnership with social workers, health professionals, peer educators and other mentors and advisors.
- We recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. Parkview Academy aims to work in partnership with parents consulting them about the content of programmes.
- Encourage students and tutors to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.

- Be an entitlement for all young people
- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.

In terms of principles and values, Parkview Academy and its tutors will:

### **Attitude and Values**

- Recognise the importance of values, individual conscience and moral choices
- Recognise the value of family life, stable and loving relationships, and marriage
- Recognise the value of respect, love and care
- Explore, consider and understand moral dilemmas
- Develop critical thinking as part of decision making
- Challenge myths, misconception and false assumptions about normal behaviour

### **Personal and Social Skills**

- Manage own emotions and relationships confidently and sensitivity
- Develop self-respect and empathy for others
- Make choices with an absence of prejudice
- Develop an appreciation of the consequences of choices made
- Manage conflict
- Be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

## **3. Education, Knowledge and Understanding**

Parkview Academy ensures all pupils receive education around sexual health and positive relationships. Through this education, as a minimum learners will:

- Understand physical development at appropriate stages
- Understand human sexuality, reproduction, sexual health, emotions and relationships
- Know about contraception and the range of local and national sexual health advice, contraception and support services
- Know the reasons for delaying sexual activity, and the benefits to be gained from such delay
- Know about the nature of children
- Know how to avoid unplanned pregnancy

## **Organisation and Content of Sex and Relationship Education**

SRE at Parkview Academy takes place within PSHE and PSD lessons. Tutors generally deliver the PSHE and PSD Curriculum with support from professionals where appropriate. Tutors work closely with their young people on a one to one basis or in small groups.

SRE lessons are set within the wider context of the PSHE pathways (See Appendix A) and focus on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Assessment is carried out at the end each stage within the PSHE pathways and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

### **Curriculum**

Parkview Academy recognises the importance of sexual health within our curriculum, we ensure SRE forms part of PSHE curriculum.

This will be covered in the following

Primary (7-13)

- PHSE National Curriculum
- Science National Curriculum

Secondary and Post 16 (13-19)

- ASDAN PSHE (13-19), with relevant units in Personal Well-Being, Sex and Relationships and Becoming a Parent
- Short course in Sexual Health and Relationships (13-19), with modules in Body Knowledge, Relationships, Sexual Activity and Behaviour, Contraception and Sexual Health, Personal Skills and Culture and Society
- CACHE Level 1 in Sexual Health Relationships (14 plus) which includes delivery of Healthy Minds and Relationships - tool kit for young people aged 13 - 16. Key topics covered are, Sexual Health and Relationships, the Human Reproductive System, Contraception, HIV and Sexually Transmitted Infections, the Law and Potential Responses to Relationships and Sexual Health.
- Towards Independence, for SEND Learners (14-16) Units include, Knowing About Myself, Relationships, Myself and Others.
- ASDAN Life skills challenge

## **4. Inclusion**

### **Students with special needs**

ALP will ensure that all young people receive sex and relationship education, and will offer provision appropriate to the particular needs of all our young people , taking specialist advice where necessary.

Our curriculum has factored in programmes specifically designed for learners with SEND.

### **Ethnic and Culture Groups**

Parkview Academy intends our Policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### **Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationships education is relevant to them.

## **Right of withdrawal of Young people from Sex and Relationship Education**

Some parents prefer to take responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources that the school uses.

## **Confidentiality, Controversial and Sensitive Issue and British Values**

Teachers/Tutors cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or headteacher of any disclosures unless the headteacher has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice
- Child protection issues will be considered and referred if necessary to the SDL responsible for Child Protection under the school's procedures
- The young person will be properly consulted about contraception, including precise information about where young people can access contraception and advice services

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Professionals in school are bound by their code of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

Teachers/Tutors have a professional responsibility as educators to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

SRE Education means that teachers will lead discussions on controversial and sensitive issues. Teachers cannot impose their own values.

The Education Act 1996 requires school governing bodies, head teachers and local education authorities to take all reasonably practical steps to ensure that, where

political, controversial, or sensitive issues such as brought to pupil's attention, they are offered a balanced presentation of opposing views.

In practice this means;

- Giving equal importance to conflicting views and opinions
- Presenting all information and opinion as open to interpretation, qualification and contradiction
- Establishing a classroom climate in which all pupils are free to express sincerely held views without fear

This also means teachers/Tutors seeking to avoid unintentional bias by

- Not presenting opinions as if they are facts
- Not revealing their own preferences in unconscious ways, e.g, facial expressions tone of voice or gesture
- Not setting themselves up as the sole authority on a subject
- As far as possible , not giving their own accounts of the views or others, but, rather, letting the actual claims and assertions of protagonists speak for themselves
- Not implying a correct opinion through choice of respondents in a discussion
- Not failing to challenge a one-sided consensus that emerges too quickly in the classroom

## **5. Monitoring and Evaluation**

Parkview Academy monitors learners progress through PSHE pathways recording small steps and the achievement of qualifications related to PSHE and Sexual Health and Relationships

In terms of the Sexual Health Service, confidential information statistics are recorded and shared with the C-Card service on a quarterly basis.

Regular Senior Management Team are held and the curriculum is discussed at each. This provides the opportunity to discuss the schools approach to SRE and the impact it has upon the school and its learners.

Parkview Academy achieved 'Healthy School status in June 2020', which included an evaluation of the School's PSHE curriculum. A school wide evaluative approach happened annually.

## Appendix 1

### PSHE pathways for Parkview Academy

#### PRIMARY

- PHSE (Growing up; It's my body; Be yourself; Safety First, Friendships, Team)
- Science (Animals incl. Humans)

#### Secondary

**PHSE modules: Be Yourself, Growing up; Safety First (Y7)**

**ASDAN short course PSHE Y8-9** (For learners who are not at the level 1 standard)

**Complete the following 4 units from the PSD curriculum - NCFE Level 1 Award in Personal and Social Development**

**Unit 1** - Community Action (credit value of 2 with 20 guided hours or learning)

**Unit 5** - Healthy Living (credit value of 2 with 20 guided hours or learning)

**Unit 7** - Making the Most of Leisure Time - Unit 7 (credit value of 2 with 20 guided hours or learning)

**Unit 8** - Managing Own Money - Unit 8 (credit value of 2 with 20 guided hours or learning)

Learners completing the level 1 Award may complete additional units to enable them to work towards the Level 1 Certificate

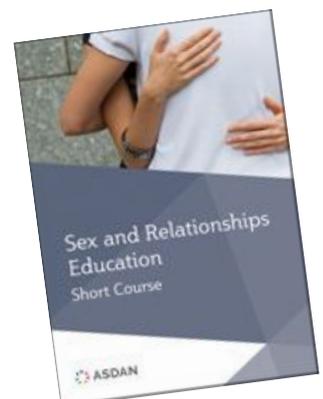
**ASDAN short course Sex and relationships Education ages 13-19**

or

**CACHE level 1 Sexual Health Awareness**

**CACHE level 1 in Substance Misuse Awareness**

**CACHE level 1 in Alcohol Awareness**



**Will start working towards a CACHE level 1 Certificate in Well-Being - See unit options below**

**Optional - Working 'Towards Independence' ages 14-16  
This qualification is specifically aimed at learners with SEND**

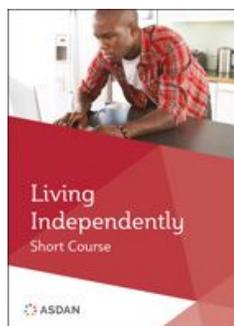
First booklet **Starting out** must be completed

**There are other Optional units to choose from please see**

[www.asdan.org.uk/towards-independence](http://www.asdan.org.uk/towards-independence)



**Post 16's**



**Living Independently ASDAN short course or ASDAN Life skills challenge**

**CACHE Level 1 Certificate - Wellbeing**

**Optional units to choose from - Needs to add up to 13 Credits**

**Unit 1** - Introduction to stress and stress management (Credit value 3 with 24 guided learning hours)

**Unit 2** - Develop awareness of mental health (Credit value 3 with 24 guided learning hours)

**Unit 3** - Develop awareness of relationships and sexual health (Credit value with 9 guided learning hours)

**Unit 4** - Develop awareness of substance misuse (Credit value 2 with 13 guided learning hours)

**Unit 5** - Personal safety awareness (Credit value 3 with 18 guided learning hours)<sup>2</sup>

**Unit 6** - Introductory awareness of the importance of healthy eating and drinking for adults (Credit value 3 with 24 guided learning hours)

**Unit 7** - Introduction to alcohol awareness for the individual (Credit value 3 with 27 guided learning hours)

**Unit 8** - Dementia Awareness (Credit value 3 with 30 guided learning hours)

**Unit 9** - Understanding eating disorders (Credit value 1 with 9 guided learning hours)

**Unit 10** - Diabetes awareness in health and care(Credit value 1 with 9 guided learning hours)  
**Unit 11** - Weight management and body image (Credit value 3 with 30 guided learning hours)

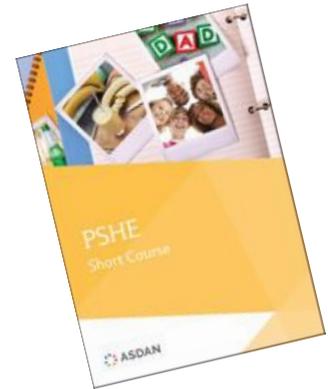
If not already completed-

**ASDAN short course PSHE AGES 13-19**

**ASDAN short course Sex and Relationships Education ages 13-19**

or

**CACHE level 1 Sexual Health Awareness**



For more information on course please visit

[www.asdan.org.uk](http://www.asdan.org.uk)

[www.ncfe.org.uk](http://www.ncfe.org.uk)