



# **Sex and Relationships Education Policy**

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## **1. Introduction**

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

Pierview Academy delivers a Sex and Relationship Education (SRE) Curriculum within the PSHE pathway and science lessons 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 2000)
- The need to emphasise the personal and social development of our learners across all Key Stages to Post 16.
- Responds to the needs of individual learners through positive, motivating and challenging experiences.

### **What is Sex and Relationship Education (SRE)?**

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. It also focuses on sexual health.

Pierview Academy believes that sexual health and positive relationships is a fundamental part of a child's development and education. As such we make it part of our curriculum. We also offer a sexual health, advice and guidance service which includes a contraceptive service. We do this as we recognise that young people need accessible services from the adults who they feel they can trust and respect.

## **2. Principles and Values**

- Pierview Academy believes 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 learners to contribute to our community and aim to support individuals as they grow and learn.
- Our school generates an atmosphere where our learners feel comfortable to ask questions and have discussions around sexual matters without stigma or

embarrassment. This is enhanced by one to one tutoring sessions, our counselling service, learners having key workers and all students having access to the Senior Management Team upon request.

- We recognise 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. Pierview 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.

## **Attitudes and Values**

In terms of attitudes and values, Pierview Academy and its staff will:

- 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**

Pierview Academy ensures all learners receive education around sexual health and positive relationships. 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
- Understand risky sexual behaviours

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

SRE at Pierview Academy takes place within PSHE and science lessons. Teachers and Tutors deliver the PSHE Curriculum with support from professionals where appropriate. They work closely with learners 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. Personal examples are prohibited from both staff and students. 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 of each stage within the PSHE pathways and involves teacher, learner and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

## Curriculum

Pierview 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

### Transition - Primary to secondary (11-13)

- New Horizons (9-13), with a focus on Relationships and 'Our Bodies'
- Key steps (10-14) which covers Identity & health including challenges related to Sex and Relationships, Risky Behaviour, Who and I and Family

### 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 Positive 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.

### Science (11 plus)

- The changes as humans develop to old age
- Hormones in human reproduction, hormonal and non-hormonal methods of contraception
- Body senses
- The human body
- Offspring
- Reproduction
- Prevention of infectious diseases
- Sex determination in humans

The following chart shows what statutory and non-statutory sex and relationships education is covered in Pierview Academy:

<b>Science programmes of study (statutory) or PSHE/PSD education</b>			
Statement	Key Stage	Statutory	Non-Statutory
Communicable diseases inc sexually transmitted infections in humans (including HIV/aids)	4		
Describe differences and diversity and demonstrate respect and empathy towards others who live their lives differently from them	3		
Describe some of the different beliefs and values in society	2		
Describe the changes as humans develop to old age	2		
Discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way	2		
Discuss ways that relationships may change over time and demonstrate how to negotiate within these relationships	3		
Explain how different cultures, faiths and beliefs may influence choices and demonstrate respect for these differences	4		
Explain the importance of different relationships and associated responsibilities, including the significance of marriage, stable relationships, civil partnerships and long term commitments	4		
Express their views confidently and listen to and show respect for the views of others	2		
Hormones in human reproduction, hormonal and nonhormonal methods of contraception	4		
Identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities	1		

Identify and respect differences and similarities between people	1		
Identify different types of relationship (e.g. marriage or friendship) and can show ways to maintain good relationships) e.g. listening, supporting and caring	2		
Identify the importance of having a variety of social and personal relationships and how these can impact on their lives and well-being	3		
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	1		
List some ways of resisting negative peer pressure around issues affecting their health and wellbeing	2		
Notice that animals, including humans, have offspring which grow into adults	1		
Reducing and preventing the spread of infectious diseases in animals and plants	4		
Reproduction in humans (as an examples of a mammal), including the structure and function of the male and the female reproductive system, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.	3		
Respond to, or challenge, negative behaviours such as stereotyping and aggression.	2		
Sex determination in humans	4		
Show ways to maintain good relationships, for example listening, supporting and caring	3		
The effects of recreational drugs (inc substance misuse) on behaviour, health and life processes.	3		
The relationship between health and disease	4		

## 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 and educational pathways has factored in programmes specifically designed for learners with SEND

## **Ethnic and Culture Groups**

Pierview 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. Pierview Academy to have the ability to deliver a SRE course for parents known as Speakeasy. The Speakeasy coordinator is David Cowell.

## **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 DSL 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 learner'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. Sexual Health Service**

Pierview Academy offers a sexual health advice and contraception service in the form of Get-IT condom distribution scheme (Get-It is aimed at young people in accordance to the Fraser Guidelines. Young people can register to get a range of free condoms, femidoms, lube, dams, information and advice). The aim of the service is to promote sexual health awareness and help young people to access local services.

Staff Trained are - Verity Robinson, with David Cowell trained on the C-Card distribution scheme <https://getit.org.uk/>

## **6. Monitoring and Evaluation**

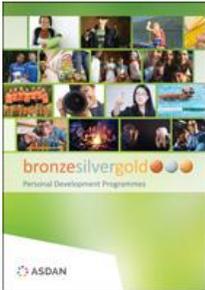
Pierview Academy monitors learners progress through PSHE pathways recording small steps and the achievement of qualifications related to PSHE and Sexual Health and Relationships

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

Regular Senior Management Team meetings 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

## Appendix 1

### PSHE pathways for Pierview Academy



**ASDAN Bronze, Silver and Gold** (Students gain 1 or 2 credits for each section completed, with each credit representing about 10 hours of activity. Six credits are needed to achieve Bronze, 12 credits for Silver and 18 credits for Gold).

#### Key steps ages 10-14

Optional units to choose from ( pupils can do as many as they like as long as they have completed a minimum 35 hours of learning. They can progress to achieve 3 certificates and thus choose additional challenges)

##### Identity

- Challenge 1 - Who am I
- Any challenge - My education
- Any challenge - Family
- Challenge - Record of achievement

##### Community

- Challenge - Local community
- Challenge - Helping others

##### Health

- Any challenge - Personal care
- Any challenge - Healthy eating
- Challenge - Keeping fit
- Challenge - Sports in the community
- Challenge - First aid
- Challenge - Help and advice



#### 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)



**CACHE Level 1 Award in Nutrition and Health- Wellbeing (4 credits)**

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

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

**CACHE Level 1 Certificate - Wellbeing (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)

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

**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

**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)