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# PARKWOOD HALL CO-OPERATIVE ACADEMY

## Parkwood Hall

### Co-operative Academy

"Growth through Personal and Social Learning"

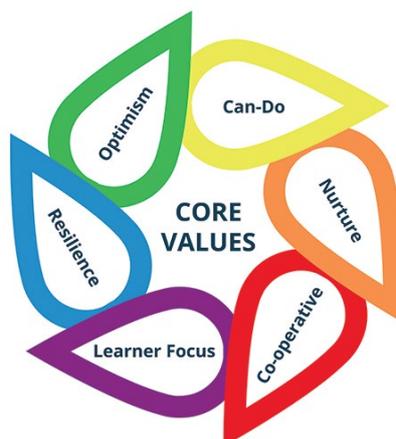
## Statutory Policy File

# SEX AND RELATIONSHIP EDUCATION POLICY

Index No: 34 (v1.0)

*Parkwood Hall Co-operative Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'*

### Our Core Values



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## SEX AND RELATIONSHIP EDUCATION POLICY

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Parkwood Hall is a Co-operative Academy and we have adopted the values of the co-operative movement to assist us as we govern the school. We have also developed values for learning and teaching that inspire our students and staff alike.

Our co-operative values are self help, self responsibility, democracy, equality, equity, solidarity, honesty, openness, social responsibility and caring for others. These are the ways in which we do things at our school and they sit at the heart of all our policy development.

In this policy the following values are particularly relevant:

Self Responsibility – learning that you are responsible for your actions and for your own body

Equality – learning that individuals have the right to decide what happens to their body

Openness – learning that it is OK to talk about personal issues

Social Responsibility – learning that you have a responsibility towards other people and that there are rules around sex and relationships in society

### 1 AIMS

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### 2 STATUTORY REQUIREMENTS

At Parkwood Hall because we are an Academy we do not have to follow the National Curriculum and as such, are not obliged to teach SRE.

At Parkwood Hall we believe it is important to give our students appropriate and relevant SRE and therefore have taken account of Sex and Relationship Education Guidance issued by the DFE in 2000 when compiling this Policy

### **3 POLICY DEVELOPMENT**

This policy has been developed in consultation with staff, pupils and parents. 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 school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the draft policy
4. Pupil consultation – we investigated what exactly pupils want from their SRE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **4 DEFINITION**

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

### **5 DELIVERY OF SRE**

SRE is taught within 'Understanding Ourselves and others', 'Physical Activity and Health' and RE and this element of SRE is delivered to all pupils at a level appropriate to their age and ability.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional. Parents and carers are informed about the content of the Sex Education program, when it will take place and are given the opportunity to discuss it in relation to their child and withdraw their child from all or any part of the program.

Across all areas of the school, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle

- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

## **6 ROLES AND RESPONSIBILITIES**

### **6.1 The governing body**

The governing body will approve the SRE policy and hold the Principal to account for its implementation.

The governing body has delegated the approval of this policy to the curriculum and strategy committee

### **6.2 The Principal**

The Principal is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from components of SRE (see section 7).

### **6.3 Staff**

Staff are responsible for:

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

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

### **6.4 Pupils**

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

## **7 PARENTS' RIGHT TO WITHDRAW**

Parents' have the right to withdraw their children from components of SRE.

Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from SRE.

## **8 TRAINING**

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

The school nurse or sexual health professionals will also provide support and training to staff teaching SRE.

## **9 MONITORING ARRANGEMENTS**

The delivery of SRE is monitored by those with leadership responsibilities, through:

Learning walks

Folder reviews

Pupil progress meetings

Joint review meetings

**APPROVAL**

This Policy was written for Parkwood Hall Co-operative Academy and will be reviewed by the Curriculum and Strategy Committee on a 2-yearly cycle and must be signed.

Date Policy Reviewed:	
Date of Next Review:	18/01/2021
Signature of Governor: <i>(for statutory policies only)</i>	Signature of Principal:
Date:	Date:

Version and Date		Action/Notes
1.0	18/01/19	Creation of document.