



This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SMT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

PARK SCHOOL

**PSHE including
RELATIONSHIPS & SEX AND
POLICY**

ACADEMIC YEAR 2025-2026



PARK SCHOOL

Introduction

This policy document is intended for the use of Park School staff and parents/carers.

All Park School staff are expected to read this document and follow the guidelines at all times.

This policy was last revised in September 2025 and will be reviewed annually and/or in accordance to changes in relevant legislation and guidance.

General Philosophy

This policy is a working document. One of its primary objectives is to serve as a reference document for summarising shared views about the teaching of PSHE including Sex and Relationships and will be the basis for practice within the classroom.

Aims and Objectives

The following four main areas will be discussed within this subject:

Attitudes and values

- To learn the importance of values, individual conscience and moral considerations
- To learn the value of family life, marriage and stable and loving relationships for the nurture of children
- To learn the value of respect, love and care
- To understand and consider moral dilemmas

Personal and social skills

- To develop critical thinking and decision-making skills

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- To be able to manage emotions and relationships confidently and sensitively
- To develop self-respect and empathy for others
- To be able to make choices based on understanding of difference and with an absence of prejudice
- To appreciate that choices have consequences
- To manage conflict and be able to recognise and avoid exploitation and abuse

Knowledge and understanding

- To understand the physical development of the human body and the function of the reproductive organs
- To understand human sexuality and to understand that sexual activity is a natural part of a fulfilling human relationship
- To explore and understand methods of contraception
- To explore and understand sexually transmitted diseases including HIV and AIDS
- To know about the range of local and national sexual health advice, contraception and support services
- To understand the reasons for delaying sexual activity and the benefits to be obtained from such a delay
- To be able to avoid unplanned pregnancy

Sensitive and controversial issues are certain to arise in learning from real-life experience.

Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that are addressed that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils'

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attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers. The school will liaise with parents/carers on this issue to reassure them of the content and context.

Moral values and framework

- The Head teacher will take responsibility to ensure that sex and relationships education is taught within the framework of a due regard to moral consideration and the value of family life.

Entitlement

All pupils are entitled to have access to all aspects of PSHE and Sex and Relationships Education according to age, aptitude and development.

Pupils will not necessarily be taught in age groups at Park School. Due care and attention will be given to ensure that the teaching of PSHE and RSE is focused on individual need and is appropriate to each pupil's level of understanding and maturity.

A variety of teaching methods and approaches will be used to deliver the programme including:

- Role play
- Brainstorming
- Debates
- Discussion
- Group work
- Use of work sheets



- Visiting speakers
- The language will be appropriate to the topic discussed and pupils and teachers will agree Ground Rules to ensure controversial topics can be dealt with in an appropriate manner.

School complies with the Equality Act 2010:

- We will not treat pupils with protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation less favourably;
- We will make reasonable adjustments and take positive action to alleviate disadvantage, being mindful of the SEND Code of Practice;
- We will regularly review our Accessibility Plan to ensure we are taking positive action towards inclusivity.

At Park School, we believe children should participate in a programme of sex education before they transition into secondary school. We define sex education as understanding human reproduction. We believe that all children at our school should have access to a sex education programme to enable them to:

- Be safe
- Be provided with the correct scientific terminology and information and taught how to use it in the right context
- Make responsible, informed and healthy choices about their lives now and in the future
- Be respectful of themselves and others to enable them to move confidently through childhood, adolescence into adulthood
- Have the understanding to develop and maintain positive and healthy relationships

Special Educational Needs and/or disabilities



All pupils at Park School have additional learning needs and all have an Education Health Care (EHC) Plan. In order to make sure pupils are able to access the learning in the classroom, resources will be adapted as appropriate to address the learning needs of children in order for them to have full access to the contents of the PSHE and RSE curriculum. In most cases, class teachers will be able to determine if any additional support is required for an individual child to access the curriculum. In some cases, the SENCo and parents/carers may wish to work in partnership with the class teacher to tailor the curriculum for individual pupils.

Equality

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

LGBT content is integrated fully into our curriculum. It is not specifically taught as stand-alone lessons within units. All pupils will be taught LGBT+ content in an age-appropriate manner at a timely point in the curriculum.

At Park School we promote respect for all and value every individual child. However, we also respect the rights of our children, families and our staff to hold beliefs, religious or otherwise.

Should any content within our curriculum cause parents or carers any concern then we would invite them in to discuss these concerns with the school.

Parents' right to withdraw



“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

All staff at Park School strongly believe that all children should have access to our sex education programme as outlined above. If a parent/carer wishes to withdraw their child from Sex Education lessons, then they must inform the school in writing a week prior to the lesson taking place in order that alternative arrangements can be made for the child’s education. Form tutors will inform parents well in advance of topics, and these will also be shared on our weekly bulletins.

Primary: Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the Headteacher.

There are separate rules on withdrawing a child from Sex Education. Sex education is separate from the Relationships and Health curriculum and parents can withdraw children from some or all of the lessons on Sex Education. The headteacher must grant a parent’s request to withdraw a child beforehand, and it’s useful to have good conversations with parents so that they understand fully what their child will be taught.

Before making a request, parents should:

- Ask the school about what will be taught in Sex Education, and when.
- Remember that the science curriculum in all schools includes content on human development, which includes human reproduction.
- Remember there is no right for a parent to withdraw their child from the science curriculum.



Secondary: Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative learning will be offered to pupils who are withdrawn from sex education during their allocated teaching time.

Resources

Resources will be relevant, effective, and current and age appropriate.

Language and visuals need to be clear and easily understood. Staff will need to be aware of local agencies which could be used as a resource.

KS2 classes follow a curriculum designed by Twinkl which covers all essential topics including:

- Safety First
- Think Positive
- Respecting Rights
- One World
- Growing Up
- Britain
- Be Yourself



- It's my Body
- Money Matters
- Aiming High

KS3 classes follow a curriculum provided by Dimension 3D PSHE and is built on the three core areas identified by the PSHE association:

- Health and Wellbeing
- Relationships
- Living in the Wider World

KS4 classes follow an ASDAN PSHE short course which is split into 11 modules:

- Emotional wellbeing
- Keeping safe and healthy
- Social media
- Alcohol
- Tobacco and drugs
- Sexual health
- Respectful relationships
- Families and parenting
- Financial choices
- Careers and your future
- Living in modern Britain

Assessment and Evaluation



Assessment will take place mainly through classroom observation, sampling pupils' work, plus pupils' self-assessment. In the case of the ASDAN short course assessment will be done via assessment criteria laid out in the course guidance.

Monitoring and Review

The policy will be subject to review on an annual basis but may be subject to amendment if the age range, aptitude or needs of the pupils attending Park School should be subject to change.

This policy will be reviewed annually