





This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
601/3029/5	Gateway Qualifications Level 1 Award In Sex and Relationship Education For Parents and Carers
601/3030/1	Gateway Qualifications Level 2 Award In Sex and Relationship Education For Parents and Carers
601/2439/8	Gateway Qualifications Level 3 Award In Supporting Parents and Carers to Provide Sex Education to their own Children

## About this qualification specification

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This qualification specification is intended for tutors, assessors, internal quality assurers, Centre Quality Managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this qualification, you must be a Gateway Qualifications recognised centre. If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

Website: <https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/>

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## 1. Qualification Information

### 1.1. About the qualification

The qualifications have been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

These qualifications have been developed with the support of the Family Planning Association to equip parents and carers with the knowledge and skills to provide advice and guidance to their own children about relationships and sex.

The Level 1 and Level 2 qualifications are designed to help parents and carers develop the knowledge and confidence to be able to talk positively and comfortably about relationships and sex with their child in a manner appropriate to their age and level and understanding.

The Level 3 qualification is designed to support facilitators working with parents and carers, so that they can help them develop the knowledge they need to discuss relationships and sex with their own children. It also covers the skills that the facilitators will need to put parents and carers at their ease and to enable them to run sessions where learners feel comfortable in sharing diverse opinions about relationships and sex.

### 1.2. Objective

The objective of the Gateway Qualifications Levels 1 and 2 Awards In Sex and Relationship Education For Parents and Carers is primarily for own growth and development.

The objective of the Gateway Qualifications Level 3 Award In Supporting Parents and Carers to Provide Sex Education to their own Children is a qualification that indicates an individual can undertake a specific role in the workplace and that may be relied upon by employers.

### 1.3. Key facts

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 1 Award In Sex and Relationship Education For Parents and Carers	30	20	3
Gateway Qualifications Level 2 Award In Sex and Relationship Education For Parents and Carers	30	20	3
Gateway Qualifications Level 3 Award In Supporting Parents and Carers to Provide Sex Education to their own Children	40	16	4

**Total Qualification Time** is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

#### 1.4. Funding

For information regarding potential sources of funding please visit the Education and Skills Funding Agency website:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>.

#### 1.5. Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.



## 1.6. Geographical coverage

This qualification has been approved by Ofqual to be offered in England and by Qualification Wales in Wales.

If a centre based in Northern Ireland or overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Gateway Qualifications.

## 1.7. Progression opportunities

Learners could choose to progress from the Level 1 and 2 qualifications to further learning in the area of relationships and sex education, including, for example, to higher level health and social care or child development qualifications or to employment, paid or voluntary, supporting either children or parents.

Learners could progress from the Level 3 qualification to further learning in health and social care, or to employment opportunities for example in delivering training, in family learning, or in providing support services.

## 1.8. Relationship with other frameworks

There is no direct relationship between these qualifications and other frameworks although it does take account of the statutory and non-statutory guidelines that support relationships and sex education in schools.

## 2. Learner Entry Requirements

### 2.1 Age

The approved age range for these qualifications is:

Qualification Title	Age range
Gateway Qualifications Level 1 Award In Sex and Relationship Education For Parents and Carers	16-18, 19+
Gateway Qualifications Level 2 Award In Sex and Relationship Education For Parents and Carers	16-18, 19+
Gateway Qualifications Level 3 Award In Supporting Parents and Carers to Provide Sex Education to their own Children	19+

### 2.2 Prior Qualifications

There is no requirement for learners to have achieved prior qualifications.

### 2.3 Prior Skills/Knowledge/Understanding

There is no requirement for learners to have prior skills, knowledge or understanding.

### 2.4 Restrictions

There are no restrictions to entry.

### 2.5 Access to qualifications for learners with disabilities or specific needs

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

### **Special Considerations**

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).

### **2.6 Additional Rules/Guidance**

There are no additional rules or guidance regarding learner entry requirements.

### **2.7 Recruiting Learners with Integrity**

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

### 3. Achieving the Qualification

#### 3.1 Qualification Structure

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria. To obtain unit information, please contact Gateway Qualifications who will enable access to our unit library.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section **3.2 Recognition of Prior Learning (RPL)/Exemptions/Equivalencies**

#### Gateway Qualifications Level 1 Award In Sex and Relationship Education For Parents and Carers

To achieve the Gateway Qualifications Level 1 Award In Parents, Carers and Sex and Relationship Education, the learner must achieve the single mandatory unit totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
F/616/6869	Parents, carers and relationships and sex education	1	3	20

#### Gateway Qualifications Level 2 Award In Sex and Relationship Education For Parents and Carers

To achieve the Gateway Qualifications Level 2 Award In Parents, Carers and Sex and Relationship Education, the learner must achieve the single mandatory unit totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
F/616/6872	Parents, carers and relationships and sex education	1	3	20

#### Gateway Qualifications Level 3 Award In Supporting Parents and Carers to Provide Sex Education to their own Children

To achieve the Gateway Qualifications Level 3 Award In Supporting Parents and Carers to Provide Sex Education to their own Children, the learner must achieve the single mandatory unit totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
D/506/6994	Supporting Parents and Carers to Provide Sex Education for their own Children	3	4	40

### 3.2 Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

The process of Recognition for Prior Learning is not applicable to this qualification.

### 3.3 Links to other qualifications

There are no direct links to other qualifications.

## 4. Assessment and Quality Assurance

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The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

### 3.4 Method of Assessment

The method of assessment for the qualifications is through a portfolio of evidence.

### 3.5 Assessment Materials

There are no specific assessment materials provided for these qualifications.

### 3.6 Qualification-Specific Centre Requirements

There are no additional requirements above those detailed in the Centre Handbook.

### 3.7 Qualification-Specific Tutor/Assessor Requirements

Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

Assessors should be able to demonstrate on-going CPD in the area of relationships and sex education and have recent, relevant experience of the sector. They should ensure their assessment decisions are unbiased, regardless of their own personal views.

### 3.8 Qualification-Specific Quality Assurance Requirements

There are no additional internal/external quality assurance requirements for this/these qualifications.

## 5. What to do next

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For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as a Gateway Qualifications centre please contact:

Gateway Qualifications  
Gateway House  
3 Tollgate Business Park  
COLCHESTER  
CO3 8AB

Tel: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

## 6. Gateway Qualifications

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Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

## 7. Appendices

### 7.1 Appendix 1 – Unit Details

#### Parents, Carers and Relationships and Sex Education

**Unit Number:** F/616/6869

**Level:** Level 1

**GLH:** 20

**Credit Value:** 3

This unit has 8 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about the physical and emotional changes children undergo at puberty.	<p>1.1 Outline the key physical changes that take place for boys and girls at puberty.</p> <p>1.2 Outline the key emotional changes that take place for boys and girls at puberty.</p>
2. Know what sex education involves in the context of family life.	2.1 Give examples of the sorts of information and advice about sex that children need from their parents or carers at different stages of their lives.
3. Know how to respond, as a parent or carer, to the needs of children in relation to sex education.	<p>3.1 Outline opportunities for parents/carers to provide sex education to their own children.</p> <p>3.2 Give examples of positive responses to children's questions and statements about relationships and sex.</p> <p>3.3 Give examples of resources for age-appropriate sex education that a parent/carer could use.</p>



LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
4. Know about societal and cultural attitudes towards sex and sexuality as they relate to children.	<p>4.1 Outline different societal and cultural attitudes towards sex and sexuality.</p> <p>4.2 State how different societal and cultural attitudes can influence children's understanding and opinions about sex and sexuality.</p>
5. Know about safer sex.	<p>5.1 Identify different common methods of contraception including LARCS and briefly state how each are used.</p> <p>5.2 Identify different common sexually transmitted infections and methods of protection from each.</p> <p>5.3 Identify sources of safer sex information and services.</p>
6. Know about the digital world in relation to children, sex and sexuality.	<p>6.1 Identify some of the ways the digital world can impact on a child's attitude towards sex and sexuality.</p> <p>6.2 State some of the laws and safeguards that work to protect children using the digital world.</p> <p>6.3 Identify actions that parents can take to minimise negative effects of the digital world on sex and sexuality.</p>
7. Know how to keep children safe from sexual harm.	<p>7.1 Identify what consent means.</p> <p>7.2 Outline ways in which an adult can help to protect children in different situations where they may be at risk from sexual harm.</p> <p>7.3 Identify different agencies that adults can contact for advice or support if they are concerned about the welfare of a child.</p>
8. Know about relationships and sex education in schools.	8.1 Outline examples of statutory and non-statutory curriculum content for relationships and sex education for children of different ages.

## Parents, Carers and Relationships and Sex Education

**Unit Number:** F/616/6872

**Level:** Level 2

**GLH:** 20

**Credit Value:** 3

This unit has 8 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about the physical and emotional changes children undergo at puberty.	<p>1.1 Describe the physical changes that take place for boys and for girls at puberty.</p> <p>1.2 Describe the emotional changes that take place for boys and girls at puberty.</p>
2. Understand the importance of sex education in the context of family life.	<p>2.1 Describe the different types of information, advice and guidance about sex and sexuality that children need at different stages in their lives.</p> <p>2.2 Explain the importance of parents/carers communicating with their children about issues or subjects related to sex and sexuality.</p>
3. Understand how to respond to the needs of own children in relation to sex education in the context of family life.	<p>3.1 Describe possible opportunities for parents/carers to provide sex education for their children, including examples of child-led situations.</p> <p>3.2 Explain why it is important to provide positive responses to children's questions and statements about relationships and sex, giving examples of positive parent/carer responses.</p> <p>3.3 Explain the different resources for age-appropriate sex education that parents/carers can use to support them in meeting the needs of their own children.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>4. Understand societal and cultural attitudes towards sex and sexuality as they relate to children.</p>	<p>4.1 Explain the impact on children of different societal and cultural attitudes towards sex and sexuality.</p> <p>4.2 Explain some of the pressures within and outside the home environment that children face in relation to sex and sexuality.</p> <p>4.3 Outline effective strategies for helping children to deal with these pressures.</p>
<p>5. Know about safer sex</p>	<p>5.1 Describe different common methods of contraception including long acting reversible contraceptives (LARCS).</p> <p>5.2 Describe the advantages and disadvantages of different methods of contraception.</p> <p>5.3 Describe different common sexually transmitted infections and methods of protection from each, including:</p> <ul style="list-style-type: none"> <li>a) signs and symptoms</li> <li>b) common testing and treatment methods</li> <li>d) consequences, if left untreated.</li> </ul> <p>5.4 Outline sources of safer sex information and services, including emergency contraception.</p>
<p>6. Understand the significance of the digital world in relation to children, sex and sexuality.</p>	<p>6.1 Describe the possible positive and negative impacts of the digital world on a child's attitude towards sex and sexuality.</p> <p>6.2 Explain some of the laws and safeguards that work to protect children using the digital world.</p> <p>6.3 Explain actions that parents can take to minimise negative effects of the digital world on sex and sexuality.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>7. Understand how adults can help to keep children safe from sexual harm.</p>	<p>7.1 Explain what consent means.</p> <p>7.2 Describe different situations in which children might be at risk of sexual harm, outlining the key risks that they face.</p> <p>7.3 Explain the actions that adults can take to help protect children from sexual harm in different situations.</p> <p>7.4 Explain how different agencies can advise or support adults if they are concerned about the welfare of a child.</p>
<p>8. Understand relationships and sex education in schools.</p>	<p>8.1 Explain the difference between statutory and non-statutory content in relationships and sex education in schools, giving examples of each appropriate to own country.</p> <p>8.2 State how information, advice and guidance from parents/carers can complement the relationships and sex education that takes place in schools.</p>

## Supporting Parents and Carers to Provide Sex Education for their own Children

**Unit Number:** D/506/6994

**Level:** Level 3

**GLH:** 16

**Credit Value:** 4

This unit has 8 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1 Understand relationships and sex education in the context of the school and the home.</p>	<p>1.1 Explain how relationships and sex education is provided in schools, with reference to statutory and non-statutory guidelines.</p> <p>1.2 Explain the importance of parents/carers providing information, advice and guidance on relationships and sex within the context of the home and how this can complement the school curriculum.</p> <p>1.3 Explain the resources available to support parents/carers to provide effective and accurate information, advice and guidance.</p>
<p>2 Understand the impact of a parent or carer's attitudes, values and cultural background on the delivery of relationships and sex education in the home.</p>	<p>2.1 Explain how a parent/carer's attitudes, values and cultural background may impact on the way in which they communicate with their children about relationships and sex.</p>
<p>3 Understand the challenges parents/carers face in providing relationships and sex education to their own children.</p>	<p>3.1 Explain the difficulties parents/carers may encounter when seeking to provide relationships and sex education to their own children.</p> <p>3.2 Describe strategies parents can apply to help them overcome some of the difficulties identified.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>4 Know about the sexual health and sexual development of children and young people.</p>	<p>4.1 Summarise the key aspects of sexual health relevant to young people.</p> <p>4.2 Summarise the physical, emotional and social factors that can influence sexual development in children and young people.</p>
<p>5 Understand contraceptive methods currently available.</p>	<p>5.1 Evaluate the effectiveness of different male and female contraceptive methods, including long-acting reversible contraceptive methods.</p> <p>5.2 Explain the factors that may influence an individual young person's choice of contraception, including those relating to culture or faith.</p>
<p>6 Understand sexually transmitted infections and their possible impact on young people.</p>	<p>6.1 Explain the signs and symptoms of commonly diagnosed sexually transmitted infections.</p> <p>6.2 Summarise the treatments for and ways of preventing or reducing the risk of acquiring commonly diagnosed sexually transmitted infections.</p> <p>6.3 Analyse the impact for different young people of having a sexually transmitted infection.</p>



gateway  
qualifications

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