

# Allenbourn Middle School Sex & Relationship (SRE) policy 2016 KS3

**NAME OF SCHOOL:** Allenbourn Middle School  
**DATE OF POLICY:** July 2016      **REVIEW DATE:** July 2017  
**Member of staff responsible:** Amber Nash

## **Introduction**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum: Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.

As required by law, a copy of this policy statement is included in the school prospectus, is provided to the parents of any child in the school who ask for one and is available for inspection at the school.

## **Brief Description of The School's Background**

Allenbourn is a 9 – 13 Middle School. Students are predominantly of white British origin with two or three pupils coming from each of several ethnic minorities. Pupils' socio-economic background broadly matches the national average.

## **Brief Description of SRE**

We believe SRE is relevant and appropriate to the lives of young people, regardless of their family background or sexuality. The positive qualities of relationships, such as trust, honesty, and commitment, should be stressed, rather than the promotion of one form of sexual relationship or sexual orientation.

We think SRE is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life. We believe it should encourage personal and social development, fostering self-esteem, self-awareness, a sense of moral responsibility, and the confidence and ability to resist abuse and unwanted sexual experience.

## **Definition**

The school has adopted the definition contained in the DFES guidance document, namely that SRE is "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching".

SRE is made up of three main elements:

- Attitudes and values
  - ✓ learning about the importance of personal values and beliefs and individual conscience in respect of moral considerations;
  - ✓ learning about the value of family life, marriage and stable and loving relationships for the nurture of children;
  - ✓ learning the value of respect, love and care; exploring, considering and understanding moral dilemmas; developing critical thinking as part of decision-making.
- Personal and social skills
  - ✓ learning to manage emotions and relationships confidently and sensitively;
  - ✓ developing self-respect and empathy for others;
  - ✓ learning to make sensible choices;
  - ✓ developing an understanding of the consequences of choices made;
  - ✓ managing conflict;
  - ✓ learning how to recognise and avoid exploitation and abuse.

- Knowledge and understanding
  - ✓ learning about physical development at the appropriate stages;
  - ✓ learning about human sexuality, reproduction, sexual health, emotions and relationships.

### **Rights of Withdrawal**

Opportunities exist throughout the statutory curriculum to provide SRE. The school would prefer parents to play a part in this sometimes sensitive area, by being informed and involved in the development of the schools programme so they can continue discussions at home. However, in the event of any parent or guardian wishing to withdraw their child, they are asked to inform the Headteacher in writing. In this case, the parent /guardian will be invited to attend a meeting to discuss any concerns with the school. Following this discussion, any parent or guardian still wishing to exercise their rights to withdraw their child should be reassured that appropriate, alternative arrangements would be agreed and organised by the school.

### **Content Headings for the Programme**

Please refer to PSHE SRE curriculum for guidance.

### **Organisation**

The teacher who takes the lead with SRE across the school is the KS3 PSHE coordinator. The governing body will identify an SRE link governor. There is also a wider team of teachers and other professionals who deliver lessons in SRE. Aspects are also delivered in science and religious education, promoting a whole school approach to emotional and social development. Science staff follow National Curriculum statutory guidance whilst being mindful of the school's SRE policy. Aspects such as human sexual behaviour, relationships (including Honour Based Violence and Forced Marriages), HIV/AIDS, CSE, FGM and self-esteem will be delivered age appropriately, within the PSHE framework. We **are** working towards targets set by the Healthy Schools Scheme. We work closely with specialist outside agencies to provide an up-to date appropriate programme.

### **Statement about Sensitive Issues**

When questions arise in SRE sessions about sensitive issues, they will be answered appropriately and where necessary, referrals made to appropriate outside or specialist agencies and or parents, for continued support and follow up. We have on school site support from ELSA.

If child protection issues arise, the schools Child Protection procedures will be initiated (see Child Protection Policy).

When outside agencies provide classroom sessions they must be aware of and follow the confidentiality policy of the school.

### **Working with Parents**

The policy is available for inspection by parents, via the school's website. Furthermore, information regarding SRE content will be made available at parents' evenings. The KS3 PSHE Co-ordinator and the School Nurse are appropriate contacts for parents who have questions about the delivery of SRE.

### **Working with the Wider Community**

There are strong links with the first, middle and upper schools in the Queen Elizabeth and Corfe Hills pyramids. There are regular Science and PSHE curriculum meetings. The school also works closely with health and other relevant professionals and with social workers to ensure that the pupils are provided with accurate, up-to-date information and with access to the full range of support networks.

**Monitoring and Evaluation**

Pupils' evaluation will take place using a Dorset wide method of evaluation (see SRE Guidance). This will be carried out at the end of each module. These results will inform teaching strategies and enhance future programmes.

The SRE team and governors will meet regularly to discuss issues and allow time for professional development. Parents will be consulted annually during the revision of this policy and opportunities to discuss issues related to SRE will be available at parents' evenings, or directly via the PSHE coordinator.

This policy should be read in conjunction with the schools Child Protection Policy, Anti-Bullying Policy and the County SRE Guidance.