



SRE Policy

PURPOSE

We use a number of different types of assessments for different internal purposes. The document below is an explanation of each of these assessments, our target setting and approach to grading.

Date of last review:	July 2019	Author:	Sahara Khan
Date of next review:	July 2020	Owner:	ARK BDA
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	LGB 09/19
School:	Ark BDA	Key Contact Name:	Sahara Khan

POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input checked="" type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Culture and ethos

SRE Guiding principles:

Burlington Danes Academy aims within our SRE policy to:

- inform our students about relationships, emotions, sex, sexuality and sexual health
- enable our students to develop personal and social skills and a positive attitude to sexual health and wellbeing.
- allow students to acquire information and form attitudes and beliefs about sex, sexual identity, relationships and intimacy
- grant students the opportunities to develop life skills and a Christian moral framework that aims to enable them to make good use of that information. This will be underpinned by our Christian vision and values.
- develop our students' skills so that they make informed choices about their behaviour and feel confident and competent about acting on these choices
- develop our students' relationship skills that prepare them for the challenges of the teenage years
- provide opportunities to explore their own values and develop their own moral framework
- provide opportunities to understand and accept difference and diversity
- provide opportunities for students to develop an understanding of their own bodies
- give students the ability to know where to seek help and advice
- develop our students' high self-esteem, self-awareness and emotional health
- develop our students' awareness of the right they have over their own body
- develop our students' skills to be assertive
- develop our students' good communication skills
- develop our students' skills to make positive informed choices (that reduce risk)
- develop our students' ability to respect the right of others to hold opinions that differ from their own as long as these views do not impact on the rights of others.
- develop our students' ability to take responsibility for and accept the consequences of their own actions
- develop our students' knowledge to reduce the risks to their own and the health of others
- develop our students' ability to understand the risks to health and wellbeing associated with teenage conception

PRACTICE & GUIDANCE

The SRE Policy at BDA is based on the principle of SRE being lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

The academy accepts that students have the right to sex education, partly because it is a means by which they can protect themselves from abuse, exploitation, unintended pregnancies, STIs and HIV/AIDS. Sex and relationships education is taught throughout the academic year through assemblies, outside agency workshops and during allocated time within the school day (morning tutor time where appropriate).

SRE is an educational entitlement for children and should support our students in managing

puberty and adolescence and prepare them for an adult life in which they can:

- Be aware of and feel comfortable with their sexuality.
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self-esteem to value themselves and others.
- Behave responsibly within sexual and personal relationships.
- Communicate effectively.
- Have sufficient information and skills to protect themselves and their partner from unintended/unwanted conceptions and STIs including HIV.
- Neither exploit others nor be exploited.
- Access confidential advice and support
- Have awareness of a Christian perspective.

Effective SRE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing. Effective SRE is essential if young people are to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The law in relation to SRE states:

- The governing bodies of schools are required to keep an up to date SRE Policy that describes content and the organisation of SRE provided outside the national curriculum science order
- Parents/Carers have the right to withdraw their children from SRE lessons.
- The SRE programme must include (as a minimum) information about sexually transmitted infections (STIs) and HIV/AIDs. Further recommendations:
- The DCSF Sex and Relationships Guidance (0116/2000) suggests that schools should set sex and relationships education within a broader base of self esteem and responsibility for the consequences of one's actions.