

MANCHESTER ENTERPRISE ACADEMY

SEX AND RELATIONSHIP EDUCATION POLICY

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SEX AND RELATIONSHIP EDUCATION POLICY

1. Introduction

Manchester Enterprise Academy is committed to help ensure that the health, safety and well-being of all students and staff takes the highest priority. This care and commitment is particularly evident in our policy on Sex and Relationship education. We fully support the Every Child Matters legislation which is reflected in this policy. We will help to ensure that our students stay safe and healthy in their personal and family lives, as well as in school.

Statements from our Academy Vision:

'We recognise that personal relationships are important...'

'We will develop students' personalised learning, knowledge and skills.'

What is Sex and Relationship Education?

'It is lifelong learning about physical, moral and emotional development. It is about understanding 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 – that would be inappropriate teaching'¹

It has three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

We will adopt the National Healthy Schools Standard (NHSS), to help ensure that every element of our ethos and teaching is consistent with the formation of healthy students. In accordance with this, we will ensure that this policy and programme:

- Adopts a whole-school approach
- Involves parents and carers
- Listens and responds to students' views

This policy should be read in conjunction with the government response to the SRE review (October 2008) and will be reviewed to comply with the legislation that requires all pupils to receive SRE education from 2010

¹ DfES Sex and Relationship Education Policy, July 2000

2. Aims

Through a carefully developed programme of activities in several curriculum areas, using a variety of approaches, students at our Academy will develop their knowledge, understanding and skills which will empower them to:

- Make responsible and well-informed decisions about their lives
- Understand their spiritual, moral, cultural, physical and mental development
- Sensitively relate to a wide range of people and be able to empathise with and support them as necessary
- Have a sense of their own personal worth and that of others
- Communicate their feelings, aspirations and needs appropriately and sensitively
- Have an understanding of human reproduction and a clear awareness about the need for healthy lifestyle choices
- Have the self-confidence and skills to assert their own independence and choice, particularly with regard to peer pressure
- Appreciate the importance of stable, caring and loving relationships in promoting mental and emotional health
- Prepare for the opportunities, responsibilities and experience of adult life
- We will endeavour to involve young people in the designing of the SRE programme

3. Roles and responsibilities

The Governing Body

'The Governing Body, in consultation with parents will be able to develop policies which reflect parents' wishes and the community they serve'²

'All schools must have an up-to-date policy which is available for inspection and to parents'³

The Principal

The Principal is responsible for ensuring that this policy is fully implemented, that staff are appropriately prepared and sufficient resources available to ensure the effective delivery of all elements of this. While the overall responsibility for this policy rests with the Principal, the management and day-to-day implementation of this rests with the Vice Principal (Deep Learning).

² DfES Sex Education and Relationship Policy, 2000

³ As above

Staff

All staff in their daily engagement with other colleagues and with students will promote the personal, moral and social qualities helping to provide good role models which will enable students develop their own positive identities and personal qualities. Staff who teach in this important area must ensure that they prepare adequately to ensure all students appreciate and understand the messages delivered here. As an Academy we will aim to improve the skills and confidence of those delivering the Sex and Relationship Education Policy. In support of this aim, we will utilise the role of external contributors in delivery. We have a commitment to on-going training and support.

4. Related policies

- Personal, Social, Citizenship and Health Education (PSCHE) Scheme of Work
- Race Equality
- Gender Equality

5. Programme

This programme will be delivered within the Personal, Social Citizenship and Health Education (PSCHE) course, which is taught in every year group predominantly as part of the Personal Development Mornings. This programme describes what will be taught and when. The techniques and approaches used will be covered in schemes of work.

Principles:

- Teach about taking responsibility and the consequences of one's actions in relation to sexual activity and parenthood
- Involve young mothers and fathers as peer educators
- Give students a clear understanding of the arguments for delaying sexual activity and resisting pressure
- The programme will be fully inclusive, taking into account such factors as cultural, religious and the different intellectual abilities of students

Specific Issues to be covered within the programme:

- Puberty
- Menstruation
- Contraception
- Abortion
- Safer sex
- HIV / AIDS
- Sexually Transmitted Infections (STIs)

Sex education issues within the National Curriculum:

At the present time, this area of the National Curriculum is not mandatory for Academies. We feel that in this key area, our students will be provided with consistent messages, in line with other students.

Key stage 3:

- That fertilisation occurs in humans ...is the fusion of a male and female cell
- Physical and emotional changes that occur during adolescence
- The human reproductive system including menstruation and fertilisation
- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and viruses can affect health

Key stage 4:

- The way hormonal control occurs including the effects of sex hormones
- Medical use of some hormones, including the control and promotion of fertility
- The defence mechanisms of the body
- How sex is determined in humans

Learning strategies

These will be developed in greater detail in the schemes of work, but will include:

- Set and agree clear ground rules
- Use 'distancing techniques' such as role play
- Dealing with questions
- Use discussion and project learning
- Build in reflection periods

Staff Training

Staff contributing to the delivery of this policy are expected to work within an agreed academy values framework, which must be in line with current legislation. Some staff may need extra support and training to deal sensitively with some of the specific issues above. Training will begin to further support the leadership of SRE.

Working with parents/carers

Parents/carers are the child's first educators. We will work alongside these to support them. We will consult with parents/carers on the development of this policy.

Parents/carers have the right to withdraw their children from our sex and relationships education lessons, apart from the mandatory sections above in the National Curriculum and we will provide alternative education for students whose parents/carers do so. The DCSF have produced a pack of information for such parents/carers and their children.

Child Protection

Children cannot learn effectively if they are concerned or frightened about being abused or being the victim of violence. They have the right to expect schools to be safe and secure environments. If a member of staff feels that a child is being abused, then they must report that to the Academy's child protection officer, the Assistant Vice Principal (Deep Support) **Name to be inserted here when appointed.**

Personal Disclosure by a child

It should also be made clear to the student that confidentiality cannot be guaranteed before the student makes a personal disclosure.

If a child makes a personal disclosure, the teacher should talk to them about it before the end of the school day. The teacher may be able to discuss this with a colleague, provided the name of the student is not given. In all cases the Academy's child protection officer should be informed.

N.B. Child Protection procedures are outlined fully in the Academy Child Protection Policy which should be read in conjunction with this document.

Organisation of Sex & Relationships Programme

This will be developed by the academy and inserted below on completion

6. Involvement of external agencies

To deliver a programme of the very highest standards, we will invite into our Academy from time to time, experts and professionals in this area to give knowledge and advice to our students. We will endeavour to inform parents/carers in a timely manner, to ensure that they are aware of such visits. Examples of such parties include:

- Health professionals: Doctors and nurses
- Social workers
- Youth Workers
- Peer educators

7. Monitoring and review procedures

This policy and the programme will be monitored and reviewed on an annual basis by the Vice Principal (Deep Learning). This will take place in a number of ways: In discussion with the member of staff who is responsible for the programme, by inspection of the programme scheme of work and by observing a number of lessons over the course of the year. Any amendments to this policy will be communicated to parents in the Governors' Annual Report to Parents/Carers

8. References

Social Exclusion Report on Teenage Pregnancy, DfES June 1999
Working together to safeguard children, DfES and DOH, 1999
Sex and Relationships Education Policy, DfES, June 2000