



Manchester Academy

The best in everyone™

Part of United Learning

Sex and Relationships Education Policy

2015 – 2016

For Office Use Only

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Introduction

Manchester Academy (MA) is committed to the spiritual, moral and cultural development, alongside the protection of both physical and mental health of every child and young person.

The ethos of MA and its curriculum as well as the specific framework within which personal, social and health education is taught is geared to this goal.

Staff at Manchester Academy strive to develop *'the best in everyone'* and this is evident across the school.

What is Sex and Relationship Education?

Sex and Relationship Education (SRE) is taught through a combination of Science, Religious Education and Personal, Social and Health Education.

The school is positive about using health professionals to enhance its sex education programme.

Students also receive information, advice and guidance from the onsite School Health Advisor.

SRE is taught at MA at Key Stages 3 and 4, within the context of learning about physical, moral and emotional development. Its purpose is to give our students the skills and knowledge that they will need in order to make responsible decisions about their life, to learn to respect themselves and others.

It is about understanding and appreciating the importance of marriage and stable and loving relationships for family life, respect, love and care.

SRE also involves the teaching of reproduction and sexual health. It is not about the promotion of sexual activity.

AIMS and Objectives

The key aims of SRE are to address attitudes, values, personal and social skills and knowledge and understanding.

Through a carefully developed programme of activities in specific curriculum areas, using a variety of approaches, students at MA will develop knowledge, understanding and skills empowering them to prevent and challenge prejudice based on gender, sexuality or other grounds and promote respect and acceptance of others.

SRE will enable them to recognise how their own behaviour could inappropriately create pressures on others and to avoid doing so. At the appropriate ages, this should include proper teaching of consent, both legally and morally. It ensures that no young person is stigmatised on the grounds of their own family background or circumstance.

SRE does not encourage early sexual experimentation, but enables understanding of the reasons for delaying sexual activity and the benefits of this.

Within this context, it ensures that young people have an understanding of the risks of sexually transmitted infections.



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It sets out to reduce the incidence of unwanted pregnancy and ensures that young people are able to discuss and develop understanding of abortion in an appropriate way that does not influence decision making.

SRE respects the religious and ethical beliefs of students and their parents; and parents may exercise the right to withdraw their child from part or all of SRE except in relation to the requirements to teach human reproduction in biology.

Parents/carers need to inform the school in writing at the start of the school year, if they chose to do so. We will provide alternative education for these students, sensitively to minimise any disruption to the child's education.

Roles and Responsibilities

Manchester Academy staff are trained to the highest standards to facilitate learning in this important area. We are committed to providing appropriate and sufficient resources to ensure the effective delivery of all elements of the SRE policy.

This may involve bringing in external specialists whose expertise can support sex and relationship education. We work closely with health professionals studying at Manchester Metropolitan University and in the NHS.

Partnership working utilises both theory and evidence based to ensure students have a clear awareness about the need for healthy lifestyle choices.

The curriculum is geared towards promoting family values and encourages young people to talk about their feelings and emotions.

PSHE and RE lessons are given which aim to give students a clear understanding of the arguments for delaying sexual activity and resisting pressure.

At the present time, this area of the National Curriculum is not mandatory for Academies. However, Manchester Academy believes that in this area, students should receive messages consistent with those given to others nationally.

The programme will be fully inclusive, taking into account such factors as cultural, religious and the different intellectual abilities of students.

SRE within the Curriculum at Key Stage 3

- The main themes include physical and emotional change in puberty.
- The reproductive cycle and the biological aspects of the human life cycle.
- How behaviour and health can be affected by diet, drugs and disease.
- Examining how knowledge and understanding of science informs personal and collective decisions.
- Understanding the similarities, differences and diversity among people of different race, culture, gender and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities.



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SRE within the Curriculum at Key Stage 4

- Love and marriage and the value of friendship and importance of family life.
- Developing good and healthy relationships and respecting the differences between people. Looking at characteristics of positive relationships and awareness of exploitation in relationships
- Media images of success / celebrating different body images
- Developing a healthier and safer lifestyle, recognising how to reduce risk and minimise harm in risky situations.
- Conception.
- Abortion.
- HIV / AIDS / Sexually Transmitted Diseases.
- Promoting awareness of statutory and voluntary organisations that support individuals and families in crisis.

Please Note

Manchester Academy as part of United Learning is committed to ensuring that the application of this policy statement is non-discriminatory in line with the *UK Equality Act (2010)*. Further details are available in the *Manchester Academy Equal Opportunities* policy.

This document is available to interested parties and should be read in conjunction with *Behaviour, Safeguarding Policy, Equal Opportunities and Teaching and Learning Policy*.

