



THE EAST MANCHESTER ACADEMY

SEX AND RELATIONSHIP EDUCATION

Policy Name: Sex and Relationship Education

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This policy takes full account of the Academy's legal obligations and reflects the national aims and priorities included in the DfES Sex and Relationship guidance 0116/2000, Ofsted (2002) Sex and Relationships Education in Schools, QCA Guidance 2007 and Review of SRE in Schools 2008 (ESG). This policy complies with the recent government legislation that requires all pupils to receive SRE from 2010.

Specifically related Academy policies include Equal Opportunities, PSHCE and Safeguarding Children.

Summary

This SRE policy is inclusive and reflects the Academy's ethos and legal, ethical and moral responsibilities to pupils in its care. The Academy will implement an up-to-date, age-appropriate and progressive programme of study for SRE, which reflects current DCSF and QCA guidance and which is sensitive and responsive to the needs of pupils and contemporary issues. It will ensure staff have access to appropriate training opportunities for purpose of good quality SRE provision. Discrete and appropriate assessment, quality assurance and evaluation mechanisms will ensure effective SRE delivery.

The Academy will provide a full copy of the Sex and Relationship policy to any Parent / Carer on request, and it will be made available on the Academy website. A summary version will appear in the prospectus.

Introduction

The East Manchester Academy is committed to ensuring a high priority for the health, safety and well-being of all pupils and staff.

Sex and Relationship Education at the Academy will be taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. It will be taught by members of staff who are experienced, willing and have been specifically trained in this aspect of education. SRE has three main elements: attitudes and values; personal and social skills and knowledge and understanding.

Sex and Relationship Education is crucial in preparing our learners to be responsible citizens. In order to deliver high quality sex and relationship education, we need to be sensitive in delivery and pay due regard to the moral, legal, religious and cultural considerations which are involved.

SRE at The East Manchester Academy is taught within the context of Personal Well-being Education, and is taught explicitly through our PSHCE programme, as well as implicitly throughout areas of the national curriculum, such as Science, PE and RE. Each subject area has a responsibility to contribute to the personal well-being of all our learners in order that they can make informed decisions regarding sex and relationships.

The East Manchester Academy recognizes that effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships and make informed choices and decisions about their health and well-being. The Academy also recognizes that delivery of good SRE is crucial in keeping young people safe and healthy as well as helping to bring down teenage pregnancy rates.

Pupils will be given opportunities to;

- communicate a point of view clearly and appropriately and listen to the views of others,
- make sensible choices about what to do in particular situations,
- manage relationships with friends confidently and effectively,
- act responsibly as an individual and as a member of a group.

Rationale

The Academy recognizes that pupils;

- require knowledge and skills appropriate to their level of maturity and developmental needs,
- need opportunities to express themselves within a trusted and safe environment,
- need opportunities to articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Central to the SRE programme is the growth of self-esteem and taking responsibility for oneself and one's actions. The development of pupils' self-esteem is essential to an effective health education programme. Central to our ethos is to ensure all young pupils feel positive and good about themselves, so that they are more likely to take care of themselves, think positively of other people, and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

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.

The Guidance(DfEE 2002) suggests that SRE in **secondary schools** should prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- be aware of their sexuality and understand human sexuality
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- understand the consequences of their actions and behave responsibly within relationships
- have the confidence and self-esteem to value themselves and others, and to have respect for individual conscience and the skills to judge what kind of relationships they want
- communicate effectively
- have sufficient information and skills to protect themselves and, where they have one, their partner, from unintended and unwanted conceptions, and sexually transmitted infections, including HIV
- avoid being exploited or exploiting others
- avoid being pressurised into having unwanted or unprotected sex
- get confidential sexual health advice, support and, if necessary, treatment
- know how the law applies to sexual relationships

Our Objectives for SRE are to:

- generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured
- enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making
- enable pupils to understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision-makers

- enable pupils to develop the ability to form positive, non-exploitative relationships
- enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others
- enable pupils to understand the process of human reproduction,
- emphasise the role and the value of family life
- enable pupils to know what is and what is not legal in matters relating to sexual activity
- inform pupils of where they can go for further information and advice

Values promoted within the SRE curriculum include:

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others
- to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour
- to recognise and accept the differences of others.'

Learning and Teaching

Teaching

For effective SRE teaching, experienced and specialist staff, using a wide range of resources and teaching styles, including distancing techniques, etc, will create a climate that encourages pupils to express their views and feelings and to respect the views of others, with clearly established boundaries for both courtesy and confidentiality. Opportunities will be given to encourage pupils to reflect on and assimilate their learning. Teachers will set clear parameters of what is appropriate and inappropriate within a whole class setting. Throughout the year, the Academy will actively seek pupils' views of the SRE programme

The Academy will ensure that values relevant to education about sex and relationships are consistently adhered to within the school so that, for example, homophobic and transphobic attitudes do not go unchallenged.

Confidentiality

At the Academy, it will be made sufficiently clear to pupils that, although most information can be kept confidential, some may need to be passed on in the young person's best interests. From the outset, it will be made clear to pupils what will be done with the information and who will have access to it. The classroom is a public place and confidentiality cannot be maintained. 'Ground rules' for sex and relationships education lessons should be negotiated with students well in advance, including the key rule 'no-one will be expected to ask or answer any personal questions'. Situations and issues should be discussed using 'distancing' techniques of role play and hypothetical but authentic scenarios.

Specific Issues to be covered within the SRE programme will include:

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

Learning Outcomes:

By the end of Key Stage 3 pupils will be able to:

- manage changing relationships
- recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- ask for help and support
- explain the relationship between their self-esteem and how they see themselves
- develop skills of assertiveness in order to resist peer pressure and stereotyping
- see the complexity of moral, social and cultural issues and be able to form a view of their own
- develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- be tolerant of the diversity of personal, social and sexual preference in relationships

- develop empathy with the core values of family life in all its variety of forms
- recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively

Pupils will know and understand:

- that fertilisation in humans is the fusion of a male and a female cell
- the physical and emotional changes that take place during adolescence
- about the human reproductive system, including the menstrual cycle and fertilisation
- how the foetus develops in the uterus
- how the growth and reproduction of bacteria and the replication of viruses can affect health
- how the media influence understanding and attitudes towards sexual health
- how good relationships can promote mental well-being
- the law relating to sexual behaviour of young people
- the sources of advice and support
- about when and where to get help, such as at a genito-urinary medicine clinic

Pupils will have considered:

- the benefits of sexual behaviour within a committed relationship
- how they see themselves affects their self-confidence and behaviour
- the importance of respecting difference in relation to gender and sexuality
- how it feels to be different and be discriminated against
- issues such as the costs of early sexual activity
- the unacceptability of prejudice and homophobic bullying
- what rights and responsibility mean in relationships.

By the end of Key Stage 4 pupils will be able to:

- recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- manage emotions associated with changing relationships with parents and friends

- see both sides of an argument and express and justify a personal opinion
- have the determination to stand up for their beliefs and values
- make informed choices about the pattern of their lifestyle which promote well-being
- have the confidence to assert themselves and challenge offending behaviour
- develop qualities of empathy and ability to respond emotionally to the range and depth of feelings within close relationships
- work co-operatively with a range of people who are different from themselves.

Pupils will know and understand:

- the way in which hormonal control occurs, including the effects of the sex hormones
some medical uses of hormones including the control and promotion of fertility
- the defence mechanisms of the body
- how sex is determined in humans
- how HIV and other sexually transmitted infections affect the body
- the link between eating disorders and self-image and sexual identity
- the risks of early sexual activity and the link with the use of alcohol
- how the different forms of contraception work and where to get advice
- the role of statutory and voluntary organisations
- the law in relation to sexual activity for young people and adults
- how their own identity is influenced by both their personal values and those of their family and society
- how to respond appropriately within a range of social relationships
- how to access the statutory and voluntary agencies which support relationships in crisis
- the qualities of good parenting and its value to family life
- the benefits of marriage or a stable partnership in bringing up children
- the way different forms of relationship including marriage depend for their success on maturity and commitment

Pupils will have considered:

- their developing sense of sexual identity and feel confident and comfortable with it
- how personal, family and social values influence behaviour

- the arguments around moral issues such as abortion; contraception and the age of consent
- the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others

Assessing, monitoring, evaluating and reviewing SRE

SRE will be assessed in accordance with the School's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of SRE will:

- Be planned from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Involve pupils in discussion about learning objectives and desired outcomes
- Include pupils as partners in the assessment process e.g through self-assessment and peer-assessment
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement.

The Academy will set out clearly what it is proposed pupils should have learned by the end of each key stage, and implement effective SRE assessment processes to improve learning and monitor changes in attitudes.

Roles and Responsibilities

The Governing Body is required to have a written statement of the policy available to parents /carers.

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.

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

All staff, in their daily engagement with other colleagues and with pupils, will promote the personal, moral and social qualities helping to provide good role models which will enable pupils develop their own positive identities and personal qualities. Staff who teach in this important area must ensure that they prepare adequately to ensure all pupils appreciate and understand the messages delivered here. We will utilise the role of external contributors to enhance delivery.

The views of parents /carers need to be borne in mind when developing the SRE policy, and parents /carers are invited to comment on the extent to which this policy reflects their wishes and the culture of the community served by the Academy.

Parent / Carers Rights

Parents/Carers have the right to withdraw their children from all or part of any sex education provided, apart from the mandatory sections involving the biological aspects of human growth and reproduction under National Curriculum Science. The East Manchester Academy would expect to be notified in writing of any intent to exercise this right, and would wish to discuss such a withdrawal on an individual basis. We will provide alternative education for pupils whose parents/carers do so. The DCSF have produced a pack of information for such parents/carers and their children. The Academy will provide a safe and secure place for any learner withdrawn from such lessons

Support from external agencies for planning and teaching

The Academy will access support from a wide range of individuals and agencies when planning and teaching SRE. Nurses, general practitioners, health promotion units, LA staff, theatre-in-education teams, youth workers and peer-education teams etc. The involvement of these external agencies can give the pupils access to a wealth of experience and expertise, new resources and different approaches to learning. It is essential to ensure that at all times a teacher is present when an external contributor is working with pupils, especially since some contributors may only visits schools infrequently and may not have been checked by the Criminal Records Bureau.

External contributors will lend expertise and a partnership dimension to the SRE Programme. Input from external contributors and the Academy's SRE programme of study will be regularly evaluated by pupils and staff.

The Academy will also engage in positive sexual health promotion, including national and local events, which are significant for SRE (e.g. World Aids Day, Breast and Testicular Awareness campaigns). There will be signposting and information on Services within the Academy.

Child Protection and Confidentiality

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst children and young people have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the Academy's Senior member of staff with designated responsibility for Child Protection. The Designated person will then, in line with the Academy's Child Protection policy and the Manchester Safeguarding Children Board's guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

General advice to teachers

Disclosures may take place at an inappropriate place or time. If this happens, the teacher should talk again with the pupil before the end of the Academy day. The teacher should be able to discuss the issue with an appropriate colleague whilst retaining the anonymity of the pupil.

Teachers do not have to break a confidence if in their professional judgement it is in the best interests of the pupil. They are not legally bound to inform parents, Principal, of any disclosure, unless the Principal has asked them to do so. Teachers should only break confidentiality if they believe that a pupil is at risk of physical, emotional or sexual abuse. In such cases, the member of staff responsible for child protection issues should be contacted and the Academy's procedure followed.

In the rare circumstances that confidentiality is broken, the pupil should be informed first of why and how confidentiality is broken and then supported through the ensuing process. Pupils should not be asked to repeat a distressing disclosure to several people unnecessarily

If a young person discloses a sexual activity, or intention, the teacher is to:

- ensure any child protection issues are addressed and follow the Academy's child protection guidelines accordingly

- encourage and support the young person to talk with their parents/carers
- reassure them that if confidentiality is broken the young person will be informed first
- maintain confidentiality if it is in the best interests of the pupil
- ensure the pupil has been adequately counselled and informed about contraception, including precise information about where they can access contraception and advice services
- refer them to a health professional for confidential advice

Monitoring, Evaluation and Review

This policy and the programme will be monitored and reviewed on an annual basis by the named Vice Principal. This will take place in a number of ways: In discussion with the member of staff who is responsible for the programme, through Performance Management, 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

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

Adopted by the TEMA On

Chair of Academies Trust Board

Principal

Review date

Appendix - The SRE Policy and Personal Well Being (QCA 2007)

Personal well-being helps young people to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities young people recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make a positive contribution to their family, school and communities. As young people learn to recognise, develop and communicate their qualities, skills and attitudes they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps young people explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions. Learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal well-being, therefore, makes a major contribution to the promotion of personal development.

Personal Well-Being

This non-statutory programme of study for personal well-being is designed to update and complement the existing non-statutory framework for personal, social and health education. The content of this new programme of study is based on the first four outcomes of Every Child Matters and on the Department for Education and Skills guidance on sex and relationships education. Most aspects of the content are non-statutory; however, sex and relationships education (SRE) is a statutory element of the curriculum at key stages 3 and 4. The presentation and headings of this programme of study follow the format of the programmes of study for other subjects, to support cross-curricular planning. Personal well-being addresses the requirements of the core theme of personal, social and health education within the National Healthy Schools programme. This is essential for achieving National

Healthy school status. Well-planned learning in personal well-being programmes can help schools fulfil new requirements to promote the well-being of learners (**Education and Inspections Bill 2006**).

Personal Development

Personal well-being makes a significant contribution to young people's personal and character. There are a number of key concepts that underpin the study of personal well-being, learners need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding. These are provided to help learners understand and think critically about issues as they learn in personal well-being. They are not intended to provide an exhaustive list of every concept addressed in personal well-being. The same concepts can be used at all key stages to help common understanding of personal well-being and aid progression.

Personal Identities

Understanding personal identities and the factors that contribute to them is essential to accepting and valuing who we are. It is also an important factor in developing confidence and self-esteem and being able to make the most of attributes and abilities and celebrate achievements. There are strong links with citizenship education. By exploring personal identities in personal well-being young people are better able to address the citizenship concept of identities and diversity which requires understanding to be further developed in a local, national and global context. This links with the concept of diversity as identities in a pluralistic society are explored, and contributes to the Every Child Matters outcomes enjoy and achieve and make a positive contribution.

- Understanding that identity is affected by a range of factors including a positive sense of self.
- Learning that how personal qualities and attitudes, skills and achievements are evaluated affects confidence and self-esteem.
- Understanding that self-esteem can change with personal circumstances such as those associated with family and friendships, achievements and employment.

Healthy Lifestyles

Staying healthy is affected by physical, mental, emotional, social, environmental and economic circumstances. Learners will learn about the need to make informed decisions about behaviours and consider the short- and long-term consequences of their actions on themselves and others. This concept links with the concept of healthy, active lifestyles in physical education and contributes to the Every Child Matters outcome be healthy. It contributes to the National Healthy Schools theme of emotional health and well-being. This includes:

- recognising that healthy lifestyles, and the well-being of self and others, are dependent on information and making choices

- understanding that physical, mental, sexual and emotional health affects our ability to lead fulfilling lives and that there is help and support available when it is threatened
- being aware that growth and change are a normal part of growing up

Risk

Risk is an important part of everyday life. Having the confidence to take risks is essential to enjoying and achieving in learning and life. However, the ability to recognise, assess and manage risk is essential to physical safety and mental and emotional well-being. The concept of risk is also relevant to financial capability, enterprise and career choices so links should be made to learning for economic well-being. The concept of risk is closely linked with that of healthy lifestyles and contributes to the Every Child Matters outcomes stay safe and achieve economic well-being.

- understanding risk in both positive and negative terms and understanding that individuals need to manage risk to self and others in a range of situations
- appreciating that pressure can be used positively or negatively to influence others in risky situations
- developing the confidence to try new ideas and face challenges safely, individually and in groups

Relationships

The ability to develop relationships with a wide range of people is essential to being healthy, staying safe, enjoying and achieving, being able to make a positive contribution and to achieving economic well being. The concept of relationships links with all the other concepts and is a constant theme through all of personal well-being. It contributes to all five Every Child Matters outcomes. This includes:

- Understanding that all our relationships affect everything we do in our lives and that relationship skills have to be learnt and practised
- Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to different groups, teams and communities is important
- Understanding that relationships can cause strong feelings and emotions

Feelings and Emotions

The National Healthy Schools Programme (emotional health and well-being theme) requires that 'the school has clear, planned opportunities for learners to understand and explore feelings using appropriate learning and teaching styles'.

Diversity

This concept links with both personal identities and relationships. When considering personal attitudes and behaviours towards diversity it is important to identify similarities as well as differences between people. Learning to empathise with others helps people accommodate difference in their lives and accept their responsibility to challenge prejudice and discrimination wherever it is encountered. With other concepts in personal well-being, the concept of diversity contributes to the Every Child Matters outcome make a positive contribution. Links should be made with the concept of identities and diversity in citizenship education and with learning in religious education. This includes:

- appreciating that there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation
- understanding that prejudice, racism and discrimination must be challenged at every level in our lives

Key Processes

These all support the development of personal, learning and thinking skills (PLTS) by providing a context for young people to become independent learners, creative thinkers, reflective learners, team workers, self-managers and effective participators. These are the essential skills and processes in personal wellbeing that learners need to learn to make progress.

Critical Reflection

Involves asking probing questions such as 'how do I know that the information is accurate?', 'what does it tell me about choices I should make?', 'how could I behave differently?', 'what is the impact of my behaviour on others?' etc. Critical reflection particularly supports the development of PLTS areas of independent enquirers, creative thinkers and reflective learners. Links should be made with the process of critical thinking and enquiry in citizenship.

Learners should be able to:

- reflect critically on their own and others' values
- reflect on personal strengths and achievements and areas for development
- recognise how others see them and give and receive feedback
- identify strategies for meeting personal targets and reflect on their effectiveness
- reflect on feelings and identify positive ways of managing strong emotions and behaviour

Values

There are many complex and often conflicting values in society and the exploration of these and clarification of personal values is an important part of personal well-being.

At The East Manchester Academy, we will create a **culture**, rich in rights and values, to nurture and develop confident and independent learners so that they achieve the best that they can. This culture will challenge learners to:

- be fair-minded and just
- listen to and respect the views of others and practice reconciliation
- find their own convictions and commitments
- exercise friendship
- offer service to their community
- endeavour to see the needs of others as their own
- recognise and respect the faith of every human being
- reduce discrimination
- help truth prevail and work for a better world

Decision Making and Managing Risk

This involves finding and using accurate information, weighing up the options and identifying risks and consequences of each of them in order to make an informed choice. These skills can be applied to most situations including those that involve issues relating to health, personal safety, relationships, leisure and learning opportunities. This is particularly important when learning is taking place outside the classroom. Decision making and managing risk particularly support the development of PLTS areas of independent enquirers, self managers and effective participators.

Learners should be able to:

- use knowledge and understanding to make informed choices about safety, health and well-being
- find information and support from a variety of sources
- assess and manage the element of risk in personal choices and situations
- use strategies for resisting unhelpful peer influence and pressure
- know when and how to get help

Developing Relationships and Working With Others

Personal learning and thinking skills including communication skills are central to developing good relationships. The ability to actively listen, to empathise and understand the consequences of aggressive, passive and assertive behaviour in relationships is important for personal and social development, and for challenging inappropriate behaviour safely. Developing relationships and working with others particularly support the development of active citizenship. Links should be made with citizenship processes of advocacy and representation.

Learners should be able to:

- build and maintain a range of positive relationships
- negotiate within relationships, recognising that actions have consequences
- use skills of communication, negotiation, assertiveness and empathy
- value differences between people and demonstrate empathy and a willingness to learn about people different from themselves
- challenge prejudice and discrimination assertively

Range and Content

The range and content of personal well-being education will underpin our curriculum as well as our PSHCE scheme of learning. We will use national and local statistics to help our planning and to inform priorities and learning activities by making issues real to young people in a local area. We will also implement the social and emotional aspects of learning (SEAL) programme. This will provide a framework and some resources to help deliver social and emotional skills within the personal well-being curriculum.

The study of personal well-being should include:

- examples of conflicting values encountered in society and the clarification of personal values
- the knowledge and skills needed for setting realistic targets and personal goals
- physical and emotional change and puberty
- sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted
- infections and HIV and how high-risk behaviours affect the health and well-being of individuals, families and communities
- facts and laws about drug, alcohol, and tobacco use and misuse and the personal and social consequences of misuse for themselves and others

- how a balance in diet and making choices for being healthy contributes to personal well-being, and the importance of balance between work, leisure and exercise ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations
- a knowledge of basic first aid
- the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement
- different types of relationships, including those within families, between older and young people, boys and girls, people of the same sex including civil partnerships
- the nature and importance of marriage and of stable relationships for family life and bringing up children
- the roles and responsibilities of parents and carers
- the similarities, differences and diversity among people of different races, cultures, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities

Range and Content Of Personal Well-Being Education

We will prepare schemes of learning for all aspects of Personal Well-being Education, both within our Citizenship and PSHCE programmes, as well as within the national curriculum subjects. As we develop our schemes of learning we will ensure that we refer to national and local data to make the information relevant for our learners. We will also seek the support and guidance from experts in these areas, both locally and nationally.

Sexual Activity

When planning learning in relation to sexual activity we will consider national and local data on sexually transmitted infections, teenage pregnancies etc.

High-Risk Behaviours

This includes risks associated with early sexual activity and link with work on drug use and misuse. We will links with potential for work in citizenship on impact of HIV/AIDS on whole communities/countries.

Drug, Alcohol and Tobacco Use and Misuse

This should include medicines, alcohol, tobacco, volatile substances and illegal drugs.

Diet

When learning about diet, we will links with initiatives such as Food in schools and to the National Healthy Schools Programme theme of healthy eating.

Balance Between Work, Leisure and Exercise

When teaching about the balance between work, leisure and exercise links should be made with PE and the School Sport . We will develop extensive and practical links with the range of community sport and leisure facilities within our vicinity – young community entitlement for life long learning and healthy lifestyles.

Emergency and Risky Situations

We will liaise with organisations such as the Red Cross, Safe in the City and St John's Ambulance Brigade who will provide information about first aid and dealing with emergency and risky situations.

Relationships

Relationships include features of friendships and dealing with breakdown in friendships. In discussing positive relationships the negative aspects of some relationships, including use of violence and other forms of abuse, may arise and should be addressed.

Impact of Prejudice, Bullying, Discrimination and Racism

When learning about the impact of prejudice, discrimination and racism links should be made with the school's anti-bullying policy including the importance of challenging homophobic bullying, compliance with the Race Relations Amendment Act and the requirement for schools to respond to community/social cohesion. The Academy pupils, staff, parents and governing body will be involved in the further development of the whole school Anti-Bullying policy. Links will also be made with work in Citizenship and across all other subjects

Curriculum Opportunities

During the key stage learners should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for learners to:

- make real choices and decisions based on accurate information obtained through their own research using a range of sources, including the internet, other media sources and visits/visitors to and from the wider community
- meet and work with people from the wider community both in school and through external visits, for example community health professionals and drug advisers

- use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
- take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them
- work as members of groups and teams, taking on different roles and responsibilities
- evaluate their own personal development and learning, set realistic targets and goals for future life choices and develop strategies for meeting them as part of the school's response to personalized learning
- identify sources of help and support and take responsibility for providing accurate information to others
- make links between personal, social and health education and work in other subjects and areas of the curriculum and out-of-school activities

Consultation on the Development of the Academy Policy on Personal Well-Being

The East Manchester Academy takes seriously our responsibility to involve pupil voice in the development of any policy focusing on personal well-being. During the academic year 2010-2011, we will work collaboratively with representatives from pupils, staff, parents and governing body to ensure that there is ownership of our policy, and that it supports the implementation of the DCSF guidance as well as the mission, values and aims of the Academy.