



Catch22 Independent School Policy

Relationships and Sex Education Policy

Catch22 Include School Norfolk

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This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Jamie Nielsen Headteacher
Queries to:	Jamie Nielsen Headteacher
Date created:	July 2020
Date of last review:	August 2025
Date of next review:	August 2027
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All school based staff

Catch 22 Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments • Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. • Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development	✓ ✓
Relationships beat structures • Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	✓

Things about you, built with you, are for you • Understand pupils' unique needs and help them overcome their barriers to learning • Engage pupils with a broad and rich curriculum so they can realise their ambitions • Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve. Unleash Greatness • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training and employment Let robots be robots and humans be human • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline. Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.	✓ ✓ ✓ ✓ Articles 2, 5, 12, 13, 28, 29, 34
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1. What is the policy about?

Catch 22 believe that relationship and sex education makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. It is an integral part of the PSHE/Citizenship programme under the umbrella of the Healthy Schools Scheme.

The aims of relationships and sex education (RSE) Catch22 Include School Norfolk are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Who does this policy apply to?

This policy is the proprietors, commissioners, local authorities, headteachers, teaching staff, parents carers and pupils

3. Policy requirements

This policy adheres to the statutory guidance from the Department for Education (DfE) as published in section 403 of the Education Act 1996. In addition, we must provide relationships and sex education to all pupils as per section 34 of the [Children and Social work act 2017](#).

Policy development.

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – C22 SLT, in discussion with learning leads and CLLs reviewed guidance and requirements
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with the board and ratified

Curriculum and delivery

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online from potentially untrustworthy sources.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in humanities/religious education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe

Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them.

For details of our RSE curriculum, please see appendices.

Withdrawal

Parents do not have the right to withdraw their children from relationships education or from statutory science curriculum covering aspects of sex education.

Parents do have the right to withdraw their children from the non-statutory (science) components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action. A copy of withdrawal requests will be placed in the pupil's educational record.

Alternative work will be given to pupils who are withdrawn from sex education.

Assessment

Pupils will be assessed by our usual internal assessment systems.

Implementing and monitoring

The LGB/board have approved this policy and will hold the headteacher to account for its implementation.

The headteacher will manage parental requests for withdrawal and ensure that RSE is delivered effectively and sensitively.

Delivery staff are responsible for

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

The staff who deliver RSE at this school are:

- Thomas Anderson & Karen Green (Norwich)
- Andrew Johnson (Great Yarmouth)
- Maddison Proffit (Kings Lynn)

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Coverage of the RSE curriculum will be recorded and monitored on Gridmaker (tracking system) and pupil's progress with their learning and their engagement will be by our internal assessment system.

Delivery will be monitored by Jamie Nielsen through a selection of learning walks and lesson observations.

The policy will be reviewed annually by C22 SLT, headteachers and delivery staff then ratified by the proprietor.

4. Definitions

RSE (relationships and sex education) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing knowledge and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Related policies

Safeguarding policy

KCSIE

Equality and diversity policy

Equality Act 2010 (advice for schools)

PSHE policy

Curriculum policy

SMSC policy

6. Appendices

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Autumn	<u>Health & Wellbeing</u>	
		What do we mean by a healthy lifestyle? Health Introduction How can I keep healthy? Food groups, diet and nutrition. Eating responsibly- food labels and health hazards. Healthy Living- exercise and keeping active. Not eating healthily- what are the consequences? What is the big deal about energy drinks? The dangers of cigarettes and alcohol (2hours) Puberty- what happens, when and why? Periods- what happens, when and why? FGM- what is this and why is it so dangerous? Introduction to mental health issues- depression focus. What are drugs? Why are they dangerous? (Class A, B and C) How can we manage our anger?	
	Spring	<u>Relationships (RSE)</u>	
		Keeping good friendships and avoiding toxic ones. Family relationships- the different types and why we don't always get along. Love and Relationships- falling in love and dealing with new feelings. Bullying or banter? Why do people bully others and how can we help to stop this? What is cyberbullying? Why do people bully online? How do we keep safe and positive relationships? (on and off-line)? What is my personal identity and why is diversity important? Extremism- why does radicalization happen and how does it challenge our values?	Internet research Visuals such as film content and television dramas.
	Summer	<u>Living in the Wider World</u>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		Being an aspirational student. The importance of self-esteem. How can we budget our money? How can I create a personal budgeting plan? (2xhours) What are savings, loans and interest? What are the different types of financial transactions? What are the different types of financial products? How can we shop ethically? What are wants and needs and why do we need to know the difference? How can we enjoy social media and keep our accounts safe and private? What is stereotyping and prejudice? Racism focus. How can we be resilient and face challenges?	www.moneymakesense.co.uk Visuals- video and film content. Internet research
Year 10	Autumn	<u>Health & Wellbeing</u>	
		How can we manage our time effectively to help us succeed? Can tattoos and piercings be dangerous? Why do some people commit suicide? How can we manage grief and bereavement? How can we manage social anxiety? Why do some people become homeless and why is homelessness on the increase? What are hate crimes and why do these still happen? What is binge drinking, what are the risks and why do people still do it? Study Skills- the power of mind and memory. Social Media and Self Esteem. Internet safety- the dangers of excessive screen time. How can we take steps to live more sustainably? (Carbon Footprint)	
	Spring	<u>Relationships (RSE)</u>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		Same sex relationships (LGBT+) What are forced and arranged marriages and what do we need to know? Gender and Trans Identity LGBT+ How can we manage conflict successfully? Why do sexism, gender prejudice and stereotypes still exist? What is community cohesion and why is this important? (British Values) Revenge Porn- what is this and how can we prevent ourselves from being victims? Do we have healthy or unhealthy relationships with our role models? Harassment and stalking- what are these things and what does the law say about it? Parenting- the different types and styles and looking after a child.	
	Summer	<u>Living in the Wider World</u>	
		What is Fake News and why do we need critical thinking skills? (2 hours) What is anti-social behaviour and how does this affect communities? How can we successfully prepare for work experience? What rights and responsibilities do we have in the workplace? What is money laundering and why are some students taken in by this crime? What are employers looking for in CV's? British Values- how does the criminal justice system work? What is overt and covert racism and why are people still prejudiced? Why do some religious people become terrorists? Why pursue a career in the STEM industry? How do we choose a career that suits our personality, ambitions and qualifications? Crime, Gangs and County Lines (2 hours) Why do we still need an International Women's Day?	
Year 11	Autumn	<u>Relationships</u>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		Bullying- Body Shaming. Relationship Break-Ups. What is 'Good Sex'? Why is it essential we know about consent, rape and sexual abuse? How can we make ourselves and other people feel more positive and why is happiness important? Relationship types and sexuality. What is Chem Sex and what do we mean when we talk about safe sex?	
	Spring	<u>Living In The Wider World</u>	
		GCSE Revision and Study Skills. Applying to College and University. Independent Living. Internet Safety- the Dark Web. How is plastic pollution destroying our environment? How can we protect animal rights and aid sustainability? How can trade unions protect our rights at work? What is cyber-crime? How can we successfully prepare for a job interview? Globalization- how does this affect us? What is multi-culturalism? What is right-wing extremism? Why is health and safety at work so important?	
	Summer	<u>Health & Wellbeing</u>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		Why is PSHE so important? Risk Taking. Gambling and online gaming. Perseverance and procrastination. Privilege- How does this affect us all? Why do we need sleep and how does sleep deprivation affect us? Why is our digital footprint important? How can we celebrate diversity and our identities? What is body positivity and why is this controversial? (obesity issues) Personal safety in the Wider World. Fertility and reproductive health issues (2 hours). First Aid- CPR	

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Notes from discussions with parents and agreed actions moving forward regarding arrangements for withdrawal during the sex ed lessons

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Relationships and Sex Education Policy
EIA completed by:	Head of quality of education
Date of assessment:	28 July 2020
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes
This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?	☐	☒	☐	
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	
Religion and belief	☐	☒	☐	

Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?				
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	

3. More information/notes

Please add any links to key documents or websites to evidence or give further detail on any impacts identified.