Catch22 MAT Academy Policy
Relationships and Sex Education Policy
The Fen Rivers Academy Academy

Contents

This policy will be reviewed annually.

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

Policy Owner:	Headteacher
Queries to:	Headteacher
Date created:	July 2020
Date of last review:	July 2023
Date of next review:	July 2024
Catch22 group, entity, hub:	Catch22 Education and MAT
4Policies level (all staff or managers only)	All school based staff

Catch 22 MAT and 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	X
□ 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.	X
□ Instil belief in pupils so they can progress and succeed in education, training and employment	X
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.	X
□ 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

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) at The Fen Rivers Academy 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 for LGB, trustees, commissioners, local authorities, Headteacher, 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 within our Primary School curriculum and 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 are given the proposed policy in advance and offered the opportunity to given any feedback they may wish.

4.   Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with the trustees and LGB 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 and religious education (RE).

At primary, sex education is not compulsory and we do not deliver sex education outside what is in the Science curriculum which covers factual information on reproduction and puberty. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

> Families and people who care for me
> Caring friendships
> Respectful relationships
> Online relationships
> Being safe

At secondary, 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.

At secondary school age, 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 class teachers and additional inventions (and thoughts, worries, feelings) with advocate staff – including pre-planned conversations with parents and never ad hoc.

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 Mr Thompson, Curriculum Lead, through regular observations and evidence in PSHE books.

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

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
9	SEPT-JULY	**R32.** the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health'). **R33.** the risks related to unprotected sex **R34.** the consequences of unintended pregnancy, sources of support and the options available. **R35.** the roles and responsibilities of parents, carers and children in families **R36.** the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children. **R37.** the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others.	
8		**H34.** strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing. **H35.** about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships). **H36.** that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs). **R18.** to manage the strong feelings that relationships can cause (including sexual attraction). **R25.** about the law relating to sexual consent **R26.** how to seek, give, not give and withdraw consent (in all contexts, including online) **R27.** that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected. **R28.** to gauge readiness for sexual intimacy **R29.** the impact of sharing sexual images of others without consent **R30.** how to manage any request or pressure to share an image of themselves or others, and how to get help. **R31.** that intimate relationships should be pleasurable	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
7		**H22.** the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM. **R4.** the difference between biological sex, gender identity and sexual orientation **R5.** to recognise that sexual attraction and sexuality are diverse **R6.** that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion **R7.** how the media portrays relationships and the potential impact of this on people's expectations of relationships **R8.** that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex. **R9.** to clarify and develop personal values in friendships, love and sexual relationships. **R10.** the importance of trust in relationships and the behaviours that can undermine or build trust **R11.** to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships. **R12.** that everyone has the choice to delay sex, or to enjoy intimacy without sex.	
6		**H34.** about where to get more information, help and advice about growing and changing, especially about puberty **R27.** about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret **R28.** how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. **R29.** where to get advice and report concerns if worried about their own or someone else's personal safety (including online).	
5		**H33.** about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. **H32.** about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. **R25.** recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. **R26.** about seeking and giving permission (consent) in different situations.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
4		**H31.** about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). **R22.** about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). **R23.** about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. **R24.** how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.	
3		**H30.** to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. **H45.** that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk. **R2.** that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different. **R23.** about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.	
KS1		**H25.** to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). **R13.** to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.	

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	☐ That families are important for children growing up because they can give love, security and stability ☐ The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ☐ That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ☐ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ☐ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ☐ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	☐ How important friendships are in making us feel happy and secure, and how people choose and make friends ☐ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ☐ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ☐ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ☐ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships ▢ The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their 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?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
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	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

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	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
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?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes

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