



Catch22 Independent School Policy

Relationships and Sex Education Policy

Catch 22 Suffolk Include Primary School

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This policy will be reviewed annually.

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

Policy Owner:	Daryl Bates
Queries to:	Daryl Bates
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Date of last review:	September 2025
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Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All school based staff

Catch 22 Suffolk Include

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.

Our School Vision:

Our vision for our Catch 22 Include Suffolk Primary School pupils reflects a passionate commitment to learning and celebration of the uniqueness of our children as individuals.

We believe every child at our school deserves the best People supporting them, a safe, stimulating and inclusive Place to learn and our Purpose is to re-ignite their love of learning and help them become the very best version of themselves that they can be.

Our Educational Intent:

	Evidenced in this policy?
<p>Brilliant basics, magic moments</p> <ul style="list-style-type: none"> 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 	<p>✓</p> <p>✓</p>
<p>Relationships beat structures</p> <ul style="list-style-type: none"> Treat pupils as individuals and help them to build bright futures in both their personal and professional lives 	<p>✓</p>

<p>Things about you, built with you, are for you</p> <ul style="list-style-type: none"> • 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. <p>Unleash Greatness</p> <ul style="list-style-type: none"> • 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 <p>Let robots be robots and humans be human</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>Articles 2, 5, 12, 13, 28, 29, 34</p>
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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) at Catch 22 Include Primary School 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 Local Governing Bodies, 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 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 headteacher, deputy headteacher and assistant heads 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 informed in writing of the policy and invited to consult with staff about the policy through phone call, email or during a school visit. The policy is also shared with parents/carers at pupil induction.

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 weekly in the timetable and 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).

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

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.

Requests for withdrawal should be put in writing in response to the letter in Appendix 2 of this policy and addressed to the headteacher or deputy 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

Catch 22 Senior Leadership Team 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:

- Elisha Langan, Deputy Head Teacher/ SENCo
- Gillian West, Advocate, Bury St. Edmunds
- Isabel Watts, Assistant Head Teacher, Bury St. Edmunds
- Lucy Golding, Pastoral Manager, Bury St. Edmunds
- Caitlyn Watkins, Teacher, Ipswich
- Eurico Correia, Teacher, Bury St. Edmunds
- Kayleigh Harris/ Jo Jolly, Advocate, Ipswich
- Shannon Stratton, Teacher, Ipswich
- Xenia James, Teacher, Ipswich
- Harriet Womack, Teacher, Lowestoft

- Karenza Bell, Teacher, Lowestoft
- Rheanne Sibbald, Teacher, Lowestoft
- Jill Gibbons, Advocate, Lowestoft
- Where appropriate, agency teachers covering teacher absence

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/ deputy headteacher.

All of our RSE/ PSHE teaching resources are obtained from EC Publishing: [Primary PSHE & RSE Resources | EC Publishing](#) in conjunction with the PSHE association. We may use other resources to further enhance our lessons from various teaching programs such as www.twinkl.co.uk, [A positive force in education | Pol-Ed - A positive force in education](#) and resources recommended.

Updates, advice and guidance is also regularly provided by Children & Families, Health Protection and Sexual & Reproductive Health, Suffolk County Council.

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

Delivery will be monitored by Daryl Bates, Headteacher and Elisha Langan, Deputy Headteacher/SENCo through regular learning walks, book scrutinies, lesson observations and the monitoring of internal assessment system.

The policy will be reviewed annually by the Headteacher, Deputy Headteacher and delivery staff then ratified by Catch 22 SLT.

4. Definitions

RSE (relationships and sex education) is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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

**EC Publishing Complete Primary PSHE
Skills Progression**

Year Group	Health and Wellbeing Healthy Lifestyles, Mental Health and Physical Health	
Year 1	Mental health	Identify feelings such as happiness, sadness, anger, and fear. Identify facial expressions that can tell us how a person feels.
	Healthy lifestyles	Identify examples of healthy and unhealthy foods. Discuss what it means to 'eat well'. Identify ways we can keep our teeth clean and healthy. Identify ways that we can keep ourselves safe in the sun.
	Physical health	Recognise the importance of keeping our bodies clean. Discuss a variety of ways we can keep our bodies fit and healthy.
Year 2	Mental health	Recognise and name a range of feelings. Use a variety of words to describe feelings. Identify examples of BIG feelings. Describe how we can manage BIG feelings. Explain why it is good to share our feelings with others.
	Healthy lifestyles	Identify routines that are good for our health. Describe how to correctly brush your teeth. Describe a healthy bedtime routine.
	Physical health	Discuss medicines that can be used to treat pain, allergies, coughs and infections. Describe how medicines can help people feel better when they are unwell
Year 3	Mental health	Identify strategies to manage difficult emotions. Identify strategies that can help us to manage setbacks. Describe how we can 're-frame' unhelpful thinking. Explain why our emotions and feelings are important when we are trying to learn. Describe how physical exercise can help our mental wellbeing.
	Healthy lifestyles	Identify foods that should be eaten as a part of a healthy, balanced diet. Explain the risks of eating an unhealthy diet. Identify healthy and unhealthy lifestyle choices. Describe how healthy and unhealthy habits can affect our bodies in different ways.
	Physical health	Identify reasons why physical exercise is good for our health. Identify risks associated with an inactive lifestyle.

Year 4	Mental health	Identify how our emotions can change when we go through puberty. Describe how we can manage our feelings and identify ways that we can get help.
	Healthy lifestyles	Identify a range of factors that can help us to stay healthy.
	Physical health	Identify different types of allergies and ways they can be managed. Describe how to respond to both mild and severe allergic reactions. Identify ways that we can protect our bodies from disease. Describe what a vaccine does and identify examples of pathogens. Explain how pathogens make us ill and describe how vaccines can prevent disease. Describe how habits and routines can affect our health in positive and negative ways. Explain why unhealthy habits are often difficult to stop. Identify examples of drugs that are common to everyday life. Describe how to take medicines correctly.
		Identify some of the effects of different drugs. Explain the importance of taking medicines correctly.
Year 5	Mental health	Use a range of vocabulary to describe our feelings. Describe the ways in which external factors can influence our emotions. Explain how our feelings can vary in intensity over time. Explain why it is important to maintain a healthy level of self-esteem. Describe what we mean when we talk about mental health and mental health issues. Explain how we can look after our mental health.
	Healthy lifestyles	Identify the measures we need to take to protect ourselves from sun damage. Describe how the sun can harm us if we aren't careful. Explain the consequences of long-term direct sun exposure. Identify the benefits of good quality sleep. Describe the symptoms of sleep deprivation. Describe the consequences of poor sleep on our health and wellbeing.
	Physical health	Identify basic techniques for dealing with common minor injuries. Explain why it is important to know a basic level of first aid.
Year 6	Mental health	Identify the emotional changes we can expect when we go through puberty. Describe how mental and physical changes can affect us emotionally. Explain how hormones cause emotional and physical changes throughout puberty. Identify mental health warning signs and ways that we can access help. Describe what it means to have positive or negative mental well-being. Describe how to identify mental health warning signs in others. Explain how any one of us could experience mental ill-health. Explain why it is important to share our feelings with others.
	Healthy lifestyles	Describe how we can maintain good dental hygiene. Describe how poor hygiene and diet can damage teeth and gums. Explain why we should keep good dental hygiene. Identify healthy and unhealthy habits in ourselves and others. Give advice to others about how they can improve their lifestyle. Describe the 5 food groups in detail. Explain how we can stay healthy through different types of regular exercise.
	Physical health	Describe differences between viruses and bacteria. Explain how viruses spread and describe how we can prevent the spread of germs. Explain how bacteria can be either healthy or unhealthy.

Year Group	Health and Wellbeing Identity and Growing Older, Staying Safe and Physical Health	
Year 1	Identity and growing older	Recognise that we all vary in our likes and dislikes. Recognise that everyone has something that makes them special and unique. Identify some of your strengths and interests.
	Staying safe	Recognise how rules can help us to stay safe. Identify examples of safety rules
	Online safety	Identify examples of digital devices. Describe how people use the internet. Identify ways we can keep ourselves safe when we go online.
Year 2	Identity and growing older	Identify stages in the human life cycle. Describe how our bodies change as we grow up. Explain why our needs change as we grow older.
	Staying safe	Identify safety risks and hazards in the home. Describe how to stay safe in different places (home, school, out and about). Identify safe places to cross the road. Describe how to use a pelican crossing safely.
	Online safety	Identify examples of information that should be kept private when we go online. Describe how we can search for information safely online.
Year 3	Identity and growing older	Define identity in your own words. Identify qualities and characteristics that make up your identity. Describe what makes you special and unique. Identify achievements and personal strengths that you are proud of. Describe what it means to be an individual. Explain why embracing your individuality is important.
	Staying safe	Identify hazards in the home, at school, and in the local environment. Predict, assess and manage risky situations. Describe why it is important to follow safety rules. Recall fire safety rules, e.g. stop, drop and roll. Identify fire hazards around the home. Describe what you should do in a fire emergency.
	Online safety	Identify ways that the internet can be used positively and negatively. Describe how we can make safe, reliable choices when browsing or communicating online. Explain why it is important to be careful when we search for things online.
Year 4	Identity and growing older	Identify how our bodies change when we go through puberty. Describe how we can manage changes during puberty.
	Staying safe	Identify the risks involved in 'playful dares' and online challenges. Describe how we can resist pressure to participate in risky behaviour. Explain why we should never participate in activities that make us feel pressurised or at risk.
	Online safety	Identify examples of online risks such as harmful content or contact. Describe how we can protect ourselves from harmful content or contact online.

Year 5	Identity and growing older	<p>Identify the meaning of gender identity and biological sex.</p> <p>Describe how we can show respect to all of our fellow students.</p> <p>Identify achievements and positive personal qualities in both yourself and others.</p> <p>Describe how we can celebrate the successes of our competitors, friends, and family.</p>
	Staying safe	<p>Identify the potential risks and health hazards of using fireworks and sparklers.</p> <p>Describe how we can stay safe during firework demonstrations.</p> <p>Describe the potential consequences of failing to take the proper precautions.</p> <p>Identify what we mean by FGM.</p>
		Identify the dangers of FGM and where to go for help.
	Online safety	<p>Identify strategies for recognising online risks and ways to report concerns.</p> <p>Explain why some people behave differently online including pretending to be someone they are not (trolling/grooming).</p> <p>Explain the strategies for recognising online risks.</p> <p>Explain how to report concerning online behaviour.</p>
Year 6	Identity and growing older	<p>Identify our own different identities.</p> <p>Describe how our family history helps shape our identity.</p> <p>Explain how we can have many identities and still be British.</p> <p>Identify the changes we go through during puberty.</p> <p>Describe the changes in detail as well as how and when they will happen.</p> <p>Explain why we go through puberty and how everyone develops differently.</p> <p>Identify different parts of the male and female reproductive system.</p> <p>Describe how human reproduction happens and how a baby starts to be created.</p> <p>Explain the different roles of the male and female body parts in human reproduction.</p>
	Staying safe	<p>Identify different drugs and the harm they can cause to us.</p> <p>Describe how we can recognise different kinds of drugs.</p> <p>Explain why some people choose to take different drugs despite knowing they are dangerous and often illegal.</p> <p>Identify what happens to the body when people drink.</p> <p>Identify reasons why people do or don't drink alcohol.</p> <p>Explain the effects alcohol abuse has on the body.</p>
	Online safety	<p>Identify the dangers presented by the social side of online gaming.</p> <p>Describe how we can avoid these dangers.</p> <p>Describe the different dangers we need to be wary of to play safely online.</p> <p>Describe what we should do if we are concerned.</p> <p>Explain why we should not meet up with people we don't know in real life.</p> <p>Explain what the consequences of this could be.</p>

Year Group	Relationships Education Friends and Family, Unwanted Touch and Boundaries, and Respectful relationships	
Year 1	Friends and family	Identify people who are important to me. Identify people in my life who help me. Describe how an important person in my life cares for me. Recognise different kinds of families. Recognise that all families are different. Understand how to get help if we feel upset or worried about our family. Identify positive features of family life.
	Unwanted touch and boundaries	Identify parts of the body that are private. Identify people we can talk to about our private parts. Describe what it means to keep something private. Identify different types of touch. Identify types of touch that are wanted or unwanted. Describe how to respond to inappropriate or unwanted touch. Identify situations when we should always ask for permission. Describe how to ask for permission. Describe how you should respond if someone says no to you.
	Respectful relationships	Identify ways that we can show kindness to others. Identify an example of when someone has shown kindness to you. Describe how being kind or unkind can change the way people feel. Recognise the importance of sharing when playing with others. Identify situations where it is important to share. Describe how we can share and play fairly with others.
Year 2	Friends and family	Identify ways that we can meet new people. Describe what you should say when you want to make a new friend. Identify qualities that are important in a good friend. Describe how you can be a good friend to others.
	Unwanted touch and boundaries	Identify the correct names for the external genitals. Describe the unsafe touch 'swimwear rule'. Explain why we need to learn the correct names for our body parts. Identify examples of good and bad secrets. Explain how to get help if we feel worried, unsafe, or under pressure to do something that feels wrong.
	Respectful relationships	Describe how we should behave when playing with others. Explain why it is important to listen and compromise when playing with others. Identify ways that we can show respect to others. Describe the Golden Rule in your own words. Explain how we can apply the Golden Rule to different situations Identify different types of bullying. Explain how we should respond if someone tries to bully us. Identify examples of kind and unkind words. Describe how we should respond to hurtful words, including online. Explain how words can affect people in positive and negative ways.

Year 3	Friends and family	<p>Recognise and respect that all families are different.</p> <p>Identify different types of family structures.</p> <p>Describe what it means to be a family.</p>
	Unwanted touch and boundaries	<p>Identify situations where you should ask others for permission.</p> <p>Describe how to ask for, give and withhold permission in different scenarios.</p> <p>Explain why we should be respectful when someone withholds their permission.</p> <p>Revisit and describe the unsafe touch 'swimwear rule'.</p> <p>Explain why personal boundaries are important.</p> <p>Explain what we should do if we ever feel unsafe.</p> <p>Identify examples of friendship boundaries.</p> <p>Describe how we can set friendship boundaries with others.</p> <p>Explain why friendship boundaries are important.</p> <p>Explain what we should do if someone crosses our boundaries.</p>
	Respectful relationships	<p>Identify examples of respectful behaviour.</p> <p>Describe how we can model respectful behaviour in different scenarios.</p> <p>Explain why it is important to set a good example for others.</p> <p>Identify examples of respectful behaviour.</p> <p>Identify key qualities of a positive role model.</p> <p>Describe how we can positively influence our peers.</p> <p>Explain how positive role models can inspire us and help us all to make good choices.</p> <p>Identify strategies that we can all use to prevent bullying and hurtful behaviour.</p> <p>Describe what it means to be an upstander.</p> <p>Explain why it is everyone's responsibility to respond to bullying/hurtful behaviour.</p>
Year 4	Friends and family	<p>Identify reasons why some couples choose to marry or become civil partners.</p> <p>Describe how our attitudes and ideas about marriage have changed over time.</p> <p>Explain why it is important to recognise and respect different types of families.</p> <p>Identify key features of positive, healthy friendships.</p> <p>Describe how qualities such as trust, respect and shared interests can help us to build positive relationships with others.</p> <p>Explain why some friendships are bad for us and how we will know if we are in an unhealthy friendship.</p>
	Unwanted touch and boundaries	<p>Identify examples of good secrets and bad secrets.</p> <p>Describe when it is right to keep a secret and when it is important to share a secret.</p> <p>Explain the importance of sharing bad secrets and ways that we can access help.</p>
	Respectful relationships	<p>Identify ways that we can communicate respectfully online.</p> <p>Describe why we need to be careful how we express ourselves online.</p> <p>Recognise differences and similarities between people in our community.</p> <p>Describe how shared values can help us to form positive relationships with others.</p> <p>Explain the importance of respecting differences and similarities.</p> <p>Recognise the effect our actions have on the feelings of others.</p> <p>Describe how we should respond if we witness or experience hurtful behaviour.</p> <p>Explain the importance of kindness and treating others with respect.</p> <p>Identify examples of cyberbullying.</p> <p>Identify strategies to respond to online bullying.</p> <p>Describe the similarities and differences between different types of bullying.</p> <p>Explain how to respond to online bullying and describe how this could differ from face-to-face bullying.</p>

Year 5	Friends and family	<p>Identify the key characteristics of a welcoming, positive friendship.</p> <p>Describe the emotional impact of being excluded.</p> <p>Describe how we can develop healthy, positive, inclusive friendships.</p> <p>Explain why it is important to be mindful of the feelings of others.</p> <p>Describe how we should respond if a friend is feeling left out.</p> <p>Reflect on the importance of being there for others in good times and bad.</p> <p>Explain why a shy person may feel uncomfortable in social situations.</p> <p>Offer practical advice for overcoming social difficulties.</p>
	Unwanted touch and boundaries	<p>Identify different types of peer pressure</p> <p>Identify strategies that we can use when we feel pressurised by others.</p> <p>Describe the best strategies to use to overcome peer pressure.</p> <p>Explain why resisting peer pressure can be difficult and describe how different strategies can be used in a variety of situations.</p>
	Respectful relationships	<p>Describe how we can behave politely in a variety of contexts.</p> <p>Describe how manners and social etiquette can vary depending on social context.</p> <p>Explain why we should try to conform to social norms in unfamiliar situations.</p> <p>Identify ways that we can model respectful behaviour, both online and offline.</p> <p>Describe the positive and negative effects that our behaviour can have on others.</p> <p>Explain why we should be mindful of the impact of our behaviour on others and how we can encourage our peers to behave respectfully.</p>
Year 6	Friends and family	<p>Identify different ways of showing commitment.</p> <p>Identify the different types of families we can have.</p> <p>Describe how people show commitment to each other.</p> <p>Explain how types of families have changed over time.</p> <p>Explain why people might want to show commitment to each other.</p> <p>Describe how we can avoid dangerous relationships and maintain positive ones.</p> <p>Explain ways dangerous people seek out the vulnerable and how we can stay safe.</p> <p>Analyse how the internet could be made safer and how particular relationships could turn into negative situations if left unchecked.</p> <p>Identify the different types of love and what we mean by abuse.</p> <p>Describe what to do if you think you, or someone you know, is being abused.</p> <p>Explain why real love does not tolerate abuse.</p> <p>Describe some common signs of abuse.</p>
	Unwanted touch and boundaries	<p>Identify what we mean when we talk about our personal space, as well as unwanted and inappropriate contact.</p> <p>Describe how much personal space we are all allowed to have and how we are all in charge of what happens to our own bodies.</p> <p>Explain how we seek consent and why it's always important to do this if we want to show physical affection to someone, even if it's just a hug.</p>
	Respectful relationships	<p>Identify how we can reduce conflict, respect the views of others and disagree with people respectfully.</p> <p>Describe how we can react respectfully in different situations where we disagree with other people's viewpoints.</p> <p>Explain why it is so important to respect the views and opinions of other people, whether we agree with them or not.</p> <p>Identify what it means to bully, why people do this and how we can help prevent and stop bullying.</p> <p>Describe different ways we can support bullied friends and different ways we can help stop bullying.</p> <p>Explain different reasons why people bully and why it is important we learn about bullying.</p> <p>Identify whether the situations are 'teasing' or bullying.</p> <p>Describe how teasing and joking affect people in different ways.</p> <p>Explain the difference between teasing and bullying and how you can tell.</p>

Year Group	Living in the Wider World Money and Careers, Digital Resilience, and Rules, Diversity and Community	
Year 1	Money and careers	Give examples of jobs people do to earn money. Identify strengths and interests that are suited to different jobs. Describe the strengths someone may need to do a particular job.
	Digital resilience	Identify examples of digital devices. Describe how people use the internet.
	Rules, Diversity and community	Identify rules that apply in different situations, e.g. at home or school. Recognise that all people should be included and made to feel welcome. Identify ways that we can welcome and include others. Name people who help us in the local community. Identify the best people to help us in different situations. Recognise our shared responsibility to look after our classroom environment. Identify roles and responsibilities that help keep our classroom clean, safe, and tidy.
Year 2	Money and careers	Discuss different ways that people paid for things in the past. Discuss different ways to pay for things (now). Identify different ways adults and children get money. Describe how we can save up for the things we want. Identify reasons why people save their money. Describe how we can manage our money using spend, save and share jars. Identify examples of wants and needs. Explain why we can't always have the things that we want.
	Digital resilience	Recognise that not all online information is trustworthy. Identify examples of trustworthy websites.
	Rules, Diversity and community	Recognise that people can belong to many different groups. Identify which groups you are a part of and what role you play in each group. Describe how we can help people from different groups to feel welcome and included. Identify ways that you are the same as and different from other people. Describe what it means to be unique. Explain why it's good to be different.
Year 3	Money and careers	Identify skills or interests that you would like to develop. Describe how to set SMART targets to develop skills. Identify examples of jobs, careers and the sectors that people can work in. Identify examples of skills that employers often look for in the workplace. Describe the difference between 'soft skills' and 'hard skills'. Identify examples of gender stereotypes. Describe how gender stereotypes can harm a person's career choices and aspirations.
	Digital resilience	Recognise whether games, websites and films are appropriate for your age group. Describe how we can tell if a game, website, magazine or film is age-appropriate. Identify strategies that can help us to recognise unreliable news stories and information online.
	Rules, Diversity and community	Identify examples of rules and laws. Describe the potential consequences of failing to obey the law. Identify examples of rights including those that apply to children. Describe the reasons why we have human rights.

Year 4	Money and careers	Describe what makes something 'good value for money'. Identify different ways to pay for things. Identify examples of spending responsibly. Describe how our spending decisions can affect others. Identify different ways that we can keep track of money. Describe how we can create a budget to keep track of how much we spend.
		Identify examples of gambling Identify the risks involved in gambling Describe the impact that gambling can have on our health and wellbeing.
	Digital resilience	Identify key features of online adverts. Describe how the information in an online advert is different from information from factual sources e.g. trustworthy news articles. Identify tell-tale signs that online images have been digitally altered or faked. Describe how online images are altered and identify the reasons why this happens. Define the term 'digital footprint' in your own words. Describe how we can recognise what is or isn't appropriate to share online.
	Rules, Diversity and community	Define prejudice and discrimination in your own words. Identify different types of discrimination. Identify examples of racism Describe the impact of racism on individuals and wider society. Identify examples of different types of communities. Describe what it means to live in, and belong to a community. Explain why we should help and support our local community.
Year 5	Money and careers	Identify factors that could influence our future career choices. Reflect on the suitability of different roles in relation to our own abilities. Describe the importance of diversity and inclusion in the workplace. Reflect on how stereotypes can have a negative effect on our career choices. Explain the impact of stereotyping in the workplace, and how we can all challenge it.
	Digital resilience	Identify reasons for complying with age restrictions in the media. Describe how inappropriate content can adversely affect our safety and wellbeing. Explain why it is important to adhere to age restrictions both on and offline.
	Rules, Diversity and community	Identify examples of opportunities and responsibilities. Identify different ways that we can protect the planet from climate change. Describe how we can live sustainably. Explain the importance of protecting the planet. Reflect on how our everyday actions can either support or damage the environment.
Year 6	Money and careers	Identify the problems of bartering to pay for things. Identify what we mean by goods and services. Describe how banknotes developed. Explain why we moved from coins to banknotes. Explain the problems people had before modern money. Explain how money could change in the future.
	Digital resilience	Identify what we mean by online privacy. Describe how we can take measures to protect our privacy online. Identify different situations where a person might experience FOMO. Describe what FOMO means and what we can do about it. Describe how social media can make FOMO worse.
	Rules, Diversity and community	Describe the different types of diversity in the UK Explain the meanings of race, religion, and nationality
Why do teens get involved with knife crime and what are the consequences?		

Appendix 2: Right to Withdraw Letter Template

Address of school site

date

Relationships and Sex Education

Dear Parents and Carers,

As part of our PSHE provision to pupils, we deliver a comprehensive Relationships and Health Education curriculum. We ensure that all statutory objectives are adequately covered so that all children learn about different relationships, different families, physical/mental health and wellbeing and staying safe. Children will also learn about puberty and their changing bodies.

At our school, this learning will be embedded throughout PSHE and science lessons over the course of the year.

Parents and carers do not have the right to withdraw their children from lessons that cover statutory Relationships and Health Education objectives. Nor do they have the right to withdraw their child from lessons that cover national curriculum science objectives. This includes all the information on puberty and how the human body changes.

Parents and carers do have the right to withdraw their child from lessons covering this non-statutory content. However, we would urge any parents and carers considering withdrawing their child from these lessons to consider what is being taught, how it is being taught and how important this education is for all children. Primary Sex Education ensures children have the knowledge to keep them safe and prepares them for statutory Sex Education in KS3.

Attached is an overview of what we will be teaching. Please read through and contact us with any concerns, however we are not currently planning on teaching any non-statutory content.

We believe it is important to have a strong partnership with parents and carers and will always communicate what is being taught when. We invite you to contact **Elisha Langan** (Deputy Headteacher) on **07912999258** if you would like to know more about our curriculum and the resources we use – we will be very happy to talk through any concerns you may have.

Yours Sincerely

Elisha Langan (Mrs L)
Deputy Headteacher/ SENCo

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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

<p>Religion and belief</p> <p>Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<p>Sex</p> <p>Does this policy impact on people because they are male or female?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<p>Sexual orientation</p> <p>Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

3. More information/notes

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