



The Academy at
St James
Aspire, Achieve, Believe

The Academy at St James
Chelwood Drive
Bradford
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Headteacher: Mrs Ruth Thompson

The Academy at St James

Relationships Education Policy



**Headteacher: R.
Thompson**

Date: May 2026

Last reviewed on: September 2026

Next review due by: September 2027



The Academy at St. James Relationship Policy

Our Christian ethos, character and values shine through at ASJ ensuring the exceptional personal development and academic achievement of the whole child, as well as the overall 'well-being' of the school community. The school is wholehearted in its commitment, putting faith and spiritual development at the heart of the curriculum.

Our school is a welcoming Church of England Primary School where children and their families always come first. We value our children's **feelings, successes** and **attitudes** to self and others as equal to their learning. We believe in them and help **nurture** a love of learning supported by our belief in **community, contributing** to a better world and life in all its fullness.

Safeguarding Statement

At the Academy at St James, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at The Academy at St James. We recognise our responsibility to safeguard all who access the school and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect, and bullying. This policy should be read alongside the ASJ Safeguarding and child protection policy as well as KCSiE 2026.

Statement of Intent

The Academy at St James will work towards keeping children safe from harm. We will do this by following our policies and procedures effectively to ensure that those adults working with our children are aware of their roles and responsibilities, follow the code of conduct and have completed appropriate safeguarding training and checks.

Policy Development

This policy has been developed in consultation with staff, pupils and parents as required by the Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, September 2026). We are committed to on-going consultation with families and stakeholders through the evolution of our school's relationships education programme. This process involved the following steps:

1. Review – a work group pulled together all relevant information including national and local guidance
2. Staff consultation – staff had the opportunity to look at the policy and make recommendations
3. Parent / stakeholder consultation – parents and any interested parties were invited to work with us on this policy and make recommendations
4. Pupil consultation – we spoke to pupils about the skills they would like to learn
5. Ratification – once amendments were made, the policy was shared with governors



and ratified.

Statutory Requirements

Relationships education is compulsory in primary schools from 2020, so all pupils must take part in these lessons.

Links to other policies and curriculum areas

Curriculum

At Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty. This remains statutory.

Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions. *(NB – The Marriage and Civil Partnership (Minimum Age) Act came into force on 27th February 2023. The Act raises the minimum marriage and civil partnership age to 18, removing all consent requirements)*

Health education, which is statutory in state funded schools from September 2020, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty.

Our RSE curriculum is clearly mapped out to ensure that sensitive topics are taught in an age-appropriate way with clear progression. This content has been agreed in consultation with governors, parents, children and staff. The table below outlines the topics taught by the end of each phase.

EYFS and Key Stage 1	Lower key stage 2	Upper key stage 2
Living and non-living Males and females Keeping bodies safe Correct terminology Families and relationships (including same sex) Growing from young to old New babies Hygiene	Birth of a baby Keeping our bodies safe Families and relationships (including same sex) Respect for others and challenging stereotypes Body hygiene	Puberty Changing emotions during puberty Relationships (including same sex) Respect for others and challenging stereotypes Assertive confidence Body image Online dangers

Policies

The content of relationships education is supported by our Behaviour Policy / Anti-Bullying Policy, our Equality Statement and Child Protection and Safeguarding policy.



Delivery of relationships education

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age-appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff with the support of the school nurse and PCSOs as applicable

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

The Department for Education (DfE) Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, September 2026) has set out guidance on what children must learn by the end of year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

Families and people who care for me

- Families are important for children growing up because they can give love, security and stability
- 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
- Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences or know that other children's families are also characterised by love and care
- 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



- 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
- Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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

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
- 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
- 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

- People sometimes behave differently online, including by pretending to be someone they are not
- 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
- Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- Awareness of online grooming/ exploitation and how to seek help if concerned about themselves or peers
- 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)
- 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
- 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
- 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

All materials used during the teaching of the curriculum are available for parents and carers to view should they wish to. As part of the development of this policy, parents and carers were given the opportunity to view the materials and offer comments about their content and style of delivery.

Roles and responsibilities

The Local Governing Body

The governing body will approve the relationships education policy and hold the Headteacher to account for its implementation.

The Headteacher

The head teacher is responsible for ensuring that relationships education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory sex education lessons, if applicable.

Staff

Staff are responsible for:

- Delivering relationships in a sensitive way, taking account of pupils' family and faith backgrounds
- Modelling positive attitudes to relationships education, as with any other subject
- Monitoring children's learning to ensure they make progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory sex education lessons, if applicable.

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching this subject are encouraged to seek support.

Pupils

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.



Parents' right to withdraw their children from lessons

Parents have the right to withdraw their children from sex education lessons taught as part of the relationship's education or PSHE curriculum.

Requests for withdrawal should be put in writing and addressed to the Head teacher. A copy of withdrawal requests will be placed in the pupil's file so that parents' wishes are on record. Alternative work will be given to pupils who are withdrawn from sex education.

Primary schools are required to teach the elements of sex education contained in the science curriculum and there continues to be no right to withdraw from these lessons.

Training

Staff are trained on the delivery of relationships education as part of their induction, and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. The sessions delivered by outside visitors will be consistent with our policy on relationships education.

Monitoring arrangements

The delivery of Relationships Education is monitored by the Headteacher through informal learning walks, lesson observations, planning scrutinies and pupils' voice.

Pupils' development in Relationships Education is monitored by class teachers as part of us internal assessment systems.

This policy will be reviewed annually. Additionally, curriculum content will be reviewed in response to pupil voice and emerging safeguarding needs.