

Relationships Education Policy

Keelham Primary School



Approved by: Governing Body

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Person responsible for review: Headteacher

Contents

1. Introduction
2. Aims
3. Statutory Requirements
4. Policy Development
5. Definition
6. Curriculum
7. Teaching and Learning Approach
8. Addressing Sexual Harassment and Sexual Violence
9. Roles and Responsibilities
10. Parents' Right to Withdraw
11. Links to Other Policies
12. Managing Difficult Questions
13. Staff Training
14. Monitoring Arrangements
15. Contact Information

Appendix 1: Statutory Content for Relationships Education

1. Introduction

At Keelham Primary School, Relationships Education is a vital part of our commitment to helping children thrive academically, socially and emotionally. We believe that children learn best when they feel safe, respected and understood. Our curriculum develops children's emotional literacy, wellbeing and understanding of positive relationships, supported through our whole-school use of The Story Project.

Relationships Education enables pupils to build the knowledge, skills and values needed to form healthy, respectful and supportive relationships throughout their lives. It also contributes to safeguarding, supporting pupils to recognise unsafe situations and seek help quickly and confidently.

This policy reflects the updated statutory guidance published in **July 2025**, which updates the 2019 guidance. Key updates include:

- Enhanced guidance on online safety, including AI-generated content and deepfakes
- Strengthened content on addressing sexual harassment and sexual violence

- Updated guidance on teaching about gender and protected characteristics
- Enhanced guidance on safeguarding and managing difficult questions
- New requirements for openness with parents about RSHE materials

Safeguarding and Relationships Education

Relationships Education plays a vital role in keeping children safe. Our curriculum supports our safeguarding responsibilities as set out in Keeping Children Safe in Education (2026) and our Child Protection and Safeguarding Policy.

Through Relationships Education, we:

- Teach children how to recognise when they or others are unsafe
- Equip children with the language and confidence to report concerns
- Build understanding of healthy and unhealthy relationships
- Develop children's resilience and protective behaviours
- Address online safety and digital wellbeing
- Promote positive mental health and emotional regulation

All staff delivering Relationships Education are trained to recognise and respond to safeguarding disclosures in line with our safeguarding procedures.

If a child makes a disclosure during a Relationships Education lesson:

- Staff will follow the school's safeguarding procedures immediately
- The Designated Safeguarding Lead will be informed
- The child will be supported appropriately
- Information will be recorded on **CPOMs**

Staff training and awareness:

All staff delivering Relationships Education:

- Know what to do if they have concerns that a pupil is being neglected or abused
- Understand that discussions about sensitive topics can lead to increased safeguarding reports
- Are aware of mandatory reporting duties, including relating to FGM
- Understand that virginity testing and hymenoplasty are illegal (since 2022)
- Are aware of the new legal requirement to report if they are made aware a child is being sexually abused

Managing confidentiality:

- Staff handle personal information with due care
- Staff maintain an appropriate level of confidentiality (only involving those who need to be involved)
- Staff never promise a child that they will not tell anyone about a report of abuse
- Children understand how confidentiality will be handled in lessons
- Children understand what might happen if they choose to make a report
- Children understand where they can report concerns and seek help, including to external services

Designated Safeguarding Lead responsibilities:

The DSL:

- Has knowledge of trusted, high-quality local support
- Has links to the police and other agencies
- Has awareness of local issues which may be appropriate to address in lessons

This is in line with paragraphs 84-86 of the DfE's statutory guidance (July 2025).

For safeguarding concerns, contact:

- **Designated Safeguarding Lead:** Mr R Hunter (Headteacher)
- **Email:** safeguarding@keelham.bradford.sch.uk
- **Phone:** 01274 832491

2. Aims

Our Relationships Education curriculum aims to ensure all pupils:

- Develop self-respect, confidence, empathy and emotional literacy
- Understand what positive, healthy and respectful relationships look like in families, friendships and online
- Celebrate diversity and understand that families and relationships can take many forms
- Learn how to communicate kindly, resolve conflict, set boundaries and seek help appropriately
- Understand privacy, consent (in age-appropriate contexts) and personal safety
- Know which trusted adults they can turn to when they feel worried or unsafe
- Know and use accurate vocabulary to describe their bodies, emotions and boundaries

This policy aligns with our whole-school ethos: we value every child as an individual and work in partnership with families to support children's wellbeing and development.

3. Statutory Requirements

As a maintained primary school, we must provide Relationships Education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we must teach the elements of sex education included in the National Curriculum for Science.

In teaching Relationships Education, we must have regard to guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404–407 of the Education Act 1996
- Part 6, Chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED), as set out in section 149 of the Equality Act 2010, requiring schools to:
 - Eliminate discrimination
 - Advance equality of opportunity
 - Foster good relations between different groups when carrying out their activities
- Keeping Children Safe in Education (2026)
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (July 2025)**

4. Policy Development

This policy has been developed in consultation with:

- **Staff** – contributing to curriculum design and delivery
- **Pupils** – sharing their views on friendships, wellbeing and safety
- **Parents and carers** – through consultation opportunities and ongoing communication
- **Governing Board** – reviewing and approving the policy

This approach reflects the expectations of the DfE's statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (July 2025) and aligns with best practice in policy development.

5. Definition

Relationships Education at Keelham Primary School:

- **Focuses on how to form and sustain positive relationships**
 - **Helps children identify risks and harms**
 - **Does not describe the detail of sexual activity**
 - Uses stories and structured wellbeing routines to present sensitive content safely, through emotional distancing and discussion from a character's viewpoint
 - Supports children's emotional, social and cultural development
 - Helps children understand healthy relationships, boundaries, kindness, identity and diversity
 - Includes learning about families, friendships, respect, safety and online behaviour
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6. Curriculum

Relationships Education is taught as part of our PSHE curriculum through The Story Project. This ensures a spiral, progressive and emotionally-safe curriculum.

Our curriculum covers all statutory content for primary children, through five themes:

6.1 Families and People Who Care for Me

Children learn:

- Why families are important for love, stability and security
- That families differ but all deserve respect
- How to recognise when relationships feel unsafe and how to seek help

Statutory content (from DfE July 2025 guidance):

1. That families are important for children growing up safe and happy because they can provide love, security and stability
2. The characteristics of safe and happy family life, such as 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
3. That the families of other children, 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
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong

6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

6.2 Caring Friendships

Children learn:

- How to make and maintain friendships
- Qualities of a good friend (kindness, honesty, loyalty, empathy)
- Strategies for resolving conflict and repairing friendships
- How to recognise unhealthy friendships and ask for help

Statutory content (from DfE July 2025 guidance):

1. How important friendships are in making us feel happy and secure, and how people choose and make friends
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it
4. The characteristics of friendships that lead to happiness and security, including mutual respect, **honesty**, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened
6. How to manage conflict, and that resorting to violence is never right
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed

6.3 Respectful, Kind Relationships

Children learn:

- Courtesy, manners and respectful communication
- Boundaries and personal space
- Understanding differences and protected characteristics
- What bullying is and how to seek help for themselves or others

Statutory content (from DfE July 2025 guidance):

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration
4. **Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs**
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships
7. The conventions of courtesy and manners
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust

Equality, Diversity and Protected Characteristics

Our PSHE curriculum is inclusive and celebrates diversity in line with the Equality Act 2010.

We ensure that:

- All pupils see themselves reflected in our curriculum
- Families of all types are represented and celebrated
- Pupils learn about protected characteristics in an age-appropriate way
- Stereotypes and discrimination are challenged
- Pupils develop respect for difference and diversity

Protected characteristics are addressed through:

- The 'Celebrating Families' theme (diverse family structures)
- The 'Being a Good Friend' theme (respect, inclusion, challenging prejudice)
- The 'Becoming a Global Citizen' theme (diversity, equality, rights)
- Stories featuring characters from diverse backgrounds
- Discussions about fairness, kindness and treating everyone with respect

We teach about protected characteristics including:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (age-appropriate)
- Pregnancy and maternity (age-appropriate)
- Race
- Religion or belief
- Sex
- Sexual orientation

Our approach:

- Is age-appropriate and sensitive
- Uses inclusive language
- Avoids stereotypes
- Celebrates difference
- Promotes understanding and respect

Parents who have questions about how we teach about equality and diversity are welcome to contact Miss Waterhouse (PSHE Lead) or the Headteacher.

Teaching about biological sex and gender reassignment

In line with paragraphs 67-72 of the DfE's statutory guidance (July 2025):

Pupils are taught:

- The facts and the law about biological sex and gender reassignment
- That people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment

- That people with the protected characteristic of gender reassignment have protection from discrimination and should be treated with respect and dignity

Our approach:

- We are mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate
- We are careful not to endorse any particular view or teach it as fact
- We do not teach as fact that all people have a gender identity
- We avoid language and activities which repeat or enforce gender stereotypes
- We are mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort
- We encourage young people to consider how to express their views while remaining respectful of the opinions of others
- We are clear that bullying or disrespectful language or behaviour is never appropriate

External resources:

Where we use external resources on this topic, we:

- Avoid materials that use cartoons or diagrams that oversimplify this topic
- Avoid materials that could be interpreted as being aimed at younger children
- Avoid materials that perpetuate stereotypes or encourage pupils to question their gender
- Consult parents on the content of external resources in advance
- Make all materials available to parents on request

6.4 Online Relationships and Online Safety

Children learn:

- How people may behave differently online
- How to stay safe, recognise risks and report concerns
- Why information and images should be shared carefully
- Minimum ages for social media use and why they exist

Statutory content (from DfE July 2025 guidance):

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure

2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this
3. That there is a minimum age for joining most social media sites (**currently 13**), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

Additional online safety content (aligned with July 2025 statutory guidance):

Children also learn:

- **About AI and deepfakes:** How AI can be used to create fake images, videos and content (deepfakes), how these can be used both for entertainment and maliciously, the harms that can be caused, and how to identify them
- **About AI chatbots:** That AI chatbots are rapidly developing technology, that they can pose risks by creating fake intimacy or offering harmful advice, and the importance of critical thinking about new types of technology
- **About social media characteristics:** That some social media accounts are fake and may post things which aren't real or have been created with AI, and that social media users may present highly exaggerated or idealised profiles
- **About image sharing laws:** That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or someone who has consented, and even if the image was created by the child and/or using AI-generated imagery
- **About sextortion:** The risks of sextortion, how to identify online scams relating to sex, and how to seek support
- **About online scams:** That criminals can operate online scams using fake websites or emails to extort money or valuable personal information

This additional content is in line with the enhanced online safety requirements in the DfE's statutory guidance (July 2025).

6.5 Being Safe

Children learn:

- That their body belongs to them
- Appropriate and inappropriate physical contact
- Privacy and secrets
- How to respond safely to unfamiliar adults
- How to report worries or unsafe situations using clear vocabulary

Statutory content (from DfE July 2025 guidance):

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources

About preventing sexual abuse:

In line with paragraph 27 of the July 2025 guidance, children learn:

- **How to recognise and report risks and abuse, including online**, by focusing on boundaries, privacy, and children's rights over their own bodies and personal information (without describing the detail of sexual activity)
- **That pupils should be able to recognise emotional, physical and sexual abuse**
- **That even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right**

Curriculum Materials

All teaching materials used:

- Are age-appropriate and evidence-based
- Are consistent with statutory guidance
- Are sensitive to pupils' experiences
- Support emotional literacy and wellbeing through The Story Project

Parents may request to view any materials used.

7. Teaching and Learning Approach

Relationships Education is taught:

- In weekly PSHE lessons
- Using The Story Project's structured sequence: **Settle** → **Training** → **Objective** → **Read** → **You** which embeds regulation, emotional literacy and safe exploration of themes
- Through stories that provide emotional distance
- Using active learning, role-play, discussion and reflection

Meeting the Needs of All Pupils

We ensure learning is:

- Inclusive and reflective of diverse family structures
- Accessible for pupils with SEND
- Sensitive to pupils' backgrounds, identities and lived experiences
- Delivered in settings that support emotional safety (whole class, small group or 1-to-1 where needed)

Adaptations for pupils with SEND may include:

- Simplified language and visual supports (including Widget symbols)
- Additional time for processing and reflection
- Use of concrete examples and role-play
- Smaller group work or 1:1 support where appropriate
- Differentiated resources matched to developmental stage
- Pre-teaching of key vocabulary
- Use of social stories and visual timetables

The SENDCo team works with class teachers to:

- Identify individual needs and appropriate adaptations
- Ensure pupils with SEND can access the full Relationships Education curriculum
- Monitor progress and adjust provision as needed
- Liaise with parents about their child's learning

Our provision for pupils with SEND is monitored through **Insight** and reviewed termly by the SENDCo team.

For SEND-related queries about Relationships Education, contact: send@keelham.bradford.sch.uk

Use of External Organisations

External visitors are used only to complement teaching. We ensure:

- All content is age-appropriate, accurate and balanced
- Materials comply with statutory duties, including political impartiality
- Safeguarding procedures are followed
- Parents may view any external materials on request
- A teacher is always present during sessions

External contributors at Keelham Primary School:

In Year 5, the **Bradford School Nursing Team** delivers an annual puberty education session. This session:

- Is delivered by qualified health professionals
- Has been approved by the Headteacher and PSHE Lead
- Covers age-appropriate content about puberty and physical changes
- Is supervised by class teachers who remain present throughout
- Aligns with our Relationships Education curriculum and safeguarding procedures

Parents are informed in advance and have the right to withdraw their child from this session (see Section 10).

8. Addressing Sexual Harassment and Sexual Violence

Relationships Education has an important role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults.

From early primary, we:

- Support young children to develop skills for positive relationships
- Help children navigate boundaries with kindness and respect

- Support children to behave with respect and to understand and identify prejudice
- Recognise that preventing sexual violence and abusive behaviour starts in primary

Our whole-school approach:

- Relationships Education underpins our behaviour and safeguarding policies
- An ethos of kindness and respect is evident throughout the school
- Staff are conscious of everyday sexism, misogyny, homophobia and stereotypes
- Staff take action to build a culture where prejudice is identified and tackled
- Staff model positive behaviour and avoid language that might perpetuate harmful stereotypes

Teaching approach:

- Pupils understand that anyone can be a victim of sexual violence, regardless of sex, sexual orientation, gender reassignment or any other protected characteristic
- The victim is never to blame
- We acknowledge that most sexual violence is committed against women and girls and often has a gendered component
- We avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims
- Where misogynistic ideas are expressed, staff challenge the ideas rather than the person expressing them

Building positive attitudes:

- Pupils have opportunities to develop positive conceptions of masculinity and femininity
- Pupils understand that most boys and young men are respectful to girls and young women
- Pupils learn to identify and learn from positive male role models
- Pupils understand that ethical behaviour goes beyond respecting boundaries and consent
- Strong relationships involve kindness and care

This approach is in line with paragraphs 77-83 of the DfE's statutory guidance (July 2025).

9. Roles and Responsibilities

9.1 Governing Board

- Approves this policy
- Ensures the school meets statutory duties for Relationships Education

9.2 Headteacher

- Ensures Relationships Education is taught consistently
- Shares materials with parents on request
- Oversees staff training and manages parental enquiries

9.3 PSHE Lead (Miss Waterhouse - Deputy Headteacher)

- Leads curriculum development
- Provides training and support
- Monitors teaching quality through learning walks, planning checks and pupil voice

9.4 Staff

- Deliver high-quality, inclusive lessons
- Model respectful behaviour and language
- Address pupils' questions sensitively and appropriately
- Report safeguarding concerns to the DSL without delay

9.5 Pupils

- Participate respectfully in lessons
- Treat others with kindness and empathy

10. Parents' Right to Withdraw

Parents cannot withdraw their child from statutory Relationships Education.

Sex Education at Keelham Primary School

Keelham Primary School does not teach sex education beyond what is required in the statutory National Curriculum for Science.

What is taught:

- **Science curriculum:** Children learn about human life cycles, reproduction in plants and animals (age-appropriate), and puberty as part of the statutory Science curriculum
- **Year 5 puberty session:** The Bradford School Nursing Team delivers an annual session on puberty, covering physical and emotional changes during adolescence

Year 5 Puberty Session

In Year 5, the **Bradford School Nursing Team** delivers an annual puberty education session. This session:

- Covers age-appropriate content about puberty and physical changes

- Is delivered by qualified health professionals
- Is supervised by class teachers who remain present throughout

Parents' Right to Withdraw

Parents have the right to request that their child be withdrawn from the Year 5 puberty session delivered by the Bradford School Nursing Team.

Parents wishing to exercise this right should:

1. Contact the Headteacher to discuss their concerns
2. Put their request in writing
3. Meet with Miss Maria Waterhouse (PSHE Lead) and/or the Headteacher to discuss the content

The Headteacher will:

- Discuss the request with parents and explore any concerns
- Explain the benefits of receiving this important education
- Respect the parents' request to withdraw their child

If a pupil is withdrawn:

- Alternative arrangements will be made for the child during the session
- The child will not miss other aspects of Relationships Education
- Parents will be kept informed about the topics covered

Note: Parents cannot withdraw their child from:

- Relationships Education (statutory)
- Science curriculum content about human reproduction and life cycles

11. Links to Other Policies

This policy should be read in conjunction with:

- **Child Protection and Safeguarding Policy**
- **PSHE Education Policy**
- **Behaviour Policy**
- **Anti-Bullying Policy**
- **Online Safety Policy**
- **SEND Policy**

- **Equality Policy**
- **Visitor Policy**

Government Resources

We make use of government-funded resources to complement classroom teaching, including:

- DfE RSHE curriculum resources and parent guides
- Oak National Academy curriculum materials
- CEOP Education programme (National Crime Agency)
- Report Remove (Childline and Internet Watch Foundation)
- NHS Better Health School Zone resources
- e-Bug resources (UKHSA)

A full list of government resources is available in Annex B of the DfE's statutory guidance (July 2025).

12. Managing Difficult Questions

Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn.

Our approach:

- We support the child whilst handling questions appropriately
- We may ask a pupil to speak to their parents or a trusted adult
- We signpost to support services where needed
- We recognise that children whose questions go unanswered might turn to inappropriate sources of information, including online
- Teachers receive support and training in handling questions that are better not dealt with in the classroom

This approach is set out in our policy (Section 10) and ensures that:

- Children receive age-appropriate information
- Parents' rights are respected
- Children are kept safe and supported

This is in line with paragraph 87 of the DfE's statutory guidance (July 2025).

13. Staff Training

Staff receive training through:

- Induction
 - Ongoing professional development
 - The Story Project Lead Teacher Network training and wellbeing pedagogy sessions
 - Additional support from relevant health professionals where appropriate
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14. Monitoring Arrangements

Monitoring is carried out by the PSHE Lead through:

- Lesson visits
- Planning scrutinies
- Pupil voice
- Staff feedback
- Resource evaluations

Assessment uses The Story Project's reflective activities, vocabulary checks and scenario-based tasks to monitor progress in a non-intrusive and developmentally appropriate way.

Recording and Tracking

At Keelham Primary School, we use:

- **CPOMs** to record and track any safeguarding concerns that arise during Relationships Education lessons
- **Insight** to track the progress of pupils with SEND in Relationships Education, ensuring that wellbeing observations and pastoral support needs inform our wider understanding of each child's development

Openness with Parents about RSHE Materials

In line with paragraphs 55-60 of the DfE's statutory guidance (July 2025), we take steps to proactively engage parents and ensure they are aware of what is being taught in Relationships Education.

We:

- Invite parents into school to discuss the curriculum content and the importance of Relationships Education for wellbeing and safety
- Invite parents to discuss any concerns
- Support parents in managing conversations with their children about Relationships Education topics

- Consult parents when developing and reviewing our Relationships Education policy
- Show parents a representative sample of the resources we plan to use
- Enable parents to continue conversations started in class
- Ensure that parents are able to view **all curriculum materials** used to teach Relationships Education **on request**

Viewing materials:

Parents can view materials:

- Via our parent portal [OR: at scheduled parent information sessions]
- By requesting an appointment with Miss Waterhouse (PSHE Lead)
- By contacting the school office

Copyright compliance:

- We comply with copyright law when sharing resources with parents
- We share materials via a parent portal or presentation where possible
- When we make documents available to parents, we acknowledge the provider's authorship
- Parents agree (as a condition of access) that content should not be copied or shared further except as authorised under copyright law

Contractual restrictions:

- We do not agree to any contractual restrictions with external providers that would prevent us from showing parents any content
- We communicate to providers that we are legally obliged to have regard to statutory guidance, including the expectation that all content can be shared with parents
- Any contractual clauses that seek to prevent schools sharing material with parents are void and unenforceable

Public interest:

There is a public interest in parents being given the opportunity to see materials used in Relationships Education teaching if they would like to.

Parents' role:

- Parents are not able to veto curriculum content
- Parents are consulted when we develop our Relationships Education policy
- Parents are able to see what their children are being taught, especially in relation to sensitive topics
- We respond positively to requests from parents to see material

Policy Review

This policy will be reviewed every **two years**, or sooner if:

- Statutory guidance changes
- The Story Project curriculum is updated
- Significant feedback arises from stakeholders
- Monitoring identifies the need for revision

The next review is due in **August 2028**.

The policy will be approved by the governing board.

15. Contact Information

For queries about Relationships Education at Keelham Primary School, please contact:

PSHE Lead: Miss Waterhouse (Deputy Headteacher)

Email: office@keelham.bradford.sch.uk

Phone: 01274 832491

For safeguarding concerns:

Email: safeguarding@keelham.bradford.sch.uk

For SEND-related queries:

Email: send@keelham.bradford.sch.uk

School address:

Keelham Primary School

Well Heads

Bradford

BD13 4HH

Appendix 1: Statutory Content for Relationships Education

By the end of primary school, pupils should know:

Topic	Pupils should know
Families and people who care for me	1. That families are important for children growing up safe and happy because they can provide love, security and stability 2. The characteristics of safe and happy family life, such as 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 3. That the families of other children, 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 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong 6. 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	1. How important friendships are in making us feel happy and secure, and how people choose and make friends 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened 6. How to manage conflict, and that resorting to violence is

Topic	Pupils should know
	never right 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed
Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships 7. The conventions of courtesy and manners 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge

Topic	Pupils should know
	a stereotype 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust
Online safety and awareness	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this 3. That there is a minimum age for joining most social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space,

Topic	Pupils should know
	toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources

END OF POLICY