Learning Together for Life

Jesus said, 'Love one another as I have loved you' John 15:12, New Testament

Stepney Greencoat

Church of England Primary School

Relationships and Sex Education Policy

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1. Stepney Greencoat's Mission Statement

As a Church of England School we seek to provide a Christian education for the children who elect to come to our school. Children are presented with the teachings of the Christian faith as the revelation of God's truth and are encouraged to grow in that faith, respecting the beliefs and cultures of others.

Education is seen as being concerned with excellence in learning and for the spiritual and social growth of children, developing the individual potential of each child to the fullest.

2. Context

Children and young people need knowledge and skills that enable them to make informed and ethical decisions about their wellbeing, health and relationships. High-quality, evidence-based teaching of relationships, sex and health education can help prepare pupils for the opportunities and responsibilities of adult life, promote their moral, social, mental and physical development, and help prevent harm.

The revised Department for Education statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education came into effect on 1 September 2026. Relationships Education is compulsory for all pupils receiving primary education and Health Education is compulsory in state-funded primary schools. Sex Education is not compulsory in primary schools, although the DfE recommends that primary schools teach Sex Education in Years 5 and/or 6. National Curriculum Science remains statutory.

Stepney Greencoat's provides age-appropriate Relationships Education, Health Education and National Curriculum Science, together with the non-statutory primary Sex Education described in this policy.

3. Aim

The main aims of our school RSE policy are:

- Stepney Greencoat's is committed to putting safeguarding at the heart of everything we do and this includes teaching RSE to pupils.
- To teach Relationships Education, Health Education and primary Sex Education in line with current Department for Education statutory guidance and the relevant provisions of the Equality Act 2010.
- To ensure pupils are able to keep themselves and others safe by teaching factually accurate, age-appropriate information so they can make informed decisions, in line with the school's LIGHT values.

- To help children understand changes to their bodies as they grow and develop and to support them to behave in a mature, responsible, kind and respectful way.
- To work openly with parents and carers and to make curriculum materials available to them in accordance with statutory guidance.

4. L.I.G.H.T - Values

Love • Inspiration • Grace • Hope • Truth

Our RSE curriculum reflects the school's Christian character and LIGHT values.

The curriculum also supports the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs and those without faith.

Love	**Inspiration**	**Grace**	**Hope**	**Truth**
Goodness Joy Friendship Collaboration Service Self-discipline Thankfulness	Faith Belief Reverence Creativity Courage Encouragement Ambition	Kindness Forgiveness Peace Humility Compassion Consideration Politeness	Resilience Patience Confidence Perseverance Enthusiasm Faithfulness Diligence	Respect Honesty Justice Stewardship Wisdom Trustworthiness Peacemaker
Covers all the British values	Individual Liberty	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.	Democracy	Rule of Law

5. RSE Curriculum Provision

The school distinguishes clearly between the following areas so that pupils and parents understand what is statutory and what forms the school's non-statutory primary Sex Education:

Area	**Status in primary**	**Stepney Greencoat's provision**
Relationships Education	Statutory	Families and people who care for me; caring relationships; respectful relationships; online relationships; being safe.
Health Education	Statutory	Mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and

		prevention; basic first aid; the changing adolescent body.
National Curriculum Science	Statutory	The relevant statutory science programme of study, including body parts, growth, life cycles and changes as humans develop to old age.
Sex Education	Non-statutory in primary	Age-appropriate teaching in Years 5 and/or 6 which goes beyond Relationships Education and the statutory science curriculum, including the school's teaching about human conception and birth.

The school will ensure that statutory content is carefully sequenced and age appropriate. Protective and preventative content will be introduced in a way that supports safeguarding without causing unreasonable alarm or normalising risky behaviour.

Where emerging safeguarding or pastoral needs mean that the school proposes to depart materially from the published RSE programme, parents will be informed in advance and relevant materials will be available to them on request.

6. Monitoring, Evaluation and Assessment

The subjects will be regularly monitored and evaluated by the Headteacher, members of SLT and the relevant curriculum lead. This will include consideration of curriculum coverage, sequencing, the quality and appropriateness of resources, staff confidence, accessibility for pupils with SEND and pupils' learning.

The school will identify pupils' prior knowledge through appropriate informal assessment and will evidence pupils' learning and progress through teacher assessment, pupil voice and curriculum monitoring.

Pupil engagement will inform curriculum review so that the programme remains relevant, inclusive, well-sequenced and responsive to pupils' needs.

7. The Right to Withdraw

There is no parental right to withdraw a pupil from Relationships Education, Health Education or statutory National Curriculum Science, including science content related to puberty or sexual reproduction.

Parents have the right to request that their child is withdrawn from some or all of the school's non-statutory primary Sex Education.

A request for withdrawal should be made to the Headteacher. Before the withdrawal takes effect, it is good practice for the Headteacher to discuss the request with the parent and, where appropriate, the child, so that the nature and purpose of the curriculum is clear and the possible effects of withdrawal can be considered. The school will keep a record of this process.

Where a primary school parent requests withdrawal from non-statutory Sex Education, the Headteacher will grant the request. The pupil will receive appropriate and purposeful education during the period of withdrawal.

The school will make clear in advance which lessons are classified as non-statutory Sex Education and therefore subject to the right of withdrawal.

8. Equality

Stepney Greencoat's is committed to complying with the Equality Act 2010, including the Public Sector Equality Duty. RSE will be taught in a way that does not discriminate against pupils or amount to harassment. Pupils will be taught the importance of equality, dignity and respect and that bullying or disrespectful language or behaviour is never acceptable.

The school reflects the diversity of religious, cultural and family backgrounds in its community and welcomes and includes different family arrangements, including single-parent, same-sex-parent, foster and adoptive families. In line with current DfE guidance, primary pupils may learn about healthy, loving relationships and different family arrangements in an age-appropriate way.

Teaching will be factual and will distinguish between the law, established facts and matters on which there is significant debate. Where biological sex and gender reassignment arise in age-appropriate teaching, the school will teach the facts and law accurately, will not present contested views as fact, and will ensure that all pupils are treated with respect and dignity.

9. Safeguarding

Safeguarding is central to the RSE curriculum. Pupils are taught age-appropriate anatomical vocabulary, personal boundaries, privacy, appropriate and inappropriate touch, how to recognise unsafe situations, and how to seek help for themselves or others.

Teaching about puberty will take place early enough to prepare pupils for the physical and emotional changes they may experience. Pupils will learn how to stay safe both online and offline, recognise harmful content or contact, understand that abuse is never the fault of the child, and know how to report concerns and keep trying until they are heard.

Protective and preventative teaching will be carefully sequenced and will take account of the age, maturity, needs and vulnerabilities of pupils.

10. Disclosures

Any disclosure or safeguarding concern arising during RSE will be handled in accordance with the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education. Teachers will not promise absolute confidentiality and will explain this to pupils in an age-appropriate way.

11. SEND

The delivery of the content will be made accessible to all pupils, including pupils with SEND. Teachers will consider pupils' individual needs and vulnerabilities and make reasonable adjustments where required. Content, language, examples and resources may be adapted while maintaining the intended learning.

12. Resources and curriculum materials

Stepney Greencoats uses Jigsaw Education resources as part of its planned provision. The school remains responsible for ensuring that all resources used are accurate, age appropriate, suitable for pupils' maturity, accessible to pupils including those with SEND, consistent with this policy and compliant with current statutory guidance.

The school will use professional judgement when deciding whether particular teaching is best delivered to the whole class or, where appropriate, in smaller or single-sex groups. All pupils will receive the curriculum content that is appropriate for them.

Parents will be shown a representative sample of the resources the school plans to use and will be able to view all RSHE curriculum materials on request. Where external providers or externally produced resources are used, the school will retain responsibility for their suitability and safeguarding arrangements.

13. Working with parents

The school recognises parents and carers as important partners in RSE. Parents will be informed about the planned curriculum and, in particular, will be made aware in advance of content classified as non-statutory primary Sex Education.

The class teacher or school will provide information about upcoming RSE learning, including lesson content, objectives and key vocabulary where appropriate. Parents will have opportunities to raise questions or concerns and to view curriculum materials.

The school will proactively engage and consult parents when developing and reviewing this policy. Consultation informs the school's decisions but does not give parents a veto over statutory curriculum content.

This policy will be published on the school website and a copy will be provided free of charge to anyone who asks for one.

14. Pupil questions

Pupils' questions will be answered honestly, factually and in an age-appropriate way. Teachers will not be required to answer questions that are inappropriate for the age or maturity of the class or that fall outside the planned primary curriculum.

Where a question goes beyond the school's planned primary Sex Education, or relates to Sex Education from which a pupil has been withdrawn, staff will respond in a supportive way. This may include encouraging the pupil to speak to a parent or trusted adult, arranging an appropriate individual response, or signposting support where necessary. Safeguarding concerns will always be followed up in accordance with school procedures.

Reception Key Vocabulary to be taught	Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.

Lesson	We are learning to	How we will Learn
Lesson 1 Caring Friendships	To recognise the importance of friendship Know that friendships can make us feel happy. Know some ways that we can make new friends feel welcome.	We will introduce Ezza the Elephant puppet and pass him round the circle so everyone can say hello to him. We will practise putting different feelings on our faces and talk about when we might be feeling them. *Story time*: We will use Ezza the puppet and tell the children it's his first day at school and how he might be feeling at first (shy, lonely) and later on when he makes friends and plays with other animals. We will look at pictures of children at school (generic pictures, not our own!) and try to identify who looks lonely or shy. We will then discuss how we might include that child or welcome a new child to school, for example by smiling at them, saying hello, telling them our name and asking what their name is, asking if they want to join a game or if there is a game they like to play.
Lesson 2 Being kind	To recognise the importance of saying sorry and forgiveness Know that arguing with friends and then making up can make friendships stronger. Know that resorting to violence is never right.	We will start by passing Ezza the puppet around the circle and everyone can say hello to him. We will practise putting on different feelings, starting with angry, then sad and happy. *Story time:* Ezza the elephant and Heckle the hippo are both playing dressing up when they find a crown. Both of them want to have it and they fight over it until they break it and both tumble backwards. They hurt themselves and start to cry. Ezza then asks Heckle if he's ok and Heckle says he didn't mean to hurt him. They say sorry to each other and give one another a big hug. We will then discuss what happened, why they got angry, how it made them feel and what they could have done instead of the fighting. We will pass Ezza around and imagine we are Heckle the Hippo and are going to say sorry to Ezza so we can both feel better.
Lesson 3 Families	To recognise that all families are different. Identify different members of the family. Understand how members of a family can help each other.	We will start by playing the feeling faces game, this time using the feelings scared, excited and relaxed. *Story time* - it's Ezza's first sports day and he is nervous about his noisy family and a crying baby to be around. When Ezza arrives in the playground, he stops and smiles as he sees all the families look so different; some are big and noisy, some very small, some have different animals looking after them and some have only one animal with them. We will look at Families pictures and think of as many different family members as possible. At the end, the children will draw a picture of a family – either their own or one of the families shown in the picture. We will then talk about how we can help each other in our family; what does your family help you with? What do you do the help your family?

Year 1 Key Scientific Vocabulary to be taught	Friends, feelings, different, similar, family, boy, girl, female, male, private parts, penis, vulva

Lesson Sequence	We are learning to	How we will Learn
Lesson 1 Different Friends To understand that we are all different but can still be friends.	Know that we can be friends with people who are different to us.	Explore feelings through different facial expressions (happy, cross, nervous, proud) Explore feelings and differences through a story using props i.e. puppet Jai and Bo. Discuss what was different about the Bo? How did the Jai and Bo become friends? Is it ok to have friends that are different? Why is it important to be kind to people who are different to us?
Lesson 2 Growing and changing To discuss how children grow and change. To identify, name, draw and label the basic parts of the human body.	Understand that babies need care and support. Know that older children can do more by themselves.	Discuss why babies need more help and care than older children? Explore through a story using props i.e. puppet Jai. Helps with baby brother. How do we tell if a baby is a boy? Or How do we tell if a baby is a girl? (Boy and girls have different private parts and the science words are penis and vulva) – Will acknowledge children may have their own words for these parts' pf the body. Discuss any feelings of embarrassment and reinforce its import to know the names of these body parts. Use life cycle picture cards to order from youngest to oldest (children can label the pictures). Discuss what children can do now compared to when they were babies.
Lesson 3 Families and care To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe.	Know there are different types of families. Know which people we can ask for help	Explore through a story using props i.e. puppet Jai. Moving house. How Jai is feeling? Jai's mum argues with dad – shouting, banging and doors slamming. Why is Jai scared? Who can Jai talk to? Discuss that sometimes families might argue but that all children should be able to talk to someone at home or at school if they feel unhappy or upset Discuss family members? Discuss how families can be different? Go round circle - If I needed someone to help me I would ask…

Year 2 Key Scientific Vocabulary to be taught	Similar, different, sex (gender), gender roles, stereotype, boy, girl, male, female, private parts, penis, vulva, testicle

Lesson Sequence	We are learning to	How we will Learn
Lesson 1 Differences Identify the difference between male and female Understand the concept of gender stereotypes	Understand that some people have fixed ideas of what boys and girls can do Describe the differences between male and female babies	We will discuss what we think the differences are between boys and girls. We will think about common objects, toys and clothing and discuss whether we feel they are for boys or girls or everyone and sort them according to our own ideas. We will talk about questions such as – Is it only girls who have long hair? Can only boys wear trousers? We will learn the meaning of the word male and female. We will look at clothed babies to see if we can spot if they are male or female and how this is difficult as they look similar and we cannot see their bodies.
Lesson 2 Male and Female Animals Exploring differences between male and female and understanding this is part of the lifecycle	Describe some differences between male and female animals Understand that making a new life needs a male and a female	We will talk about our favourite animals. We will look at some animals such as lions, peacocks and discuss how we can easily see which is male and female. We will look at other animals such as cats and dogs and talk about how it is difficult to tell if they are male and female. We will look at a female cat feeding her kittens and talk about how animals, just like humans have different private parts for male and female. We will learn that female animals have teats to feed their babies milk. We will learn that animals have small offspring that look like them and grow into adults.
Lesson 3 Naming Body Parts To focus on differences and name body parts	Describe the physical scientific differences between males and females Name the different body parts	We will play Simon says looking at hair colour, eye colour, clothing etc. to recap the keywords differences and similarities. We will remind ourselves how animals can show their differences between male and female. We will discuss what is similar about most male and female bodies – for example having two eyes. We will sing head, shoulders, knees and toes. We will sort body parts in a Venn diagram to show that most body parts are the same for male and female. We will talk about the different male and female parts and name them – penis, testicle, vulva – explain that these are our private parts and are the main difference between male and females.

Year 3 Key Relevant Vocabulary to be taught	Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship.

Lesson Sequence	We are learning to	How we will Learn
Lesson 1 Body Differences Understand that people are unique and to respect those differences. Understand some of the differences between male and female bodies.	Know and respect the body differences between ourselves and others. Name male and female body parts using agreed words.	We will talk about the word “unique” and what makes us unique. We will talk about what the words “male” and “female” mean. We will talk about some of the physical differences and how these are sometimes referred to as male or female body parts. We will look at drawings of babies and children without their clothes on so that it is easier to see the differences being discussed. We will name familiar and new body parts related to the learning, using agreed scientific language. We will talk about how males and females need different parts so that when they are grown up they will be able to make a baby if they want to. We will talk about why some body parts are called private parts.
Lesson 2 Personal Space To consider appropriate and inappropriate physical contact and consent.	Understand that each person’s body belongs to them. Understand personal space and unwanted touch.	We will talk about when we use and what we mean by “personal space”. We will talk about why it is important to respect personal space. We will talk about body language and visual signals someone might use to show they are uncomfortable. We will talk about some example unwanted touch scenarios and discuss what children can do if they are uncomfortable. We will talk about the PANTS acronym and discuss what we mean by “private parts” .
Lesson 3 Help and Support To explore different types of families and who to go to for help and support.	Understand that all families are different and have different family members. Identify who to go to for support.	We will talk about what the word “family” means and what different kinds of families we know about. We will look at pictures of different types of families and talk about what they have in common and what is different. We will talk about how family members help and support each other. We will refer to family pictures and talk about the feelings of the people in the pictures. We will talk about whether any of the children look scared or upset and discuss what we could do or who we could talk to in these situations. We will talk about who we can talk to at school if we need help (eg teachers, support staff etc) or outside of school (eg police officer, trusted neighbour)

Year 4 Key Scientific Vocabulary to be taught	Similar, different, sex (gender), gender roles, stereotype, boy, girl, male, female, private parts, penis, vulva, testicle

Lesson Sequence	We are learning to	How we will Learn
Lesson 1 **Changes** To explore the human lifecycle To identify some basic facts about puberty	Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty	We will discuss what a lifecycle is: i.e., the stages of life, including reproduction, that a living thing goes through. We will define puberty and learn that this is a special time when a child gradually grows and develops into a young adult and both their bodies and feelings change a great deal. We will look at illustrations of parts of the human body, including private parts. We will discuss and look at pictures which show some of the ways the body changes during puberty. We will engage in a lifecycle true or false quiz to check our understanding of our learning.
Lesson 2 **What is Puberty?** To explore how puberty is linked to reproduction	Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to	We will recap our learning from our previous lesson and be reminded that puberty can happen at any time between the age of 8 and 16 and that it starts and ends at different times for everybody. We will discuss that in this lesson we will learn about two more important changes which happen inside the body and enable humans to reproduce. We will explore how puberty affects our emotions and how we might feel as these changes happen. We will discuss and answer questions such as: If someone needed advice on some of the changes we go through, who would they ask? Which of the changes we go through are physical and which are emotional? How does a female know when their period has started? When does a male know they have started to produce sperm? We will discuss and explain reproduction and that one of the most important differences to start inside the body during puberty is the production of a seed in males called sperm and in females a special kind of egg called an ovum. We will learn that these are needed to make a baby. We will learn that if adults decide to have a baby then the sperm and egg join together in the woman's body.
Lesson 3 **Healthy Relationships.**		We will discuss a range of relationships that people might have in their lifetime.

To explore respect in a range of relationships To discuss the characteristics of healthy relationships	Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable	We will discuss what makes us feel good in a relationship and what makes us feel unhappy or uncomfortable. We will ask and answer the question: Why do people choose to have a friendship? We will look at some pictures depicting relationships and look at statements deciding which are part of a healthy friendship or unhealthy friendship. We will also look at 'respect' in relationships and the part it plays in friendships. We will consider and understand that it just as important to respect people's feelings online as it is face to face. In all of our lessons we will adhere to ground rules which will include: Listening to each other; treating each other with respect (this includes no laughing at each other, no put downs, no personal questions); only saying things you don't mind people knowing about.

Year 5 Key Scientific Vocabulary to be taught	Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair

Lesson Sequence	We are learning to	How we will Learn
Lesson 1 Puberty Exploring the emotional and physical changes that take place during puberty	Describe the main emotional and physical changes that take place during puberty. Ask questions about puberty with confidence.	We will discuss the ages that puberty occurs. We will discuss that each person starts puberty at a different time and will develop in their own way – it's important to respect these differences. We will talk about male and female specific hormones and their responsibility for growth and developmental changes during puberty. We will look at male and female reproductive systems, highlighting the body changes already discussed.
Lesson 2 The reproductive system Exploring differences between male and female and understanding this is part of the lifecycle	Understand how puberty affects the reproductive organs. Describe what happens during menstruation and sperm production.	Females We will talk about our menstruation and discuss the menstrual cycle. We will use poppy seeds and spaghetti to represent to scale the female egg and fallopian tubes approximate size. We will discuss how the menstrual cycle impacts on woman's feelings, and explain that just before and during a period woman can experience physical and emotional discomfort. We will discuss menstrual wellbeing. We will discuss different types of menstrual products, explain how they work and where to get them from. Male We will discuss main changes during male puberty; sperm production, testicles dropping, erections and wet dreams. We will discuss how these changes impact on feelings and moods.
Lesson 3 Puberty help and support To explore the impact of puberty on the body and the importance of physical hygiene.	Describe how to keep clean during puberty Describe how emotions/relationships change during puberty. Know how to get support and help during puberty.	We will play an object memory game – all objects will have something to do with puberty and growing up – for example deodorant. We will discuss the uses of each item, what is it for? Who uses it and why someone going through puberty might use it. We will discuss and problem solve puberty related scenarios. We will use the scenarios to reinforce differences in people and to be respectful of others. We will discuss any other related questions children might have relating to puberty.

Year 6 Key Scientific Vocabulary to be taught	Womb, sperm, egg, contraception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

Lesson Sequence	We are learning to	How we will Learn
Lesson 1a To consider puberty and reproduction	Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence	**We will establish a group agreement and Respect Rules for these lessons: listen to each other; treat each other with respect (this includes no laughing at each other, no put downs or personal comments/questions); confidentiality (explaining how the teacher would need to share any safeguarding concerns).** Re-cap puberty from Year 5 lessons if needed. In pairs, children will discuss the changes that happen during puberty. Using Body Parts Cards children will state where it is a female or male body part. In pairs, children answer questions on a Reproduction question sheet and discuss together **To end, children will complete sentences like: *One way the body changes in puberty in preparation for reproduction is…***
Lesson 1b To know we all have the right to be safe	To know how someone can be safe and in control of their body To understand what FGM stands for To know where to go for help	**Re-cap Respect Rules from last lesson** Check their knowledge using the Puberty Body Part cards; focus on the pictures of the female parts including the clitoris picture. Explain that the lesson is about keeping safe, in particular keeping bodies safe. Explain that another way someone can keep safe and take care of their bodies is by not letting anyone touch their private parts. (An exception would be for medical reasons and they would ask for permission.) On a drawn outline of a body children will work in small groups to identify which are the private areas. We will acknowledge that the penis, testicles and vagina are often called 'private parts' but there are other parts of our body, which we might also describe as private or not to be touched by others without our consent. Discussion might include whether it is appropriate to touch someone's stomach or bottom etc. Children will be given an acronym to remember which will help them stay safe. We will discuss the vocabulary included. • **P**rivates are private • **A**lways remember your body belongs to you • **N**o means no • **T**alk about secrets that upset you • **S**peak up, someone can help We will discuss what a person should do if someone wants to do something to their body that they are not happy about? We will discuss what changes happen to the private parts during puberty e.g. private parts grow, periods start. I will explain that Female Genital Mutilation (FGM) means changing or removing part of the female private parts by cutting them and that this practice is harmful and painful for girls and women and is illegal in this country.

		I will explain that FGM is something that happens to some girls in some cultures and that it is important that we remember the above teaching **PANTS** I will explain that some girls are taken away for a "celebration" where FGM happens, but this is not allowed in this country. If a person hears about this or are worried, they can speak to someone about it. Remembering the 'S' of the PANTS - someone can help. Anyone can call ChildLine 0800 1111 **To end, children will have the opportunity to write questions using the template: *After the lesson I wanted to know...* and I will address these where appropriate in the next lesson.** *To avoid the children thinking FGM can happen to anyone it is important to reinforce that it is not universally practiced and that it only happens in certain countries and communities who have moved to the UK from those countries.*
Lesson 2 Exploring the importance of commmunication and respect in relationships	Explain some differences between a healthy and unhealthy relationship Know that communication and permission seeking are important in relationships	**Re-cap Respect Rules** Children will be asked to consider what we might mean by Healthy and Unhealthy Relationships. In pairs, children will write three qualities of a good friend. We will establish that good communication skills can be really important in a positive relationship, to find out what people like and don't like and to let people know what we want to do or don't want to do. I will explain that some teenagers might start dating or going out. We will discuss what they understand by this. We will discuss the difference between being friends and dating. We will discuss which qualities of a good friend would be important in a romantic relationship too. We will use Communication and Touch cards which discuss touch in different types of relationships and that communication is particularly important when touch is part of a relationship. Children will read their cards carefully and decide whether they think the scenario shows a good level of communication, some communication or no communication. **To end will have the opportunity to write questions using the template: *After the lesson I wanted to know...* and I will address these where appropriate in the next lesson.**
Lesson 3 To consider different ways people may start a family	Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy	**Re-cap Respect Rules** Check that the children understand the meaning of the words conception and pregnancy. Children will be given picture cards with a diverse range of couples. Children will create a timeline of different stages and important decisions to think about in the starting a family process. We will discuss the length of time that could be spent on each decision i.e. how long would such a relationship take to develop before the couple would be ready to start a family.

		Before starting the next activity, I will ask the children how they might feel about looking at the drawings of bodies and sexual intercourse and we will discuss strategies to help them deal with their feelings during this activity. Children will then use 'How Does a Baby Start?' cards and they will be asked to sequence them. We will also discuss other ways of becoming pregnant/having a family: IVF, donors, fostering and adoption. **To end, we will discuss: *One thing I've learnt about having a baby is...***
Lesson 4 To explore positive and negative ways of communicating in a relationship	To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong	**Re-cap Respect Rules** We will discuss what the term personal/ private information means. Including: real name and surname, age, date of birth, home address, school address, email address, phone numbers, photos of you with friends/family, passwords (e.g. for social media sites). We will discuss what words we use when someone is having a relationship with someone else, for example we might say two people are 'going out together'. Children will discuss the question on their Relationship Question cards. We will discuss different ways people communicate with each other. Children will then decide whether the Communication Scenario Cards are true or false. i.e. discussing the sharing of photos with online friends – should not be shared as you do not know for sure who that person is. Finally discuss SMART rules from the Kidsmart website as a way of staying safe online. **To end, we will discuss: *One way to communicate safely is...***