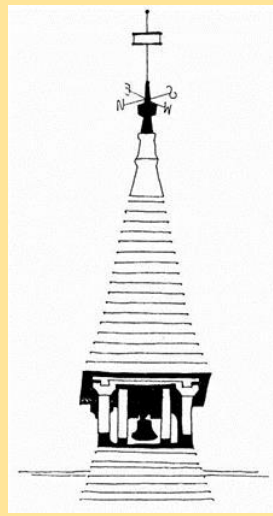


Relationships and Sex Education (RSE) scheme of learning from Reception to Year Six

Information for Parents and Carers

Sound and District Primary School
2022/2023



Relationships and Sex Education (RSE) – information for Parents and Carers

Safeguarding our children is of paramount importance to us at Sound and District Primary School. We also believe it is essential that children are provided with age-appropriate information to assist them in making sensible choices and developing respect for themselves and others as they progress through the school.

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science and others are taught as part of Personal, Social, Health and Economic Education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

With this in mind, we use resources from 'The Christopher Winter Project' to support the teaching of RSE throughout the school. These resources have been commended by the PSHE Association and fully support the Science National Curriculum.

Please be reassured that we follow a carefully structured programme that covers RSE at an age appropriate level for children in each year group. The overview of the scheme we use is attached to this document so you can see how the scheme builds from year to year.

The main aims for RSE in Primary Schools

Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education aims to:

- Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
- Prepare pupils for puberty
- Give children an understanding of reproduction and sexual development
- Give children an understanding of the importance of health and hygiene
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- Answer pupils' questions honestly and sensitively – referring the child to parents where appropriate
- Enable children to recognise unsafe situations and be able to protect themselves and ask for help and support

- Help children to understand the consequences of their actions and behave responsibly within relationships

The information below shows what is taught in the Science Curriculum and PSHE linking to RSE. The science curriculum is statutory, so these are things that are taught to the children with specific reference to the year groups.

2014 National Curriculum Science - Key Stage 1	2014 National Curriculum Science - Key Stage 2
<p>Year 1</p> <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Year 2</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults 	<p>Year 5</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals • describe the changes as humans develop to old age <p>Notes and Guidance</p> <ul style="list-style-type: none"> • Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. • They should learn about the changes experienced in puberty.

National PSHE Association - 2013 Programmes of Study
<p>Key Stage 1</p> <ul style="list-style-type: none"> • The names for the main parts of the body (including external genitalia), the similarities and difference between boys and girls <p>Key Stage 2</p>

<ul style="list-style-type: none"> • How their body will change as they approach and move through puberty • About human reproduction 	
<p>National PSHE Association Programmes of Study 1: Health and Well-Being</p>	<p>National PSHE Association Programmes of Study 2: Relationships</p>
<ul style="list-style-type: none"> • Pupils should be taught: • 1. What is meant by a healthy lifestyle • 2. How to maintain physical, mental and emotional health and well-being • 3. How to manage risks to physical and emotional health and well-being • 4. Ways of keeping physically and emotionally safe • 5. About managing change, such as puberty, transition and loss • 6. How to make informed choices about health and well-being and to recognise sources of help with this • 7. How to respond in an emergency • 8. To identify different influences on health and well-being 	<ul style="list-style-type: none"> • Pupils should be taught: • 1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts • 2. How to recognise and manage emotions within a range of relationships • 3. How to recognise risky or negative relationships including all forms of bullying and abuse • 4. How to respond to risky or negative relationships and ask for help • 5. How to respect equality and diversity in relationships

Care will be taken to approach these matters with sensitivity and in line with school policy. The children will be encouraged to follow up by talking to parents, carers and others who they trust.

Questions will be answered in an honest, open and age appropriate manner. Children may be encouraged to ask the question at home if it seems inappropriate for whole class discussion.

Although parents/carers have the right to withdraw their children from the non-statutory elements of SRE, we hope that the sessions will complement what you may already have discussed or be planning to discuss at home and that you will want your son or daughter to take part.

Reception

Our Lives - EYFS

Scheme of Work

Word box – dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad

Early Learning Goals Prime Areas	Learning Intentions and Learning Outcomes	Lesson overview
Physical Development Health and self-care	<p><u>Learning Intention</u> To consider the routines and patterns of a typical day</p> <p><u>Learning Outcomes</u> Understand some areas in which the children can look after themselves e.g. dressing and undressing</p>	<p>Children to share how they get ready for school – when do they have breakfast? When do they brush their teeth? Can they order picture cards to demonstrate their routines?</p> <p>Talk about several activities in more detail such as brushing teeth and washing. Show a range of resources such as flannels, sponges, toothbrushes and talk about their purpose. How do they help us to stay clean? Why is it important that we stay clean?</p>
Physical Development Health and self-care	<p><u>Learning Intention</u> To understand why hygiene is important</p> <p><u>Learning Outcomes</u> Explain why it is important to keep clean Understand some basic hygiene routines</p>	<p>Talk to the children about the word 'hygiene' and what this means. Talk about why it's important to keep clean and ways in which we can do that (re-cap the ideas from the previous lesson).</p> <p>Talk about hygiene processes including tooth brushing, hand washing, wearing clean clothes, changing socks and underwear, showering and bathing as well as using tissues.</p> <p>Reflect and review – one way to keep clean is ...</p>
Personal, Social and Emotional Development Making Relationships	<p><u>Learning Intention</u> To recognise that all families are different</p> <p><u>Learning Outcomes</u> Identify different members of the family Understand how members of a family can help each other</p>	<p>Show images from 'The Family Book', talking about how every family is different. Children can share who is in their family and who is special to them. Children then draw a family portrait to show who is important and special to them.</p> <p>Talk about how family members can help us and some of the jobs that different family members help us with.</p>

Year One

Growing And Caring For Ourselves – Key Stage One

Scheme of Work

Word box – clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina

PSHE Programme of Study Core Theme 1: Health and Wellbeing	Learning Intentions and Learning Outcomes	Lesson overview
<ul style="list-style-type: none"> the importance of and how to maintain personal hygiene about the process of growing from young to old and how people's needs change the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them 	<p><u>Learning Intention</u> To understand some basic hygiene principles</p> <p><u>Learning Outcomes</u> Know how to keep clean and look after oneself</p>	<p>Show picture cards of how to get ready for school. What order do children get ready? Once the children have talked about their morning routine, discuss the importance of why hygiene is important. How can they stay clean and look after themselves? Talk about what resources they can use to stay clean.</p>
	<p><u>Learning Intention</u> To introduce the concept of growing and changing</p> <p><u>Learning Outcomes</u> Understand that babies become children and then adults</p> <p>Know the differences between boy and girl babies</p>	<p>Adult to show a range of photographs of themselves as a baby to a toddler, child, teenager and then as an adult. With the children, talk about the different stages and the changes that have been made when growing up.</p> <p>Use dolls to talk about the differences between girl and boy babies using the vocabulary from the word box. Use this opportunity to talk about privacy. NSPCC has good resources 'pants are private' to help express this message.</p>
	<p><u>Learning Intention</u> To explore different types of families and who to ask for help</p> <p><u>Learning Outcomes</u> Know there are different types of families Know which people we can ask for help</p>	<ul style="list-style-type: none"> - What is family – define this concept. Talk about how every family is different and that we must respect other people. View PowerPoint. - Read the 'Family Book' as the basis for discussion about families. Every family will be slightly different from another family. We respect everyone. - Talk about important family members – who is special in your family? Why are they important to you? - Children to draw a picture of how families celebrate a family event such as a birthday or Christmas time.

Year Two

Differences – Key Stage One

Scheme of Work

Word box – Similar, different, sex, gender, roles, stereotypes, boy, girl, male, female, private parts, penis, vagina

PSHE Programme of Study Core Theme 1: Health and Wellbeing	Learning Intentions and Learning Outcomes	Lesson overview
<ul style="list-style-type: none"> about the process of growing from young to old and how people's needs change the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls 	<p><u>Learning Intention</u> To introduce the concept of male and female and gender stereotypes To identify differences between males and females</p> <p><u>Learning Outcomes</u> Understand that some people have fixed ideas about what boys and girls can do. Describe the difference between male and female babies</p>	<p>Use PowerPoint about stereotypes to introduce the concept of male and female gender stereotypes. Play a game of 'find someone who' to find friends who match the description such as 'find someone who has a dog' or 'find someone who likes strawberries'. Discuss the findings and talk about how both girls and boys can have these answers.</p>
<p><u>Science Attainment Targets</u></p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults 	<p><u>Learning Intention</u> To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p><u>Learning Outcomes</u> Describe some differences between male and female animals</p>	<p>Use dolls to talk about the differences between girl and boy babies using the vocabulary from the word box. Use this opportunity to talk about privacy. NSPCC has good resources 'pants are private' to help express this message.</p> <p>Show images of animals and the differences in the animal kingdom between male and female animals.</p>
	<p><u>Learning Intention</u> To focus on sexual difference and name body parts</p> <p><u>Learning Outcomes</u> Describe the physical differences between males and females Name the male and female body parts</p>	<p>View the PowerPoint slides to talk through body parts. Begin by playing 'Simon Says' naming body parts such as head, shoulders, elbows, etc. Discuss that our body parts inside and out have special jobs to do. View the PowerPoint to help link to science learning. Talk about girls and boys bodies – noting the vocabulary from the word box.</p>

Year Three

Valuing Differences and Keeping Safe – Key Stage Two

Scheme of Work

Word box – stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship

PSHE Programme of Study Core	Learning Intentions and Learning Outcomes	Lesson overview
<p><u>Theme 1: Health and Wellbeing</u></p> <ul style="list-style-type: none"> the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong 	<p><u>Learning Intention</u> To explore the differences between males and females and to name the body parts</p> <p><u>Learning Outcomes</u> Know some differences and similarities between males and females Name male and female body parts using agreed words</p>	<p>Use a picture of a baby dressed in clothes – can children tell if this baby is male or female? Prompt them by asking how a midwife or doctor might tell the sex of a baby when it is first born. If appropriate, remind them of any work they may have done in Year 2 about differences and body parts. Establish that you cannot always tell the sex of a baby by looking at it with its clothes on. Ensure the class understands that it is the private parts of a baby which confirm whether it is male or female. Explain the meaning of the word private. Accept any words the children use for the private parts and ask if they know the science words. Explain that you will be using agreed science words in these lessons.</p> <p>Reinforce that there are some important differences between male and female bodies and they are going to learn the agreed science words for these today. Make a Venn diagram with 'male', 'female' and 'both' sections. Give a Body Parts picture card to each pair of children and ask them to consider where it could go in the Venn diagram. When they have all decided, ask them in turn to read out the card and place it in one of the spaces. After the activity is completed ask the children what they notice and ensure they recognise that most body parts are the same for males and females, only some are different.</p>
<p><u>Core Theme 2: Relationships</u></p> <ul style="list-style-type: none"> to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage to judge what kind of physical contact is acceptable or unacceptable and how to respond 	<p><u>Learning Intention</u> To consider touch and to know that a person has the right to say what they like and dislike</p> <p><u>Learning Outcomes</u> Identify different types of touch that people like and</p>	<p>Share a range of resources that have different textures. Pass these around the children and after each object talk about who liked the specific textures and who didn't. Explain that these choices are ours to make and we can decide what we like.</p> <p>Discuss the learning objectives, asking for examples of the ways people touch each other. Ask the children to think of as many different types of touch as possible e.g. push, hug, scratch and kiss. Accept the words and write them on the board. Ask the children which touches they like and do not like. Ask whether it makes a difference who is touching them and why? For instance, do they like to be hugged by everyone or only by certain people? Emphasise that</p>

	<p>do not like Understand personal space. Talk about ways of dealing with unwanted touch</p>	<p>everyone is different, and it is important to know what each of them likes or dislikes. Everyone has the right to say what is ok and what is not ok.</p>
	<p><u>Learning Intention</u> To explore different types of families and who to go to for help and support <u>Learning Outcomes</u> Understand that all families are different and have different family members Identify who to go to for help and support</p>	<p>Read 'Love makes a family' to the children. Share some of the examples from the book. Talk about how there are many types of families. Children can share who is in their family and some of the special jobs that they do. Discuss the book again and talk about the members of the family from the pages. Share experiences such as who in your family and write about why they are important to you.</p> <p>Other useful books to read could include:</p> <ul style="list-style-type: none"> • Who's in a Family? Robert Skutch • Nutmeg Gets a Little Sister, Judith Foxon • Spark Learns to Fly, Judith Foxon • Happy Families, Allan Ahlberg

Year Four

Growing Up– Key Stage Two

Scheme of Work

Word box – Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

PSHE Programme of Study Core Theme 1: Health and Wellbeing	Learning Intentions and Learning Outcomes	Lesson overview
<ul style="list-style-type: none"> • about the process of growing from young to old and how people's needs change • the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls 	<p><u>Learning Intention</u> To explore the human lifecycle</p> <p><u>Learning Outcomes</u> Describe the main stages of the human lifecycle Describe the body changes that happen when a child grows up</p>	<p>Use life cycle pictures and children to work together to sort the life cycle into order. Ask at what stage in the cycle humans reproduce. If possible, use the answers to identify that teenagers are experiencing a lot of changes as they develop from a child to an adult.</p> <p>Draw and Write Lifecycles Explain to the class that they are going to do a draw and write activity showing two parts of the lifecycle. Using the Babies and Children worksheet, first ask the class to draw a baby and then write about what it can do. Secondly ask them to draw what they themselves look like now and describe how they've changed since they were a baby</p>
<p>Science Attainment Targets</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults 	<p><u>Learning Intention</u> To identify some basic facts about puberty</p> <p><u>Learning Outcomes</u> Discuss male and female body parts using agreed words Know some of the changes which happen to the body during puberty</p>	<p>Check whether the pupils know what puberty is; explain 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. Tell the children it can start as young as 8 and carries on during the teenage years. Support this by referring to the lifecycle pictures and ask the children to comment on the differences they can see between childhood and adolescence.</p> <p>Having babies Ask the children if they know anyone who has had a baby. Ask if giving birth to a baby is the only way to create a family. Explore adoption and fostering and the range of special people who look after and care for a baby including grandparents, foster carers, aunts, friends of the family, siblings. What new roles do these people have to perform?</p>
	<p><u>Learning Intention</u></p>	<p>Introduction</p>

	<p>To explore how puberty is linked to reproduction</p> <p><u>Learning Outcomes</u></p> <p>Know about the physical and emotional changes that happen in puberty</p> <p>Understand that children change into adults so that they are able to reproduce</p>	<p>Explain that in this lesson the class will learn more about the stage of the human lifecycle in which children develop into young adults, or teenagers. Ask if they remember the science word for this time of change (puberty). Ask if they can spell puberty and write it as a title on the board. Remind the class that puberty can happen at anytime between the age of 8 and 16 and that it starts and ends at different times for everybody.</p> <p>Read 'Hair in Funny Places' by Babette Cole. As a whole class, list the physical changes that happened to the two parents, caused by 'Mr and Mrs Hormone'. Ask the children to reflect on the female character's concern that she was not developing at the same rate as her friends. Explain what hormones are and that they are activated at different times for different people.</p> <p>Puberty Discussion Discuss with the class why puberty can be an exciting time and that there is a lot to look forward to. On the whiteboard, make a list of positive and exciting aspects of entering puberty and starting to grow up, e.g. being given more responsibility, staying out later, getting taller</p>
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Year Five

Puberty – Key Stage Two

Scheme of Work

Word box – puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

PSHE Programme of Study	Learning Intentions and Learning Outcomes	Lesson overview
<p><u>Core Theme 1: Health and Wellbeing</u></p> <ul style="list-style-type: none"> • how their body will, and emotions may, change as they approach and move through puberty • to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them 	<p><u>Learning Intention</u> To explore the emotional and physical changes occurring in puberty</p> <p><u>Learning Outcomes</u> Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p>	<p>Introduction Tell the class that the lesson will be about the changes that occur during puberty. Explain that puberty is a special time of change when children grow and develop into young adults, or teenagers. Refer to the learning outcomes on the whiteboard and discuss what they mean. Ensure that the pupils understand the words 'physical' and 'emotional' by explaining that a physical change happens to the body and an emotional change involves feelings. Give one or two examples.</p> <p>Share facts about puberty and the changes that take place.</p> <p>Tell the class that they are going to see a film about puberty and in particular about the physical and emotional changes that occur as boys and girls grow older</p>
<p><u>Core Theme 2: Relationships</u></p> <ul style="list-style-type: none"> • to feel confident to raise their own concerns, to recognise and care about other people's feelings <p><u>Science Attainment Targets</u></p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age 	<p><u>Learning Intention</u> To understand male and female puberty changes in more detail</p> <p><u>Learning Outcomes</u> Understand how puberty affects the reproductive organs Describe how to manage physical and emotional changes</p>	<p>Ask the pupils what they remember from the first session, reminding them that both physical and emotional changes happen during puberty. Use the Pictures of male and female reproductive organs to recap on the main body parts.</p> <p>Menstruation Ask questions to establish what the class understands about menstruation (periods) so far. Use the whiteboard to show an animation of the menstrual cycle which can be found at: http://www.kidshealth.org/teen/your_body/body_basics/female_repro.html</p> <p>Male Changes Discuss some of the key changes that happen to boys during puberty, such as</p>

		<p>sperm production, testicles 'dropping', erections and wet dreams. Support this by referring to the Male Pictures and use the Puberty Changes Teachers Guide to help with explanations. Discuss how these changes might impact on a boy's feelings and moods and reinforce that they are a normal part of growing up.</p> <p>Puberty Card Game In small single sex groups, hand out copies of the Puberty Card Game. Ask the children to take turns to read out a card. The whole group should then try to reach a consensus on whether the statement is true, false or they don't know and place the card in the appropriate pile. Circulate and support the groups to achieve the task.</p>
	<p><u>Learning Intention</u> To explore the impact of puberty on the body & the importance of hygiene To explore ways to get support during puberty</p> <p><u>Learning Outcomes</u> Explain how to keep clean during puberty Explain how emotions change during puberty Know how to get support and help during puberty</p>	<p>Discuss the purpose of some items that are linked to puberty. Use the discussion to explore how people can look after their bodies and feelings during puberty. Ask the class which objects they think are essential and which objects people might choose to use. Reinforce that soap and sanitary wear are essential, whereas we can choose whether to use make up or hair products and also choose which types we use. Consider gender stereotypes and social pressures to look or be a certain way. Encourage the class to think about making informed, healthy choices.</p>

Year Six

Puberty, Relationships and Reproduction – Key Stage Two

Scheme of Work

Word box – womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

PSHE Programme of Study <u>Core Theme 1: Health and Wellbeing</u>	Learning Intentions and Learning Outcomes	Lesson overview
<ul style="list-style-type: none"> • how their body will, and emotions may, change as they approach and move through puberty • about human reproduction • the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others 	<p><u>Learning Intention</u> To consider puberty and reproduction</p> <p><u>Learning Outcomes</u> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence</p>	<p>In pairs, ask the children to discuss the changes that happen during puberty. Using a go-round ask each child to complete the following sentence: One change that happens in puberty is ... Ensure that the main changes have been covered.</p> <p>Body Parts activity Explain that the purpose of this exercise is to find out what the group knows about body parts, especially the parts relating to puberty and reproduction. Label four corners in the room: male / female / both / unsure. Using the Body Part cards, call out the name of one body part and hold up the corresponding word card. Ask the children to move to the appropriate corner: e.g. uterus belongs in the female corner; nipples belong in both. Reassure the children that it is OK to go to the "unsure corner".</p>
<p><u>Core theme 2: Relationships</u></p> <ul style="list-style-type: none"> • to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage • to recognise what constitutes positive healthy relationships and develop the skills to form them 	<p><u>Learning Intention</u> Consider physical & emotional behaviour in relationships</p> <p><u>Learning Outcomes</u> Discuss different types of adult relationships with confidence Know what form of touching is appropriate</p>	<p>Ensure the children understand the word relationship and ask for examples of different types of relationships (including friendship).</p> <p>Relationship Pictures Activity Give pairs or small groups a Relationship picture. Ask the groups to give responses to the pictures and to explore these questions: What kind of relationship is shown in the picture? Do you think it is a positive relationship or not? How can you tell? Additional pictures can be found from the Getting started with SEAL photo cards.</p> <p>DVD How Babies Are Made Tell the class that they are going to watch a film about relationships and in particular about relationships between adults. Explain that the film also</p>

		<p>includes a cartoon animation of sexual intercourse, which is one of the ways adults express their feelings in a sexual relationship. The cartoon will also show how a baby is made.</p> <p>Following DVD, discuss the film seen. Share ideas and discuss the film with the whole class; ask open-ended questions such as: What were the different relationships we saw in the film? What qualities did each person value in their friend or partner? Why had one particular couple decided to have a baby?</p>
	<p><u>Learning Intention</u> To explore the process of conception and pregnancy</p> <p><u>Learning Outcomes</u> Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception</p>	<p>Relationship Timeline</p> <p>Explain that the class is going to create a sequence/timeline on the board, which describes the different stages in a relationship that could lead to having a baby. In pairs, ask the children to discuss what they think needs to happen before two people decide to have a baby. As a whole class, share ideas and record these on the board as a sequence or timeline.</p> <p>Acknowledge diversity and difference in adult relationships by accepting a range of ideas; consider that some people might have a baby on their own – what would their timeline look like? What would they need? Emphasise that different timelines and sequences will be appropriate for different people.</p>
	<p><u>Learning Intention</u> To explore positive and negative ways of communicating in a relationship</p> <p><u>Learning Outcomes</u> 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</p>	<p>How Does a Baby Start? Sequencing Activity</p> <p>In small groups, give out the How does a baby start? cards; one set per group. Explain that the cards illustrate how a baby is made through sexual intercourse. Remind the class of the cartoon animation of sexual intercourse they saw in the previous session. Ask the groups to sequence the cards in the correct order to show they have understood the conception process. As a whole group discuss and sequence the pictures using the whiteboard summary, correct any misunderstandings. Ask the class if this is the only way to become pregnant or to have a family. Discuss other options, such as IVF, sperm donors, fostering and adoption.</p> <p>Focus also on discussing relationships including getting support.</p>