



## RCSAT Relationships, Sex and Health Education (RSHE) Long Term Provision



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
	<b>The Right to be Me</b> British Value: Individual Liberty Articles: 7,12,13,15	<b>The Right to Learn</b> British Value: Democracy Articles: 28,29,31	<b>The Right to be Safe and Healthy</b> British Value: Mutual Respect and Tolerance Articles: 16,17,19,24,27
	Heartsmart - Weekly No Outsiders enhanced with P4C	Heartsmart - Weekly	Heartsmart - Weekly Christopher Winters – SRE
EYFS	NSPCC My Pants Are Private Table Manners including how to use a knife and fork Hand washing, coughing and sneezing – good practise Dental visit		
Y1	BRAKE BEEP BEEP - Road Safety <a href="http://www.brake.org.uk">www.brake.org.uk</a> Countryside Code		
Y2	School Nurse – Hygiene School Grounds project		
Y3	Water Safety - Canal/River/Swimming Pool Community Environment Project		
Y4	Railway Safety Enterprise Project		
Y5	Fire - Smoke Busters Bikeability – Level 1 & Level 2 (Repeat in Y6 if they don't meet the required standard) Environmental Project		
Y6	Fire - Safety Central First Aid Training Council or House of Parliament Visit Barclays Money Skills Project School Nurse - Puberty		
WS	Sports Champions PCSO Visits and NSPCC Talks School Council, Ethos and Eco Warriors Events Countryside Code & Community Events Change 4 Life Days		

**Online Safety covered as part of our Computing Curriculum (Purple Mash)**

## Heartsmart – Mental Health & Resilience

*It equips our children with foundational principles, skills, habits and a mind-set which will improve their mental health, relationships and academic achievement.*

Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Get Heartsmart!	Don't Forget to Let Love In!	Too Much Selfie Isn't Healthy!	Don't Rub it in, Rub It Out!	Fake Is a Mistake!	No Way Through Isn't True!
Y1	A1, B8, B10, C5	AC, B4, B8, C5	A3, B3, B9, C5	A1, B6, C5	A1, B4, C2, 5	A2, B6, C2, C5
Y2	B3, B6, C1, C4	B6a, B9, C2, C3	B3, B6, C3, C7	B1, B9, C1	B3, B8, C4	B3, B9, C4a, C7
Y3	A2, B4, C7	A2, B5, B10, C1	A2, B2, B5, B10	A2, B4, C3	A2, B6, C1	A1, B5, B10
Y4	B2, B7, C3	B1, B7, B10, C6	B2, B8, C2, C4	B2, B7, C7	B2, B9, C6	B2, B7, C1, C4b
Y5	A3, B5, C2	A1, B3, B8, C7	A1, B4, C1	A3, B5, C2, C4	A3, B5, C7	A3, B4, C3,
Y6	B1, B9, C6	B2, B3, B6b, C4	B1, B7, C6	B3, B8, B10, C6	B1, B7, B10, C3	B1, B8, C6
All	Plenary - Unit D to be included with every theme of work					

### The HeartSmart High Five



Let Your Light Shine  
Matthew 5:16



## No Outsider In Our School – Everyone is welcome in our school.

*Ensuring our children are excited about living in a community full of difference and diversity.*

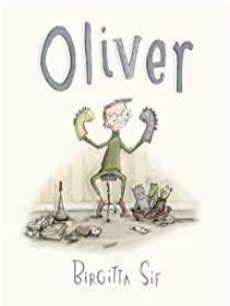
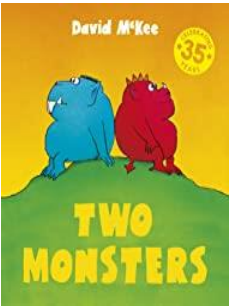

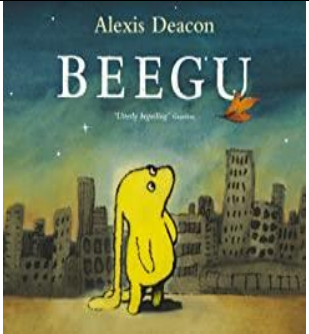
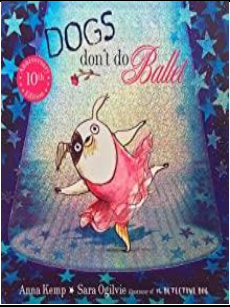
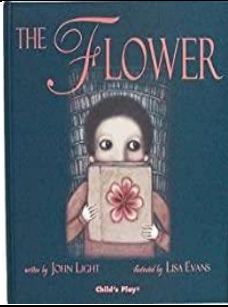
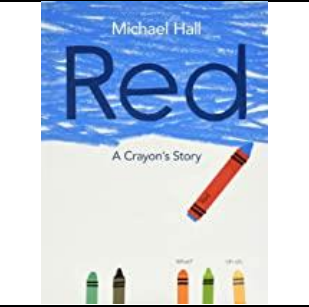
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	<p>Learning Intention: To say what I think.</p>	<p>Learning Intention: To understand that it's okay to like different things.</p>	<p>Learning Intention: To make friends with different people.</p>	<p>Learning Intention: To understand that all families are different.</p>	<p>Learning Intention: To celebrate my family.</p>
Y1 (A)					
	<p>Learning Intention: To like the way I am.</p>	<p>Learning Intention: To play with boys and girls.</p>	<p>Learning Intention: To recognise that people are different ages.</p>	<p>Learning Intention: To understand that our bodies work in different ways.</p>	<p>Learning Intention: To understand that we share the world with lots of people.</p>
Y2 (B)					
	<p>Learning Intention: To understand what diversity is.</p>	<p>Learning Intention: To understand how we share the world.</p>	<p>Learning Intention: To understand what makes someone feel proud.</p>	<p>Learning Intention: To feel proud of being different.</p>	<p>Learning Intention: To be able to work with everyone in my class.</p>

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*Matthew 5:16*

## No Outsider In Our School – Everyone is welcome in our school.

*Ensuring our children are excited about living in a community full of difference and diversity.*

Y3 (A)					
	Learning Intention: To understand how differences can affect someone.	Learning Intention: To understand what 'discrimination' means.	Learning Intention: To find a solution to a problem.	Learning Intention: Use strategies to help someone who feels different.	Learning Intention: To be welcoming.
Y4 (B)					
	Learning Intention: To know when to be assertive.	Learning Intention: To understand why people choose to get married.	Learning Intention: To overcome language as a barrier.	Learning Intention: To ask questions.	Learning Intention: To be who you want to be.



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*Matthew 5:16*

# NO OUT SIDERS

'All different, All welcome'

## No Outsider In Our School

*Ensuring our children are excited about living in a community full of difference and diversity.*

Y5					
	<p>Learning Intention: To learn from the past.</p>	<p>Learning Intention: To justify my actions.</p>	<p>Learning Intention: To recognise when someone needs help.</p>	<p>Learning Intention: To appreciate artistic freedom.</p>	<p>Learning Intention: To accept people who are different from me.</p>
Y6					
	<p>Learning Intention: To promote diversity.</p>	<p>Learning Intention: To stand up to discrimination.</p>	<p>Learning Intention: To challenge the cause of racism.</p>	<p>Learning Intention: To consider how my life may change when I grow up.</p>	<p>Learning Intention: To recognise freedom.</p>

## Sex & Relationships Education

*Christopher Winters Programme 2019*

R	<p><b>Theme: Family and Friends</b></p> <ul style="list-style-type: none"><li>To recognise the importance of friendship</li><li>To recognise the importance of saying sorry and forgiveness</li><li>To recognise that all families are different</li></ul>
1	<p><b>Theme: Growing &amp; Caring For Ourselves</b></p> <ul style="list-style-type: none"><li>To understand that we are all different but can still be friends</li><li>To discuss how children grow and change</li><li>To explore different types of families and who to ask for help</li><li>To identify who can help when families make us feel unhappy or unsafe</li></ul>
2	<p><b>Theme: Differences</b></p> <ul style="list-style-type: none"><li>To introduce the concept of gender stereotypes</li><li>To identify differences between males and females</li><li>To explore some of the differences between males and females and to understand how this is part of the lifecycle</li></ul>
3	<p><b>Theme: Valuing Differences &amp; Keeping Safe</b></p> <ul style="list-style-type: none"><li>To identify that people are unique and to respect those differences</li><li>To explore the differences between male and female bodies</li><li>To consider appropriate and inappropriate physical contact and consent</li><li>To explore different types of families and who to go to for help and support</li></ul>
4	<p><b>Theme: Growing Up</b></p> <ul style="list-style-type: none"><li>To explore the human lifecycle</li><li>To identify some basic facts about puberty</li><li>To explore how puberty is linked to reproduction</li><li>To explore respect in a range of relationships</li><li>To discuss the characteristics of healthy relationships</li></ul>
5	<p><b>Theme: Puberty</b></p> <ul style="list-style-type: none"><li>To explore the emotional and physical changes occurring in puberty</li><li>To understand male and female puberty changes in more detail</li><li>To explore the impact of puberty on the body and the importance of physical hygiene</li><li>To explore ways to get support during puberty</li></ul>
6	<p><b>Theme: Puberty, Relationships &amp; Reproduction</b></p> <ul style="list-style-type: none"><li>To consider puberty and reproduction</li><li>Exploring the importance of communication and respect in relationships</li><li>To consider different ways people might start a family</li><li>To explore positive and negative ways of communicating in a relationship</li></ul>

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*Matthew 5:16*

# Reception

## Family and Friendship

### Scheme of Work

**Word Box:** Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.

Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
<p>Relationships Education Caring friendships (2a,2c) Health Education Mental wellbeing (6b,6c,6g)</p>	<p><b>Learning Intention</b> To recognise the importance of friendship</p> <p><b>Learning Outcomes</b> Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome</p>	<p>Lesson 1 <a href="#">Caring Friendships</a></p>	<p>Elephant glove puppet or toy <a href="#">Pictures of children at school</a></p>
<p>Relationships Education Caring friendships (2d) Health Education Mental wellbeing (6b,6c)</p>	<p><b>Learning Intention</b> To recognise the importance of saying sorry and forgiveness</p> <p><b>Learning Outcomes</b> Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right</p>	<p>Lesson 2 <a href="#">Being Kind</a></p>	<p>Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh</p>
<p>Relationships Education Families and people who care for me (1a) Caring friendships (2a) Respectful relationships (3a)</p>	<p><b>Learning Intention</b> To recognise that all families are different</p> <p><b>Learning Outcomes</b> Identify different members of the family Understand how members of a family can help each other</p>	<p>Lesson 3 <a href="#">Families</a></p>	<p>Elephant glove puppet or toy <i>The Family Book</i>, Todd Parr <a href="#">Families pictures</a> Paper and drawing materials</p>

### Scheme of Work

Word BOX: Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p><b>Relationships Education</b> Respectful relationships (3a,3e) <b>Healthy Education</b> Mental wellbeing (6b,6c)</p>	<p><b>Learning Intention</b> To understand that we are all different but can still be friends <b>Learning Outcomes</b> Know that we can be friends with people who are different to us</p>	<p>Lesson 1 <a href="#">Different Friends</a></p>	<p>Talking object Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one. Paper and coloured pencils_</p>
<p><b>Key Stage 1 Science</b> - Identify, name, draw and label the basic parts of the human body</p>	<p><b>Learning Intention</b> To discuss how children grow and change <b>Learning Outcomes</b> Understand that babies need care and support Know that older children can do more by themselves</p>	<p>Lesson 2 <a href="#">Growing and Changing</a></p>	<p>Talking object Story bag containing <a href="#">Pictures of newborn babies</a> <a href="#">Lifecycle picture cards</a> <a href="#">Lifecycle word cards</a> <a href="#">Lifecycle whiteboard summary</a></p>
<p><b>Relationships Education</b> Families and people who care for me (1a,1b,1c,1d,1f) Caring friendships (2e) Respectful relationships (3a,3e) Being Safe (5d,5e) <b>Health Education</b> Mental wellbeing (6b,6c)</p>	<p><b>Learning Intention</b> 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 <b>Learning Outcomes</b> Know there are different types of families Know which people we can ask for help</p>	<p>Lesson 3 <a href="#">Families and Care</a></p>	<p>Talking object Story bag - containing a ball and a school jumper <a href="#">Families pictures</a> <i>The Family Book</i>, Todd Parr</p>



### Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Relationships Education Respectful relationships (3a,3g) Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body</p>	<p><b>Learning Intention</b> To introduce the concept of gender stereotypes To identify differences between males and females</p> <p><b>Learning Outcomes</b> Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p>	<p>Lesson 1 <a href="#">Differences</a></p>	<p>2 large PE hoops <a href="#">Boy/Girl/Everyone labels</a> Bag of objects and clothing to explore male and female stereotypes or <a href="#">Pictures of objects and clothing</a> <a href="#">Clothed Babies picture cards</a> <a href="#">Clothed Babies whiteboard summary</a> <a href="#">Pictures of newborn babies</a> <b>Suggested reading:</b> <i>Pearl Power and the Toy Problem</i>, Mel Elliott <i>Julian is a Mermaid</i>, Jessica Love <i>Are you a boy or are you a girl</i>, Sarah Savage and Fox Fisher <i>Princess Smartypants</i>, Babette Cole <i>William's Doll</i>, Charlotte Zolotow <i>Amazing Grace</i>, Mary Hoffman and Caroline Binch</p>
<p>Relationships Education Respectful relationships (3a) Key Stage 1 Science - Notice that animals, including humans, have offspring that grow into adults</p>	<p><b>Learning Intention</b> To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p><b>Learning Outcomes</b> Describe some differences between male and female animals Understand that making a new life needs a male and a female</p>	<p>Lesson 2 <a href="#">Male and Female Animals</a></p>	<p>Talking object <a href="#">Pictures of male and female animals</a> <a href="#">Cats and Kittens worksheet</a> Anatomically correct toy farm animals</p>
<p>Key Stage 1 Science -Identify, name, draw and label the basic parts of the human body</p>	<p><b>Learning Intention</b> To focus on sexual difference and name body parts</p> <p><b>Learning Outcomes</b> Describe the physical differences between males and females Name the different body parts</p>	<p>Lesson 3 <a href="#">Naming Body Parts</a></p>	<p>2 large PE Hoops <a href="#">Hoop labels</a> <a href="#">Body Parts picture cards</a> <a href="#">Female x-ray picture</a> <a href="#">Body Parts worksheet</a> <b>Suggested reading:</b> <i>Shapesville</i>, Andy Mills <i>It's OK to be Different</i>, Todd Parr</p>

## Valuing Difference and Keeping Safe Key Stage 2

### Scheme of Work

**Word Box:** Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p><b>Relationships Education</b> Respectful relationships (3a)</p>	<p><b>Learning Intention</b> To identify that people are unique and to respect those differences To explore the differences between male and female bodies</p> <p><b>Learning Outcomes</b> Know and respect the body differences between ourselves and others Name male and female body parts using agreed words</p>	<p><b>Lesson 1</b> <a href="#">Body Differences</a></p>	<p><i>It's OK to be different</i>, Todd Parr <a href="#">Pictures of male and female bodies</a> <a href="#">Body Difference matching cards</a></p> <p><b>Additional Activities</b> <i>Cinderella's Bum</i>, Nicholas Allan <i>Shapesville</i>, Andy Mills</p>
<p><b>Relationships Education</b> Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)</p>	<p><b>Learning Intention</b> To consider appropriate and inappropriate physical contact and consent</p> <p><b>Learning Outcomes</b> Understand that each person's body belongs to them Understand personal space and unwanted touch</p>	<p><b>Lesson 2</b> <a href="#">Personal Space</a></p>	<p><a href="#">PANTS cards</a> <a href="#">Unwanted Touch scenarios</a></p> <p><b>Additional Activities</b> <i>It's my body - a book about body privacy</i>, Louise Spilsbury and Mirella Mariani</p>
<p><b>Relationships Education</b> Families and people who care for me (1a,1b,1c,1d,1f) Being safe (5d,5f,5g, 5h)</p>	<p><b>Learning Intention</b> To explore different types of families and who to go to for help and support</p> <p><b>Learning Outcomes</b> Understand that all families are different and have different family members Identify who to go to for help and support</p>	<p><b>Lesson 3</b> <a href="#">Help and Support</a></p>	<p><a href="#">Families pictures</a> <a href="#">Who can I talk to? worksheet</a> <i>The Family Book</i>, Todd Parr</p> <p><b>Additional Activities</b> <i>Tell Me Again About The Night I Was Born</i>, Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i>, Allan Ahlberg <i>Spark Learns to Fly</i>, Judith Foxon <i>Stranger Danger</i>, Anne Fine</p>

### Scheme of Work

Word Box: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

<b>Statutory Guidance</b> Health Education Changing adolescent body (8a) Key Stage 2 Science - describe the life process of reproduction in some plants and animals	<b>Learning Intentions and Learning Outcomes</b> Learning Intention To explore the human lifecycle To identify some basic facts about puberty Learning Outcomes Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty	<b>Lesson Title</b>  Lesson 1 <a href="#">Changes</a>	<b>Resources</b> <a href="#">Lifecycle whiteboard summary</a> <a href="#">Body Parts Bingo cards</a> <a href="#">Bingo Flash cards</a> <a href="#">Body Changes pictures</a> <a href="#">Lifecycle Quiz slides</a> <a href="#">Lifecycle Quiz answers</a> Additional Activities <a href="#">Babies and Children worksheet</a>
Health Education Mental wellbeing (6a,6b,6c,6d,6f) Health Education Changing adolescent body (8a, 8b) Menstruation (9a) Key Stage 2 Science - describe the life process of reproduction in some plants and animals -describe the changes as humans develop to old age	<b>Learning Intention</b> To explore how puberty is linked to reproduction <b>Learning Outcomes</b> 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	Lesson 2 <a href="#">What is Puberty?</a>	Bag containing spot cream, deodorant, shaving foam, menstrual pads/tampon, a love heart <a href="#">Puberty Card Sort</a> <a href="#">Puberty Card Sort whiteboard summary</a> <a href="#">Body Changes worksheet</a> <a href="#">Puberty Changes Teacher Guide</a>  <b>Suggested Reading</b> <i>Where Willy Went</i> , Nicholas Allan <i>Hair in Funny Places</i> , Babette Cole
Relationships Education Caring friendships (2b,2c,2d,2e) Respectful relationships (3a,3b,3d,3e,3f,3h) Online relationships (4b,4d)	<b>Learning Intention</b> To explore respect in a range of relationships To discuss the characteristics of healthy relationships <b>Learning Outcomes</b> Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable.	Lesson 3 <a href="#">Healthy Relationships</a>	<a href="#">Healthy Friendships cards</a> <a href="#">Relationship pictures</a> Online Respect and Self-Respect video <a href="https://www.youtube.com/watch?v=mZtXwLzllpk">https://www.youtube.com/watch?v=mZtXwLzllpk</a>

# Year 5

## Puberty

Key Stage 2

### 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

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p><b>Health Education</b> Mental wellbeing (6c, 6d,6f,) Changing adolescent body (8a,8b) Menstruation (9a)</p>	<p><b>Learning Intention</b> To explore the emotional and physical changes occurring in puberty <b>Learning Outcomes</b> Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p>	<p><b>Lesson 1</b> <a href="#">Talking About Puberty</a></p>	<p><a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Changes worksheet</a> <a href="#">Reproductive System slides</a> <a href="#">Pupil Questions template</a></p>
<p><b>Health Education</b> Changing adolescent body (8a,8b) Menstruation (9a)</p>	<p><b>Learning Intention</b> To understand male and female puberty changes in more detail <b>Learning Outcomes</b> Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production</p>	<p><b>Lesson 2</b> <a href="#">The Reproduction System</a></p>	<p><a href="#">Reproductive System slides</a> <a href="#">Puberty Changes Teacher Guide</a> Menstrual cycle animation <a href="#">Male Changes Powerpoint</a> <a href="#">Puberty Card Game</a> <a href="#">Puberty Card Game answer sheet</a> <a href="#">Puberty Card Game whiteboard summary</a> Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs) Selection of menstrual product (tampons, pads, liners, re-usables) Pupil questions from Lesson 1 <b>Additional Activities</b> <a href="#">What is the Menstrual Cycle? cards</a> <a href="#">What is the Menstrual Cycle? whiteboard summary</a> <a href="#">Menstruation Card Game</a> <a href="#">Menstruation Card Game whiteboard summary</a></p>
<p><b>Health Education</b> Mental wellbeing (6a,6b,6c, 6d,6e,6f,) Changing adolescent body (8a,8b) Menstruation (9a)</p>	<p><b>Learning Intention</b> To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty <b>Learning Outcomes</b> Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty</p>	<p><b>Lesson 3</b> <a href="#">Puberty Help and Support</a></p>	<p>Kim's Game items and a cloth to cover them (see lesson plan) <a href="#">Kim's Game Teacher Guide</a> <a href="#">Year 5 Puberty Problem Page</a> <a href="#">Year 5 Puberty Problem Page cut-outs</a> <a href="#">Year 5 Problem Page Teacher Guide</a> Pupil questions from Lesson 1 <b>Additional Activities</b> <a href="#">Puberty Bingo cards</a></p>

## Puberty, Relationships and Reproduction Key Stage 2

### 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

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p><b>Health Education</b> Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b)</p>	<p><b>Learning Intention</b> To consider puberty and reproduction <b>Learning Outcomes</b> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence</p>	<p><b>Lesson 1</b> <a href="#">Puberty and Reproduction</a></p>	<p><b>Resources</b> <a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Body Part cards</a> <a href="#">Reproduction questions sheet</a> <a href="#">Reproduction answer cards</a> <a href="#">Reproduction whiteboard summary</a></p> <p><b>Additional Activities</b> <a href="#">Year 6 Puberty Problem Page</a> <a href="#">Year 6 Puberty Problem Page Cut-outs</a> <a href="#">Year 6 Puberty Problem Page Teacher Guide</a></p>
<p><b>Relationships Education</b> Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)</p>	<p><b>Learning Intention</b> Exploring the importance of communication and respect in relationships <b>Learning Outcomes</b> Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important</p>	<p><b>Lesson 2</b> <a href="#">Communication in Relationships</a></p>	<p><a href="#">Communication and Touch cards</a> <a href="#">Pupil Questions template</a></p>
<p><b>Relationships Education</b> Families and people who care for us (1c,1d,1e) <b>Key Stage 2 Science</b> - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents</p>	<p><b>Learning Intention</b> To consider different ways people might start a family <b>Learning Outcomes</b> Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy</p>	<p><b>Lesson 3</b> <a href="#">Families, Conception and Pregnancy</a></p>	<p><a href="#">Couple pictures</a> <a href="#">How does a baby start? cards</a> (one set per group) <a href="#">How does a baby start? whiteboard summary</a> Pupil Questions from previous lesson - typed</p> <p><b>Additional Activities</b> <a href="#">Conception and Pregnancy statements</a> <a href="#">Conception and Pregnancy Quiz</a> <a href="#">Conception and Pregnancy Quiz Answers</a> <a href="#">Reproductive System slides</a></p>
<p><b>Relationships Education</b> Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)</p>	<p><b>Learning Intention</b> To explore positive and negative ways of communicating in a relationship <b>Learning Outcomes</b> 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><b>Lesson 4</b> <a href="#">Online Relationships</a></p>	<p><a href="#">Relationship Question cards</a> <a href="#">Communication Scenario cards</a> <a href="#">Communication Scenarios answers</a> <a href="#">Communication Scenarios whiteboard summary</a></p> <p><b>Additional Activities</b> Film clip from <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p>