

# Brookland Junior School

*'Be Kind, Be Respectful, Be the Best that you can be'*

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## Relationships and Sex Education Policy



<b>Date:</b> April 2024	<b>Last reviewed:</b> April 2021
<b>Written by:</b> Mandeep Barton	
<b>Approved by:</b> Governing body	
<b>Next review due by:</b> April 2027	

## Introduction

Brookland Junior School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. We believe that effective relationships and sex education is essential in order for our children to make responsible and well informed decisions about their lives. We do not use RSE as a means of promoting any form of sexual orientation or sexual activity.

We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

This policy reflects the requirements of the Department for Education guidance for Relationships Education, Relationships and Sex Education and Health Education (statutory from September 2020 and last updated in September 2021).

## What is RSE Education?

It is lifelong learning about physical, moral and emotional development and has three main elements:

### Attitudes and values

- learning to value and respect ourselves and others
- learning the value of family life and an appreciation of the many types of family
- to develop an understanding and valuing of diversity
- exploring, considering and understanding moral dilemmas and developing critical thinking as part of decision-making

### Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- developing communication skills with peers, school and family
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- developing the ability to give and secure help

### Knowledge and understanding

- learning and developing an understanding of the physical and emotional aspects of puberty
- to know the basic rules for keeping themselves safe and healthy
- to recognise using the agreed names for parts of the body
- to know about the human life processes such as conception, birth and puberty

## Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, self-esteem, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To provide graduated age-appropriate knowledge and information to which all pupils are entitled and to clarify/reinforce existing knowledge
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.

## Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Brookland Junior School we teach RSE as set out in this policy.

Areas of the RSE topics should be taught through the statutory requirements of the National Curriculum Science Orders, which are mandatory for all primary and secondary age students, and through well-planned Personal, Social Health and Economic education. The National Curriculum Framework Document (2013) states that: *'All maintained schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.'*

The Department of Education's mandatory timeline of information requires all schools to publish their school curriculum by subject and academic year, including their provision of PSHE. Primary should have an up-to-date RSE policy. Schools must provide a policy that describes the content and organisation of RSE provided outside NC Science. It is the responsibility of school governors to ensure that the policy is developed and made available to parents/carers for inspection.

## Policy development

This policy has been developed in consultation with staff, governors, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Our PSHE subject leader pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – school teaching staff will be involved in the review of the curriculum and guidance, and given the opportunity to input into the formulation of the policy.
3. Pupil consultation – during PSHE lessons, pupils are asked about what they want to learn

4. Parent/stakeholder consultation – we will be investigating what parents want from our RSE – this policy is shared with parents and they are welcome to put any comments and/or suggestions forward.
5. Ratification – once amendments are made, the policy will be shared with governors and ratified.

## **Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual orientation or activity.

## **Curriculum**

The RSE curriculum runs alongside and interweaves with the PSHE, Science, RE, PE and Computing curriculum. Some relationship aspects are covered through our PSHE curriculum, and some of the biological aspects are covered in Science. RSE will be taught over a period of a few weeks during the Summer term.

The content and overviews for each year group can be found in the appendix of this policy.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## RSE Programme of Study

RSE is taught using the programme and materials taken from *Teaching RSE with Confidence in Primary Schools* devised by The Christopher Winter Project.

### Year 3 - Valuing Difference and Keeping safe

- Differences: Male and Female including naming body parts
- Personal Space and understanding different types of touch
- Family Differences and who to go to for help and support

### Year 4 – Growing Up

- Growing and Changing including the main stages of the human life cycle
- What is Puberty? To know the main changes to the body during puberty
- Puberty Changes and Reproduction: understanding that children change into adults in order to reproduce.

### Year 5 – Puberty

- Talking about Puberty: understanding physical and emotional changes that happen during puberty
- Male and Female Changes: understanding how puberty affects the reproductive organs
- Puberty and Hygiene: understanding how to keep clean during puberty

### Year 6 – Puberty, Relationships and Reproduction

- Puberty and Reproduction: being able to describe how the body changes during puberty in preparation for reproduction.
- Understanding Relationships: Discussing different types of adult relationships
- Conception and Pregnancy: Basic facts about pregnancy and conception
- Communication in Relationships: Considering what information is appropriate to share during a relationship, including online relationships

Year 6 will also be learning about Female Genital Mutilation (FGM). This is a separate but vitally important safeguarding issue. The summer holiday between Year 6 and Year 7 is a common time for this illegal and abusive procedure to be carried out, although it can occur at a much younger age. Brookland Junior School will be using teaching guides from The PSHE Association to support the teaching of FGM.

Our curriculum is communicated to parents via the PSHE curriculum map which is on the school website as well as termly curriculum overviews sent out each term. All documents are published on our website.

## Delivery of RSE

RSE is taught within the personal, social, health and citizenship education (PSHE+C) curriculum. Biological aspects of RSE are taught within the science curriculum.

In **science** children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6.

In RE, **Citizenship** and **PSHE** (incorporating Rights Respecting), they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

It is taught by class teachers, but occasionally outside speakers may be invited to support the delivery of the curriculum, e.g. school nurses.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

For children who may experience the onset of puberty early, the parents and child will be given the opportunity to meet with the class teacher if needed. This meeting may include discussions around concerns regarding periods and are advised of the sensitive provision of toilet facilities and the easy access to sanitary protection if required.

## **Ground rules**

We appreciate some aspects of RSE can be embarrassing; therefore teachers will establish ground rules to create a safe and more comfortable environment. All teachers will establish the following at the start of any RSE teaching.

- no teacher or pupil will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used; and meanings of words will be explained in a sensible and factual way.

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

## **Confidentiality - Dealing with questions**

- Teachers conduct sex education lessons in a sensitive manner.
- Teachers establish clear parameters of what is appropriate and inappropriate in a whole class setting and questions will be answered in a clear and simple fashion and teachers will speak to parents / carers if appropriate.
- Question boxes will be available for children to anonymously ask questions in written form to avoid any embarrassment.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

If a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of physical, sexual or emotional abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated safeguarding lead responsible for child protection, who will follow our safeguarding policy.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated safeguarding lead throughout the whole process.

## **Harassment and bullying**

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may refer to sexuality as a way to harass or bully other pupils, and use labels associated with this which can lead to stigmatisation. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

## **Children with special needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

## **Equal Opportunities**

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

## **Roles and responsibilities**

### **The governing body**

The Achievement committee of the governing body will approve the RSE policy, and hold the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for:

- Ensuring that parents and staff are informed about our RSE policy
- Ensuring the policy is implemented effectively.
- Ensuring that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitoring this policy on a regular basis and reports to governors on the effectiveness of the policy.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the nonstatutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

## **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **Parents' right to withdraw**

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents about the school's RSE policy which is also published on the school website
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from those aspects of Sex education, **not included** in the Science curriculum. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education
- Parents should arrange a meeting with the headteacher if they wish to consider withdrawing their child from aspects of sex education
- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved

To be clear, parents do not have the right to withdraw children from the Relationship Education, withdrawing is only applicable to the sex education lesson (which only applies to one lesson in the Year 6 curriculum).

## **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **Monitoring arrangements**

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. The delivery of RSE throughout the school is monitored by the senior leadership team and subject leader, through planning scrutiny, work sampling, and speaking to pupils. This policy will be reviewed by the Achievement Committee every 3 years.



## Year 3 RSE Scheme of work

<div> <div>Year 3</div> <div>Valuing Difference and Keeping Safe <small>Key Stage 2</small></div> </div>			
<div> <div>Scheme of Work</div> <div>Word Box: Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship</div> </div>			
<p><b>PSHE Programme of Study</b> <b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> <li>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</li> </ul> <p><b>Core Theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage</li> <li>to judge what kind of physical contact is acceptable or unacceptable and how to respond</li> </ul>	<p><b>Learning Intentions and Learning Outcomes</b></p> <p><b>Learning Intention</b> To explore the differences between males and females and to name the body parts</p> <p><b>Learning Outcomes</b> Know some differences and similarities between males and females Name male and female body parts using agreed words</p>	<p><b>Lesson Title</b></p> <p>Lesson 1 <a href="#">Differences: Male and Female</a></p>	<p><b>Resources</b></p> <p><a href="#">Clothed Babies picture cards</a> <a href="#">Pictures of male and female bodies</a> <a href="#">Male and female matching cards</a></p> <p><b>Additional Activities</b> <i>Cinderella's Bum</i>, Nicholas Allan <i>Shapesville</i>, Andy Mills <i>Let's Grow with Nisha and Joe</i>, fpa <a href="http://www.fpa.org.uk/Shop">www.fpa.org.uk/Shop</a></p>
	<p><b>Learning Intention</b> To consider touch and to know that a person has the right to say what they like and dislike</p> <p><b>Learning Outcomes</b> Identify different types of touch that people like and do not like Understand personal space Talk about ways of dealing with unwanted touch</p>	<p><b>Lesson 2</b> <a href="#">Personal Space</a></p>	<p>A bag of textured objects to touch, for example sandpaper, cotton wool, play dough, silky material, a pebble etc. <a href="#">Year 3 Problem Pages</a></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="#">Family Differences</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 Leams to Fly</i>, Judith Foxon <i>Stranger Danger</i>, Anne Fine</p>

## Year 4 RSE Scheme of work

# Year 4

## Growing Up Key Stage 2

### 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

- 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
- about human reproduction

#### Science Attainment

#### Targets

- describe the changes as humans develop to old age

#### Learning Intentions and Learning Outcomes

##### Learning Intention

To explore the human lifecycle

##### Learning Outcomes

Describe the main stages of the human lifecycle

Describe the body changes that happen when a child grows up

#### Lesson Title

##### Lesson 1

[Growing and Changing](#)

#### Resources

[Lifecycle pictures](#)

[Lifecycle word cards](#)

[What has changed? worksheet](#)

[Lifecycle Quiz slides](#)

[Lifecycle Quiz answers](#)

#### Additional Activities

[Babies and Children worksheet](#)

##### Learning Intention

To identify some basic facts about puberty

##### Learning Outcomes

Discuss male and female body parts using agreed words

Know some of the changes which happen to the body during puberty

##### Lesson 2

[What is Puberty?](#)

[Body Part Bingo cards](#)

[Bingo Flash cards](#)

[Body Changes pictures](#)

[Our Bodies worksheet](#)

##### Learning Intention

To explore how puberty is linked to reproduction

##### Learning Outcomes

Know about the physical and emotional changes that happen in puberty

Understand that children change into adults so that they are able to reproduce

##### Lesson 3

[Puberty Changes and Reproduction](#)

Story bag items (see lesson plan)

Book: *Hair in Funny Places*, Babette Cole

[Body Changes worksheet](#)

#### Additional Activities

Suggested reading:

*Where Willy Went*, Nicholas Allan

*Amazing You!* Gail Saltz

<http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/>

## Year 5 RSE Scheme of work

# 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

### PSHE Programme of Study Core Theme 1: Health and Wellbeing

- 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

### Core Theme 2: Relationships

- to feel confident to raise their own concerns, to recognise and care about other people's feelings

### Science Attainment Targets

- describe the changes as humans develop to old age

### Learning Intentions and Learning Outcomes

#### Learning Intention

To explore the emotional and physical changes occurring in puberty

#### Learning Outcomes

Explain the main physical and emotional changes that happen during puberty  
Ask questions about puberty with confidence

#### Learning Intention

To understand male and female puberty changes in more detail

#### Learning Outcomes

Understand how puberty affects the reproductive organs  
Describe how to manage physical and emotional changes

#### Learning Intention

To explore the impact of puberty on the body & the importance of hygiene

To explore ways to get support during puberty

#### Learning Outcomes

Explain how to keep clean during puberty  
Explain how emotions change during puberty  
Know how to get support and help during puberty

### Lesson Title

#### Lesson 1

[Talking About Puberty](#)

#### Lesson 2

[Male and Female Changes](#)

#### Lesson 3

[Puberty and Hygiene](#)

### Resources

[Puberty Changes Teacher Guide](#)

[Pictures of male and female reproductive organs](#)

[Anonymous questions template](#)

Additional Activities

Changes DVD: All About Us: Living and Growing, Alternative, Unit 2, Programme 4, <http://www.channel4learning.com/>

Sheets of flipchart paper for body outlines

[Pictures of male and female reproductive organs](#)

[Puberty Changes Teacher Guide](#)

Menstrual cycle animation

[Male pictures](#)

[Puberty Card Game](#)

[Puberty Card Game answer sheet](#)

[Puberty Card Game whiteboard summary](#)

Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs)

Selection of sanitary wear (tampons, sanitary towels, panty liners)

Anonymous questions from Lesson 1

Additional Activities

[www.bbc.co.uk/science/humanbody](http://www.bbc.co.uk/science/humanbody)

[What is the Menstrual Cycle? cards](#)

[What is the Menstrual Cycle? whiteboard summary](#)

[The Menstruation Card Game for Girls and Answers](#)

[Menstruation Card Game whiteboard summary](#)

Kim's Game items and a cloth to cover them (see lesson plan)

[Kim's Game Teacher Guide](#)

[Year 5 Puberty Problem Page](#)

[Year 5 Puberty Problem Page cut-outs](#)

[Problem Page Teacher Guide](#)

Anonymous questions from Lesson 1

Additional Activities

[Puberty Bingo](#)

## Year 6 RSE Scheme of work

# Year 6

## 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.

#### PSHE

#### Programme of Study

##### Core Theme 1:

##### Health and Wellbeing

- 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

##### Core theme 2:

##### Relationships

- 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

#### Learning Intentions and Learning Outcomes

##### Learning Intention

To consider puberty and reproduction

##### Learning Outcomes

Describe how and why the body changes during puberty in preparation for reproduction  
Talk about puberty and reproduction with confidence

#### Lesson Title

##### Lesson 1

##### Puberty and Reproduction

#### Resources

[Puberty Changes Teacher Guide](#)

[Puberty Body Part cards](#)

[Reproduction question sheet](#)

[Reproduction answer cards](#)

[Reproduction whiteboard summary](#)

##### Additional Activities

[Year 6 Puberty Problem Page](#)

[Year 6 Puberty Problem Page Cut-outs](#)

[Year 6 Puberty Problem Page Teacher Guide](#)

##### Learning Intention

Consider physical & emotional behaviour in relationships

##### Learning Outcomes

Discuss different types of adult relationships with confidence  
Know what form of touching is appropriate

##### Lesson 2

##### Understanding Relationships

[Relationship pictures](#)

Squares of paper/sticky notes

[Anonymous Questions template](#)

##### Additional Activities

How Babies are Made DVD programme: All About Us: Living and Growing Alternative, Unit 3 Programme 7. <http://www.channel4learning.com/>

##### Learning Intention

To explore the process of conception and pregnancy

##### Learning Outcomes

Describe the decisions that have to be made before having a baby  
Know some basic facts about pregnancy and conception

##### Lesson 3

##### Conception and Pregnancy

[How Does A Baby Start? cards](#)

[How Does A Baby Start? whiteboard summary](#)

Anonymous Questions from previous lesson

##### Additional Activities

[Conception and Pregnancy statements](#)

[Conception and Pregnancy Quiz](#)

[Conception and Pregnancy Quiz Answers](#)

[Pictures of male and female reproductive organs](#)

Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs)

##### Learning Intention

To explore positive and negative ways of communicating in a relationship

##### Learning Outcomes

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

##### Lesson 4

##### Communicating in Relationships

[Relationship Question cards](#)

[Communication Scenario Cards](#)

[Communication Scenarios answers](#)

[Communication Scenarios whiteboard summary](#)

##### Additional Activities

Film clip from [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)