



# Relationships and Sex Policy

**St Simon and St Jude  
Church of England Primary School**

Approved by Governors (date)

23/11/2021

A handwritten signature in black ink, appearing to read 'M. Allen'.

Signed on behalf of the Governing Body

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Chair of Governors

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**This policy has been developed in accordance with guidance designed by Leicestershire Healthy Schools, Public Health, Leicestershire County Council, and in accordance to current legislation guidelines.**

### 1. Aims

This policy aims to:

- Ensure consistency in the approach to teaching relationship education
- Set out expectations for all members of the teaching team
- Ensures that the school teaches all statutory aspects of the renewed guidance in which it states that: *The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education.*

## **2. Context of Sex Education within the PSHE and Science curriculum**

Our school aims and values underpin the ways in which we ensure a whole school approach to provide an effective taught curriculum for all our pupils and a sensitive response to pastoral issues.

We believe that pupils have an entitlement to learn about sex and relationships as part of the wider PSHE provision. We acknowledge the vital role of parents and seek to support them through on-going consultation and ensuring that the policy reflects their views.

We aim to meet the needs of all our pupils and respond to the range of cultures and sexual diversity. Our aim is to:

- Provide an effective SRE programme which meets the needs of all our pupils;
- Provide opportunities for all pupils to understand themselves within the wider context of physical and emotional changes and to equip them with the skills and understandings to be confident with their own sexuality.

## **3. Roles and responsibilities**

Our named governor is: Karen Allen

The senior teacher with responsibility for SRE is Kirstie Solley

All teachers are involved in the delivery of age appropriate and stage appropriate SRE.

## **4. Teaching methods and approaches**

As in all areas of the curriculum, teachers will use a variety of teaching and learning methods and approaches including discussion, project learning, DVD, group work, drama and role play.

Assessment is planned as an integral part of teaching and learning. It is to be active and participatory, helping pupils to recognise the progress they are making in developing their skills, attitudes, knowledge and understanding including their contribution to learning. In general, pupils will be taught in their normal mixed gender classes, although on occasion activities may be organised in single gender groupings to enable the pupils to focus on specific issues.

### **4.1 Content and organisation of SRE**

The biological elements of SRE, including puberty and reproduction as set out in the National Curriculum Science Order are mandatory for all pupils.

However, parents have the right to withdraw their pupil from the non-statutory elements of SRE.

Different types of relationships are taught as part of LGBTIQ (Lesbian, bisexual, transgender, intersex or questioning). SRE is broken down into year by year expectations – see appendices.

Through our sex and relationships education we aim to help each child:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;

- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

#### **4.2 Legal aspects relating to SRE and cross referencing to other policies**

The biological elements of SRE, including puberty and reproduction as set out in the National Curriculum Science Order are mandatory for all pupils.

In our school:

- Young people must learn about the nature of marriage and its importance for family life and the bringing up of pupils.
- Young people should be protected from teaching materials which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned. • Parents have the right to withdraw their pupil from the non-statutory elements of SRE.
- We ensure that pupils with special needs and learning difficulties are properly included in SRE.

Our policy complies with the new equality duty.

The Equality Act 2010 has three main aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristics and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Specific duties will require schools to:

- a) publish information to demonstrate how they comply
- b) prepare and publish equality objectives

#### **4.3 Creating a safe environment for teaching and learning**

It is our aim that pupils feel confident and comfortable when asking questions both in class and around school. In most cases, pupil's questions will be answered openly and honestly. However, on occasion, pupils may ask questions that are not appropriate i.e. questions about a teacher's personal life or of a sensitive nature.

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use. In addition, staff have discussed a range of possible questions and have agreed that some questions may need to be answered on an individual basis and some may require a measured response appropriate to the maturity and level of understanding of the child. In some instances, certain questions will require parental involvement. Should this arise, class teachers will communicate with parents and carers in a timely manner.

#### **4.4 Working with parents and carers**

We as a school will work closely with parents and carers to raise the awareness of the breadth of SRE, how and when it is taught in school.

The policy and programme of work are available to all parents and carers via the school website. In addition, a range of materials is available on loan to parents and carers who wish to view the resources we use and to complement the work at home. We encourage all parents who have concerns to discuss these with their child's teacher in the first instance.

#### **4.5 Monitoring and evaluation**

The school is committed to delivering effective SRE for its pupils and recognises the value and importance of monitoring and evaluating the provision of SRE and the way in which all individuals are supported.

The school has established an on-going process of monitoring the SRE programme through the work of the PSHE Coordinator, which includes lesson observation, and teacher, pupil, parent or carer feedback.

The PSHE coordinator reports findings to the Governing Body on an annual basis in order to inform future planning.

#### **5. Disseminating the policy**

All staff members and governors will receive a copy of the policy. The policy is included in the staff handbook. It is included on the website to parents and carers copies of the policy are also available free of charge from the school office on request.

#### **6. Monitoring arrangements**

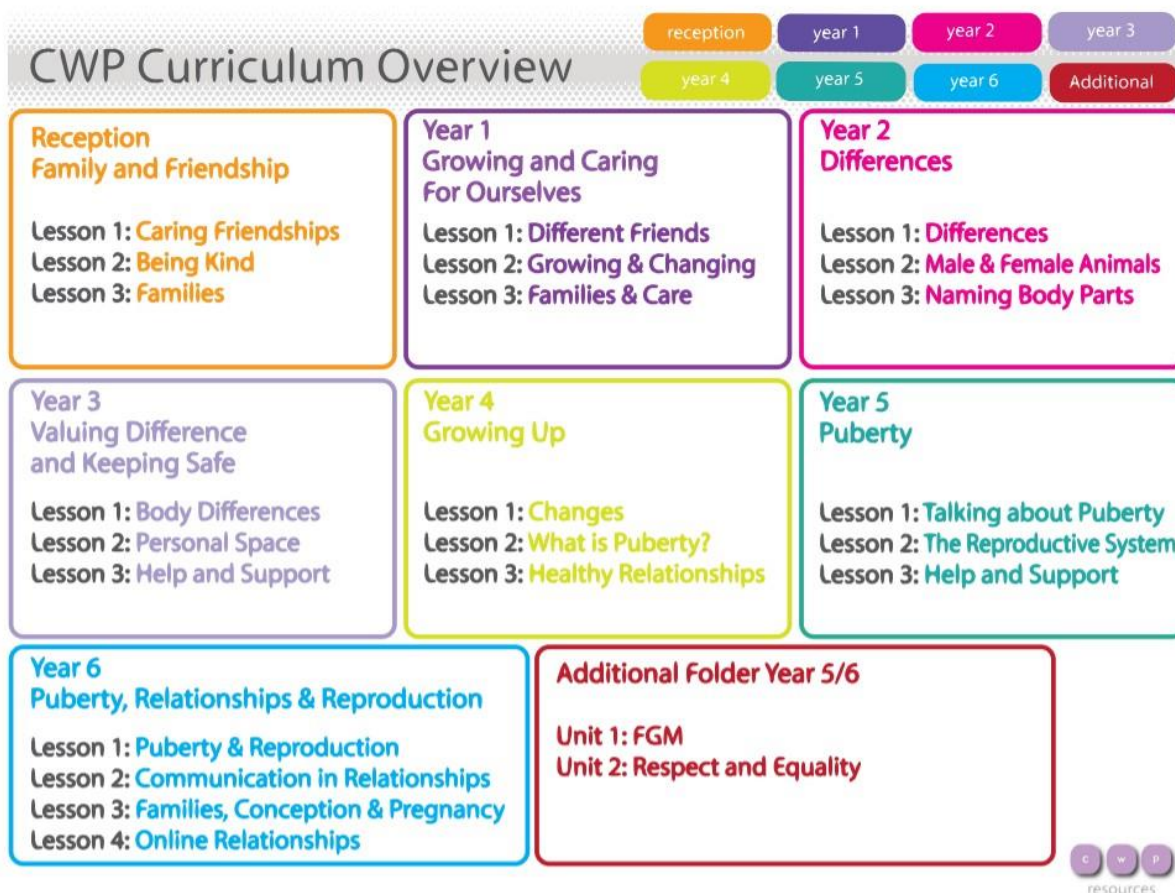
This policy will be reviewed on a two-yearly basis and amended according to DFE and LA guidance.

#### **7. Links with other policies**

This policy is linked to our:

- > Behaviour policy
- > Child protection policy and coronavirus addendum to our child protection policy
- > Data protection policy and privacy notices
- > Home-school agreement
- > ICT and internet acceptable use policy
- > Online safety policy

## Appendix: Detailed scheme of work



# 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>Learning Intention To recognise the importance of friendship Learning Outcomes 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>Learning Intention To recognise the importance of saying sorry and forgiveness Learning Outcomes 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>Learning Intention To recognise that all families are different Learning Outcomes 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>

# Year 1

## Growing & Caring For Ourselves Key Stage 1

### 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>Relationships Education Respectful relationships (3a,3e) Healthy Education Mental wellbeing (6b,6c)</p>	<p>Learning Intention To understand that we are all different but can still be friends Learning Outcomes 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>Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body</p>	<p>Learning Intention To discuss how children grow and change Learning Outcomes 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>Relationships Education Families and people who care for me (1a, 1b, 1c, 1d, 1f) Caring friendships (2e) Respectful relationships (3a, 3e) Being Safe (5d, 5e) Health Education Mental wellbeing (6b, 6c)</p>	<p>Learning Intention 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 Learning Outcomes 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>

# Year 2

## Differences

Key Stage 1

### Scheme of Work

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

<p><b>Statutory Guidance</b></p> <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 Intentions and Learning Outcomes</b></p> <p>Learning intention To introduce the concept of gender stereotypes To identify differences between males and females Learning Outcomes Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p>	<p><b>Lesson Title</b></p> <p>Lesson 1 <a href="#">Differences</a></p>	<p><b>Resources</b></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> Suggested reading: <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>Learning intention To explore some of the differences between males and females and to understand how this is part of the lifecycle Learning Outcomes 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>Learning intention To focus on sexual difference and name body parts Learning Outcomes 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> Suggested reading: <i>Shaperville</i>, Andy Mills <i>It's OK to be Different</i>, Todd Parr</p>

# Year 3

## 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
Relationships Education Respectful relationships (3a)	<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>Lesson 1 <a href="#">Body Differences</a></p>	<p><b>Resources</b></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> Additional Activities <i>Cinderella's Bum</i>, Nicholas Allan <i>Shapesville</i>, Andy Mills</p>
Relationships Education Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)	<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>Lesson 2 <a href="#">Personal Space</a></p>	<p><b>PANTS cards</b> <a href="#">Unwanted Touch scenarios</a> Additional Activities <i>It's my body - a book about body privacy</i>, Louise Spilsbury and Mirella Mariani</p>
Relationships Education Families and people who care for me (1a,1b,1c,1d,1f), Being safe (5d,5f,5g, 5h)	<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>Lesson 3 <a href="#">Help and Support</a></p>	<p><b>Families pictures</b> <a href="#">Who can I talk to? worksheet</a> <i>The Family Book</i>, Todd Parr Additional Activities <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>

# Year 4

## Growing Up

Key Stage 2

### Scheme of Work

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

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p><b>Health Education</b>            Changing adolescent body (8a)            Key Stage 2 Science            - describe the life process of reproduction in some plants and animals</p>	<p><b>Learning Intention</b>            To explore the human lifecycle  <b>Learning Outcomes</b>            Understand that puberty is an important stage in the human lifecycle            Know some changes that happen during puberty</p>	<p>Lesson 1  <a href="#">Changes</a></p>	<p><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>  <a href="#">Additional Activities</a>  <a href="#">Babies and Children worksheet</a></p>
<p><b>Health Education</b>            Mental wellbeing (6a,6b,6c,6d,6f)  <b>Health Education</b>            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</p>	<p><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</p>	<p>Lesson 2  <a href="#">What is Puberty?</a></p>	<p>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</p>
<p><b>Relationships Education</b>            Caring friendships (2b,2c,2d,2e)            Respectful relationships (3a,3b,3d,3e,3f,3h)            Online relationships (4b,4d)</p>	<p><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.</p>	<p>Lesson 3  <a href="#">Healthy Relationships</a></p>	<p><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=mZfXwlzljpk">https://www.youtube.com/watch?v=mZfXwlzljpk</a></p>

# Years 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>Health Education 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</p> <p><b>Learning Outcomes</b> Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p>	<p>Lesson 1 <a href="#">Talking About Puberty</a></p>	<p><a href="#">Reproductive System slides</a> <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>Health Education Changing adolescent body (8a, 8b) Menstruation (9a)</p>	<p><b>Learning Intention</b> To understand male and female puberty changes in more detail</p> <p><b>Learning Outcomes</b> Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production</p>	<p>Lesson 2 <a href="#">The Reproductive 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 Additional Activities <a href="#">What is the Menstrual Cycle? cards</a> <a href="#">Menstruation Card Game</a> <a href="#">Menstruation Card Game whiteboard summary</a></p>
<p>Health Education 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</p> <p><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>Lesson 3 <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 Additional Activities <a href="#">Puberty Bingo cards</a></p>

# 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

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