



Oakgrove School

Relationship Education and Relationships and Sex Education (RSE) Policy

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Introduction

This policy has been written in consideration of The Relationships Education, Relationships and Sex Education and Health Education (RSHE) (England) Regulations 2019. This policy reflects the updated national and DFE guidance issued on September 13th 2021.

This policy is subject to annual consultation which will aim to capture and respond to the views expressed by parents, pupils and teachers. The Local Governing Body Curriculum Committee will review the policy annually in light of the outcome of the consultation and recommend any necessary change to the full governing body. This policy continues to apply to the academy now that it is part of Kingsbridge Educational Trust.

We believe that parents/carers are the key figures in helping pupils/students to understand the physical and emotional aspects of maturing and should prepare them for the challenges and responsibilities which sexual maturity brings.

The Relationships and Sex Education (RSE) component of RSHE embraces the broad range of physical development and attendant moral and social changes, during the transition from childhood to adulthood.

At Oakgrove School, we support young people through these changes by providing them with clear information and giving opportunities to relate these to wider considerations.

In Key Stages 3 and 4, RSE is not taught in isolation, but firmly rooted in the framework for Life Studies and the revised National Curriculum. In Years 7 - 11 there will be Science specific lessons on the human reproduction anatomy and on the processes involved in sexual maturation, conception, gestation and birth.

In the Primary and Nursery, Relationships and Health education is not taught in isolation but firmly rooted in the curriculum of PSHE (Personal, Social, Health and Economics) and the revised National Curriculum. Aspects of RSE are taught discreetly in Year 6.

The RSHE curriculum is carefully sequenced and adapted to ensure it is accessible for all pupils, particularly those with special educational needs and disabilities (SEND). High quality teaching is differentiated and personalised to ensure pupils/students access the knowledge they need. In this, specific consideration is made of the additional vulnerabilities of some pupils with SEND and how specific aspects of the RSE curriculum are particularly important.

Parents/Carers have the right to request that their child be withdrawn from some or all of sex education. Parents/Carers do not have the right to withdraw pupils from relationships or health education. Before granting any such request parents/carers would have a discussion with the Subject Leader for Life Studies at Secondary site or a member of the leadership team at Primary site.

Two weeks before the start of each set of RSE sessions the Life Studies co-ordinator (or class teacher in year 6) will write to parents/carers informing them of the course content and will permit parents/carers at this point to withdraw their child from all or part of this course if they submit their request in writing and / or return the reply slip attached to the Life Studies Subject Leader (or class teacher). Any withdrawn pupils/student would spend the RSE sessions in the

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Library. In the Primary and Nursery withdrawn students would be appropriately supervised and provided with PSHE based learning opportunities.

In Key Stages 3 and 4, a focus group from each year group will also provide an evaluation of the course and the information will be used for future planning and development. The focus group will be made up of volunteers from different teaching groups.

In the Primary, RSE sessions are taught in single sex groups. All other aspects of RSHE are taught in normal class groups. In the Secondary, RSE is taught in co-educational classes of students in the same year groups, organised and set in the manner normal for that year group, but the need for any single sex small group work following on from general sessions will always be evaluated by the Subject Leader for Life Studies.

It is important that teachers have broad and detailed understanding of the aspects of SRE they teach and a clear focus for lesson planning. The teacher will have expectations of the pupils/students that are appropriate to their different levels of maturity and understanding (including a careful consideration of the needs of SEND pupils as outlined above). They will create a climate that encourage students to express their views and feelings and to respect the views of others. There will be clearly established boundaries for confidentiality.

The teaching methods will be varied, including good use of resources, which aim to give good opportunities for students to reflect on and assimilate their learning. Students will be assessed on their knowledge and understanding and then the development of their values and attitudes and their personal skills.

RSE is taught with due regard for moral and legal considerations and with explicit values for family life and supportive relationships. The requirements of the Equality Act are interwoven throughout the RSE programme. The curriculum reflects the need for the school to actively consider the specific experience of groups of children with protected characteristics. Everyday issues such as sexism, misogyny, homophobia and gender stereotypes are directly and robustly addressed. Students are educated about their legal responsibilities under the Equalities Act.

Curriculum Aims

- The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- To enable students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- Not to encourage early sexual experimentation but to teach students to understand human sexuality and to respect themselves and others.
- To enable young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity, equipping them with tools

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throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

- Teach the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way identity.

The objectives for RSE are:

- To generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment, and trust and confidentiality are ensured;
- To develop knowledge, communication skills and understanding in order to facilitate personal decision-making;
- To understand the impact of external factors, such as the media, internet, peer groups and remain independent decision-makers;
- To develop the ability to form positive, non-exploitative relationships;
- To emphasise the role and the value of family life;
- To enable pupils/students to know what is and what is not legal in matters relating to sexual activity;
- To inform pupils/students of where they can go for further information and advice.

Among the values promoted are:

- Respect for oneself and other people
- Taking responsibility for one's actions in all situations
- Honesty and loyalty in relationships
- The importance and responsibilities of the family unit for all members
- Sensitivity towards the needs and views of others
- To recognise the physical, emotional and moral implications, and risks, of certain types of behaviour
- To recognise and accept the differences of others

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In Relationships Education, by the end of Key Stage 2, pupils will be able to:

- Develop caring friendships
- Keep themselves safe, physically, emotionally and online
- Recognise signs that they are healthy or unhealthy
- Carry out some basic first aid

Pupils will know and understand:

- The importance of respectful relationships
- How relationships can develop differently when they are online
- What makes good mental wellbeing
- How to keep themselves physically healthy and fit
- What constitutes a healthy diet
- Facts about legal and illegal harmful substances
- How their body will change during puberty

Pupils will have considered:

- What 'family' means to them and the people who care for them
- The value and potential harms of the internet

In SRE, pupils will have considered:

- How close relationships can develop from adolescence
- The differences between healthy and unhealthy relationships
- How to deal with relationship problems
- How babies are conceived
- How other people's bodies change during puberty

A full breakdown of objectives and when they are taught can be found in Appendix 1.

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By the end of secondary school, students will be able to:

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop empathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively
- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an argument and express and justify a personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about the pattern of their lifestyle which promote well-being
- Have the confidence to assert themselves and challenge offending behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work co-operatively with a range of people who are different from themselves

Students will know in relation to:

Families:

- There are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to

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recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Relationships:

- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. Including different (non-sexual) types of relationship
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online

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Being safe:

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

Intimate and sexual relationships, including sexual health:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Assessment Monitoring and Evaluation

It is not appropriate for assessment in Life Studies to be about passing or failing. The model of assessment that is most meaningful in the subject of Life Studies is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus

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Lessons will be planned using a variety of baseline knowledge activities which are revisited at the end of a set of lessons to ensure that the students identify and reflect on what they have learned in terms of knowledge and understanding, development of skills and how their attitudes and values may have changed.

In Key Stages 3 and 4, students record their progress and achievement in individual student journals.

Confidentiality and Advice

Students and parents/carers will be made aware that some information cannot be kept confidential, especially if it concerns possible physical, sexual abuse, but that students' best interests will be maintained at all times. Students will be told beforehand if confidentiality is to be broken, the reasons why and what course of action will happen next. At the same time students will be offered sensitive and appropriate support.

At Oakgrove School all child protection cases will be dealt with in accordance with the Oakgrove Child Protection Policy.

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Appendix 1: Primary Statutory Objective breakdown and Overview of Teaching.
(for details of how this content is covered, see the curriculum planning documents)

The indicated term is where the objective is first covered as part of a lesson plan. Many objectives are covered incidentally, through role model behaviour, high expectations, our respectful environment and through class and school assemblies.

Families and people who care for me

	KS1	LKS2	UKS2
<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. 	Y2 Term 2b		
<ul style="list-style-type: none"> the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 		Y3 Term 1b	
<ul style="list-style-type: none"> that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 		Y3 Term 1b	
<ul style="list-style-type: none"> that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 	Y2 Term 2b		
<ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 			Y5 Term 2a
<ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 			Y5 Term 1b

Caring friendships

<p>how important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	Y2 Term 2b		
<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 		Y4 Term 1b	
<ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 		Y4 Term 1b	
<ul style="list-style-type: none"> that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 		Y4 Term 1b	
<ul style="list-style-type: none"> how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these 		Y4 Term 1b	

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situations and how to seek help or advice from others, if needed.			
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Respectful relationships

<ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	Y2 Term 2b		
<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 		Y3 Term 1b	
<ul style="list-style-type: none"> the conventions of courtesy and manners. 	Y1 Term 1b		
<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. 			Y6 Term 1a
<ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	Y1 Term 3b		
<p>Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p>			Y5 Term 2a
<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	Y2 Term 1a		
<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. 		Y3 Term 3b	
<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 			Y5 Term 2a

Online relationships

that people sometimes behave differently online, including by pretending to be someone they are not.		Y4 Term 3b	
<ul style="list-style-type: none"> that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. 		Y4 Term 3b	
<ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	Y2 Term 3b		
<ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 		Y4 Term 3b	

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• how information and data is shared and used online.		Y4 Term 3b	
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Being safe

• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).			Y5 Term 3b
• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	Y2 Term 3b		
• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.			Y5 Term 3b
• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.			Y5 Term 3b
• how to recognise and report feelings of being unsafe or feeling bad about any adult.	Y2 Term 3b		
• how to ask for advice or help for themselves or others, and to keep trying until they are heard.			Y5 Term 3b
• how to report concerns or abuse, and the vocabulary and confidence needed to do so.		Y4 Term 3b	
• where to get advice e.g. family, school and/or other sources	Y2 Term 3b		

Mental wellbeing

• that mental wellbeing is a normal part of daily life, in the same way as physical health.		Y3 Term 1a	
• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Y1 Term 2a		
• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Y1 Term 2a		
• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.		Y3 Term 1a	
• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Y2 Term 2a	Y3 Term 1b	
• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.			Y5 Term 3b
• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		Y4 Term 2a	

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• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.		Y3 Term 2b	
• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Y1 Term 2a		
• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.			Y5 Term 3b

Internet safety and harms

• that for most people the internet is an integral part of life and has many benefits.	Y2 Term 3b		
• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		Y4 Term 3b	
• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.		Y4 Term 3b	
• why social media, some computer games and online gaming, for example, are age restricted.		Y4 Term 3b	
• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.		Y4 Term 3b	
• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.		Y4 Term 3b	
• where and how to report concerns and get support with issues online.	Y2 Term 3b		

Physical health and fitness

• the characteristics and mental and physical benefits of an active lifestyle.	Y2 Term 2a		
• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	Y2 Term 2a		
• the risks associated with an inactive lifestyle (including obesity).			Y5 Term 3b
• how and when to seek support including which adults to speak to in school if they are worried about their health.			Y5 Term 3b

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Healthy eating

• what constitutes a healthy diet (including understanding calories and other nutritional content).	Y2 Term 2a	Y3 Term 3a	
• the principles of planning and preparing a range of healthy meals.	Y2 Term 2a		
• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).		Y3 Term 3a	

Drugs, alcohol and tobacco

• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.			Y5 Term 2b Y6 Term 2b
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Health and prevention

• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.			Y5 Term 3b
• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Y2 Term 3b		
• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.		Y3 Term 1b	
• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Y1 Term 1a	Y4 Term 2b	
• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Y1 Term 1a		
• the facts and science relating to allergies, immunisation and vaccination.			Y5 Term 3b

Basic first aid

• how to make a clear and efficient call to emergency services if necessary.	Hazard Alley Trip Year 2	Y4 Term 2b	
• concepts of basic first-aid, for example dealing with common injuries, including head injuries.		Y4 Term 2b	

Changing adolescent body

• key facts about how puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes will affect them.			Y5 Term 3b Y6 SRE Term 3
• about menstrual wellbeing including the key facts about the menstrual cycle.			Y5 Term 3b

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			Y6 SRE Term 3
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Sex Education (prior to teaching this unit, parents are consulted, materials for teaching are shared, they are invited to attend an information session about how the resources are used in school.)

<ul style="list-style-type: none"> • know and understand why close relationships may be formed during adolescence and the importance of friendship in developing positive relationships. 			Y6 SRE Term 3
<ul style="list-style-type: none"> • know features of healthy and unhealthy relationships (both platonic and sexual) and how to deal with relationship problems. 			Y6 SRE Term 3
<ul style="list-style-type: none"> • know how babies are conceived 			Y6 SRE Term 3
<ul style="list-style-type: none"> • key facts about how puberty will affect the opposite sex 			Y6 SRE Term 3