



RELATIONSHIPS AND SEX EDUCATION POLICY (ISI Policy 2f)

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**This policy applies to the whole school, including the
Early Years Foundation Stage (EYFS)**

RELATIONSHIPS AND SEX EDUCATION POLICY (RSE POLICY)

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Definition of RSE Education

Sex and Relationship Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

RSE is a fast-changing subject as it responds to the changing norms and values of the culture, we live in. These days in particular our RSE provision needs to respond to the proliferation, accessibility and normalisation of pornography online as well as a general sexualisation across media such as; music and music videos, television and advertising, magazines and newspapers. Offered no alternative, online is often where young people go to find answers to their questions and where they develop their sense of healthy and normal sexual practice.

RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

Legislation (Statutory Regulations and Guidelines)

- Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:
 - Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
 - Prepares pupils at the school for opportunities, responsibilities and experiences of later life
- The 2006 Education and Inspections Act placed a duty on Governing Bodies to:
 - Promote the wellbeing of pupils at the school
- Department for Education statutory guidance states that from September 2020 all schools must deliver:
 - Relationships Education (Primary)
 - Relationships and Sex Education (Secondary).

Roles and Responsibilities

PSHCE and RSE delivery across The Pre-Prep and the Prep School will be monitored by the Head of PSHCE. The Head of The Pre-Prep is responsible to ensure the delivery of RSE and PSHCE education in Key Stage 1 and EYFS. The Head of PSHCE is responsible to ensure the delivery of content across the Prep School.

The Deputy Head (Pastoral) works closely with the Head of the Pre-Prep and the Head of PSHCE to ensure contextual and appropriate delivery at each key stage.

Parents' Right to Withdraw their Child

All schools are required to teach relationships education/RSE as part of the Department of Education statutory guidance. The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum. If parents would like to withdraw their child from aspects of RSE then they must write specifically requesting this right to the Head.

- Parents will not be able to withdraw their child from relationships education in The Prep School
- Parents are able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science).

Consultation

Consultation is an important part of putting together an effective RSE policy to ensure that it meets the needs of the school community and the Sandroyd pupils, staff and parents. In putting together this policy, the following consultations have taken place:

- Governor consultation (Easter Holidays 2021)
- Staff consultation (27th April to 13th May 2021)
- Parent Consultation (27th April to 13th May 2021, followed by a meeting on Thursday 13th May)
- An indirect pupil consultation via a wellbeing survey sent out in the last week of the Spring Term 2021 to approximately 50% of the Year 7 and 8 boys and girls.

Equality Act

Sandroyd aims to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on any protected characteristic.

Sandroyd staff and pupils should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours.

PSHCE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

Sexual Harassment

Sandroyd is aware of the deeply damaging effects caused by sexual violence and sexual harassment between children in schools. Sandroyd pupils and staff are aware that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not to be excused as an inevitable part of growing up.

Any report of sexual violence or sexual harassment is taken seriously; staff are aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males.

It is, however, essential that assumptions are not made about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; most young men are respectful of young women and each other.

Implementation:

Sandroyd uses the Jigsaw PSHCE teaching platform and this is delivered through the timetabled PSHCE sessions within the Prep School daily timetable, and the Pre-Prep Weekly Timetable. RSE is delivered by qualified teachers. The overlap between these two related subjects is such that although some topics may clearly be one subject or the other, in some topics it may be hard to distinguish.

Classroom practice and pedagogy will take into account pupils' age, ability, readiness and cultural background and pupils with SEND and will be adjusted to enable all students to access the learning. We use PSHCE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys.

Pupils are actively encouraged to ask questions but are prompted to be cautious about over sharing personal information in a wide group. Staff will endeavour to answer questions as clearly, simply, and openly as possible although there may be times when the appropriate response will be to suggest raising the matter more privately, in another context, or at a later time.

Whilst a variety of teaching methods are used, discussion forms the bulk of the sessions, often combined with age-appropriate video clips and images. These images might rarely show elements of nudity as appropriate but will be non-sexualised and impersonal.

Staff must not under any circumstances offer pupils confidentiality. At the same time, pupils should be offered sensitive and appropriate support.

Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

Working with external agencies

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. Our Sex education is primarily delivered by external agencies.

However, as with any visitor, the teachers are responsible for ensuring that they check the visitor or visiting organisation's credential and that the teaching delivered by the visitor fits with our planned RSE programme and policy.

It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

Pupils with special educational needs and disabilities (SEND)

RSE and Health Education must be accessible for all pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility for all Sandroyd pupils.

Sandroyd staff are made aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Staff should ensure that their teaching of SRE is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Monitoring and Assessing

The PSHCE and RSE curriculum is reviewed on a 2-yearly basis although the curriculum needs some fluidity and the ability to adapt to the current needs of the school. Much of this ability to adapt will be communicated via tutors and class teachers. This is especially the case in the Pre-Prep and in the Junior Department of the Prep School, where education of relationships will help support the children through certain times of the academic year.

- The 2 year review is carried out by the Deputy Head (Pastoral), The Head of the Pre-Prep and the Head of PSHCE
- The review comprises lesson observations, pupil voice interviews and a departmental discussion
- Pupils' knowledge and understanding is monitored through classroom discussions and annual wellbeing surveys
- Pupil, staff and parent voice will be influential in adapting and amending the material for PSHCE and RSE to ensure it is up to date and relevant.
- The policy and curriculum is then approved by the Head

Core Aims and Objectives

The intended outcomes from our RSE programme are to ensure that by the end of Year 8, pupils will:

Equality & Prejudice

- Recognise the influence of culture and media in the formation of our attitudes, values and beliefs.
- Be able to challenge inequality and prejudice in those attitudes, values, and beliefs, even if counter-cultural.
- Engage with, and value, difference in others.
- Encourage LGBT+ Equality (combatting homophobic language and encouraging equal rights) (Taught to Years 6, 7 & 8)

Confidence, safeguarding & seeking help

- Be comfortable discussing sensitive issues in context and with appropriate language.
- Recognise both strong and poor sources of information on personal issues and know how to seek advice appropriately.
- Be able to make personal and moral decisions about physical and social boundaries and know how to respond when those boundaries are crossed.
- Understand that emotions can be affected by physiological, social and personal issues and to develop emotional empathy.

Relationships

- Understand the characteristics of a good friendship and know tools to be a positive friend both in and out of school.
- Know and understand what a healthy relationship looks like. In addition, they should understand the signs of an unhealthy friendship and relationship (Taught to all year groups)
- Understand the importance of the nurturing of self-esteem and self confidence in oneself and in others.
- Value and respect of oneself and others.
- Know that relationships take a variety of forms including social, familial, professional, romantic, hetero and homo sexual, amongst others.
- Recognise the influence of power, control and authority within relationships.
- Be able to empathise with and support others with personal issues.
- Know about the importance of trust and respect within all relationships.

Online relationships

- Understand that people sometimes behave differently online, including by pretending to be someone they are not.
- Know the importance of respect for others online including when we are anonymous.
- Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- Know how information and data is shared and used online.

Being safe

- Understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- Understand 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.
- Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- Know how to recognise and report feelings of being unsafe or feeling bad about any adult.
- Know how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Puberty

- Know about the physical changes of puberty in both boys and girls before they happen to them or their peers.
- Know that changes of puberty happen at different times for everyone & recognise the elasticity of 'normal' in this context.

Sexual Education

- Recognise the dual purpose of sexual intercourse for procreation and attachment.
- Understand 'consent' as well as the verbal and non-verbal 'red-flags'.
- Understand the risk and consequences of viewing, taking and sharing sexual images
- To have a knowledge of contraception.
- Know that a range of sexually transmitted diseases exist.

Relationships between Pupils

At Sandroyd, we believe in treating each other with kindness and respect, and valuing our friendships. We have young children in our school, and it's important that we all remember to behave appropriately around them. That means using language that is appropriate for all ages, and avoiding any behaviour that might make them confused, uncomfortable or upset. We're all part of the Sandroyd community, and we need to look out for each other, no matter how young or old we are.

If you have a friendship or a relationship with someone, it should always be built on mutual respect and be fair to both of you. We know that sometimes friendships can get more serious as you rise through the school. No member of the school community should be made to feel embarrassed about any friendship or relationship they may have in or out of the school, so we have some rules in place to make sure everyone is safe and happy:

- It's not appropriate to show public displays of affection, like holding hands, at school.
- If there is a significant age difference between you and the person you're interested in, it's generally not appropriate to have a relationship that goes beyond friendship.
- Everyone at Sandroyd should respect each other's wishes and feelings. It's not okay to give someone unwanted attention or invade their privacy.
- Anything sexual, including sexting, is not okay between students. It can be seen as bullying or even abuse, and will always be taken very seriously.
- If a teacher is worried about a relationship, they might talk to you or your parents about it.

Any breach of the above rules may be dealt with through our disciplinary policy, there may also be safeguarding concerns that will need to be investigated.

We want everyone to feel safe and happy at Sandroyd, so we also have a program to help you understand what healthy relationships look like and how to take care of yourself. You can learn more about this in our PSHE classes and through our medical team. If you ever need someone to talk to or need some extra support, we're here to help you.

Barry Irving, Alastair Speers, Nicky Brady

PSHCE & RSE Curriculum Overview

Personal, Social, Health, Citizenship and Economic Education (PSHCE): is the planned provision for the **social, moral, spiritual, cultural,** and **emotional** development of our pupils at Sandroyd. In The Pre-Prep **PSHE** and **PSED** (Personal, Social and Emotional Development) are taught and developed throughout the curriculum.

Relationships and Sex Education: is a specific and important element of PSHCE that promotes in our pupils an awareness and understanding of **healthy relationships, gender similarities and differences,** and their own **physical development.** Relationship education is delivered throughout The Walled Garden.

Statement introduced into our policy since the 2021 parent and staff review. The statement below has been introduced into our policy since our initial parent and staff review. This allows for a more transparent understanding of how our policy on RSE teaching works in practice in The Walled Garden.

Our RSE philosophy enables parents to have the opportunity to lead on RSE matters, whilst ensuring we are fully meeting our statutory and societal obligations. We do not overtly teach all issues relating to relationships in The Walled Garden, including, but not exclusive to, same-sex relationships. However, it is inevitable that all relationship issues, including same-sex relationships, could be included in discussions with the children at some stage in The Walled Garden. Children will ask questions on a number of relationship issues that are not specifically taught. When these issues arise, we have a duty to address the children's questions accurately. With all RSE topics, we adapt our curriculum to reflect the changing needs of the members of the Sandroyd community. This allows us to ensure we meet our aims in teaching children the importance of tolerance of others, and the need to understand differences of opinions.

The curriculum is intended to be largely **discursive** with a stress on both **contributing** and **listening** to discussion but also flexible, responding to events as they happen. Issues are presented as **balanced** and not subject to discrimination. The importance of **healthy relationships** are stressed. Although content is intended to challenge, where used, **teaching resources** are intended to be **appropriate** to the **age** and **maturity** of the group.

Assessment

We have the same high expectations of the quality of pupils' work in PSHCE as for other curriculum areas. Our curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Whilst there is no formal examined assessment for RSE and PSHCE, the teaching and learning is assessed and assessments are used to identify where pupils need extra support or intervention.

The Pre-Prep PSED/PSHE			
PSED/PSHE is taught in the Pre-Prep and is also reinforced and role-modelled throughout everything we do. As part of our PSHE curriculum / collective worship, the children also attend assemblies on a range of themes including current affairs, national events, celebrating our successes, citizenship and growth mindset.			
	Autumn	Spring	Summer
EYFS (Nursery) PSED delivered through circle time and role modelling from peers, older children and adults.	<ol style="list-style-type: none"> 1. All about me 2. My Family 3. Our Golden Rules 	<ol style="list-style-type: none"> 1. Our Golden Rules 2. Me and My Friends 3. Promoting Independence 	<ol style="list-style-type: none"> 1. Our Golden Rules 2. Promoting Independence 3. My wider World and the people in it
EYFS (Reception) PSED delivered through shared sessions, circle time and role modelling from peers, older children and adults.	<ol style="list-style-type: none"> 1. My new environment 2. We are all unique 3. Positive and diverse relationships 	Emotions <ol style="list-style-type: none"> 1. It's fine to have these feelings 2. A safe space for my feelings 3. Building relationships 	<ol style="list-style-type: none"> 1. A range of emotions 2. Developing respectful relationships 3. Perseverance and facing challenges
Key Stage 1	Health and Wellbeing: <ol style="list-style-type: none"> 1. Biology of the Brain 2. Healthy brain PSHE: <ol style="list-style-type: none"> 1. Being me in my world 2. Celebrating differences 	Health and Wellbeing: <ol style="list-style-type: none"> 1. Growth Mindset 2. Mindfulness PSHE: <ol style="list-style-type: none"> 1. Dreams and goals 2. Healthy me 	Health and Wellbeing: <ol style="list-style-type: none"> 1. My emotional brain 2. Care for your brain PSHE: <ol style="list-style-type: none"> 1. Relationships 2. Changing me
The main school PSHCE			

Year 3	<p><u>BEING ME IN MY WORLD</u></p> <p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <p><u>CELEBRATING DIFFERENCE</u></p> <p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>	<p><u>DREAMS AND GOALS</u></p> <p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p> <p><u>HEALTHY ME</u></p> <p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</p>	<p><u>RELATIONSHIPS</u></p> <p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p> <p><u>CHANGING ME</u></p> <p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>
Year 4	<p><u>BEING ME IN MY WORLD</u></p> <p>Being part of a class team Being a school citizen</p>	<p><u>DREAMS AND GOALS</u></p> <p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals</p>	<p><u>RELATIONSHIPS</u></p> <p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out</p>

	Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour <u>CELEBRATING DIFFERENCE</u> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Working in a group Celebrating contributions Resilience Positive attitudes <u>HEALTHY ME</u> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Girlfriends and boyfriends Showing appreciation to people and animals <u>CHANGING ME</u> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Year 5	<u>BEING ME IN MY WORLD</u> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating <u>CELEBRATING DIFFERENCE</u> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	<u>DREAMS AND GOALS</u> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation <u>HEALTHY ME</u> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	<u>RELATIONSHIPS</u> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules <u>CHANGING ME</u> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition

Year 6	<u>BEING ME IN MY WORLD</u> Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling <u>CELEBRATING DIFFERENCE</u> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	<u>DREAMS AND GOALS</u> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments <u>HEALTHY ME</u> Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress	<u>RELATIONSHIPS</u> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use <u>CHANGING ME</u> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Year 7	<u>BEING ME IN MY WORLD</u> Unique me Differences & conflict My influences Gateway emotions Belonging to a group Peer pressure Peer on peer abuse Online safety Sexting Consequences Online legislation <u>CELEBRATING DIFFERENCE</u> Bullying	<u>DREAMS AND GOALS</u> Celebrating success Identifying goals Employment Learning from mistakes Overcoming challenges Planning skills Safe & unsafe choices Substances Gangs Knives Exploitation Emergency first aid <u>HEALTHY ME</u> Stress and anxiety	<u>RELATIONSHIPS</u> Characteristics of healthy relationships Consent, Relationships and change Emotions within friendships Peer on peer abuse Rights and responsibilities Being discerning Assertiveness Sexting <u>CHANGING ME</u> Puberty changes, Reproduction facts, FGM, Breast flattening/ironing,

	Prejudice & discrimination (positive and negative) Equality Act Bystanders Stereotyping Challenging influences Negative behaviour and attitudes Assertiveness	Managing mental health Physical activity and mental health Effects of substances Legal consequences Nutrition Sleep Vaccination and immunisation Importance of information on making health choice	Responsibilities of parenthood IVF, types of committed relationships, Media and self-esteem Self-image Brain changes in puberty Factors affecting moods Sources of help and support
Year 8	<u>BEING ME IN MY WORLD</u> Self-identity Influences Family and identity Stereotypes Personal beliefs and judgements Managing expectations First impressions Respect for the beliefs of others Marriage Protected characteristics Active listening <u>CELEBRATING DIFFERENCE</u> Positive change made by others How positive behaviour affects feelings of wellbeing Social injustice Inequality Community cohesion and support Multiculturalism Diversity Race and religion Stereotypes Prejudice LGBT+ bullying Peer on peer abuse hate crime Fear & emotions	<u>DREAMS AND GOALS</u> Long-term goals skills qualifications careers money and happiness ethics and mental wellbeing budgeting variation in income positive and negative impact of money online safety and legal responsibilities gambling issues <u>HEALTHY ME</u> Long-term physical health Responsibility for own health Dental health Stress triggers and help tips Substances and mood Legislation associated with substances Exploitation and substances County lines Medicine Vaccinations and immunisation	<u>RELATIONSHIPS</u> Positive relationship with self Social media and relationship with self Negative self-talk Managing a range of relationships Peer on peer abuse Personal space Online etiquette Online privacy Bullying and personal safety Social media issues and the law Coercion Unhealthy balance of power in relationships Sources of support <u>CHANGING ME</u> Types of close intimate relationships Physical attraction Love Legal status of relationships Behaviours in healthy and unhealthy romantic relationships Pornography Sexuality Alcohol and risky behaviour

	Stand up to bullying The golden rule Organ and blood donation		
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