



School Relationships and Sex Education Policy Tweeddale Primary School

February 2024

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This Policy applies to Tweeddale Primary School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the GLT Chief Executive Officer and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT Chief Executive Officer should be consulted.

Approval and review:

This policy is the responsibility of: PSHE coordinator

This policy was approved by the Governing Body on: Date

Tweeddale Primary School

Relationship and Sex Education Policy

1. Statutory requirements

Tweeddale Primary School is required to provide a curriculum that is broad and balanced in accordance with Section 78 of the Education Act 2002.

Tweeddale Primary School must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). In teaching relationships education the school is required to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the Education Act 1996, Published 25 June 2019. We are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

2. Policy aims

By providing comprehensive relationships education Tweeddale Primary School is not encouraging pupils to become sexually active at a young age.

The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

We seek to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.

We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

3. Roles and responsibilities

School staff

The school provides regular professional development training in how to deliver relationships education so that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If a teacher does not feel confident leading such discussions then that is likely to be reflected by the pupils, and their learning will be compromised.

This includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching relationships education is so important.

There are certain members of the school leadership team, such as the *PSHE coordinator*, who will hold more responsibility for ensuring that the school's relationships education provision is relevant to our pupils and is effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

Senior leaders/ *PSHE coordinator* will:

- o Develop this school policy and review it *yearly*. This policy is developed in consultation with school parents/carers, pupils and staff to ensure that it meets the needs of the whole school community.
- o Parents, pupils and staff are consulted on relationships education provision, and their involvement in developing/reviewing the policy, by:
 - Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
 - Parent/stakeholder consultation – parents and any interested parties are invited to view the policy on the school website and comment on it.
 - Pupil consultation – children are invited in class to ask questions or give suggestions for topics that they would like to see covered.
 - Once amendments were made, the policy was shared with governors and approved
- o Ensure that all staff are given regular and ongoing training on issues relating to relationships education and how to deliver lessons on such issues.
- o Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships education.
- o Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of relationships and sex education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.
- o Ensure that relationships education is age- relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- o Ensure that the knowledge and information regarding relationships education to which all pupils are entitled is provided in a comprehensive way.
- o Support parental involvement in the development of the relationships education curriculum.
- o Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced relationships education in school.
- o Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate. We want the provision of relationships education at home to be complementary to the provision the school provides, and this should be clearly communicated to

- parents/carers and additional support given where necessary or requested.
- o ensure that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of relationships education.

All staff will:

- o Ensure that they are up to date with school policy and curriculum requirements regarding relationships education. If a member of staff feels that any areas are not covered or inadequately provided for they should report that to *the PSHE coordinator*.
- o Attend and engage in professional development training around relationships education provision.
- o Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. Any potential safeguarding concerns must be referred to the DSL through the online reporting mechanism (CPOMS / MyConcern)
- o Provide regular feedback to their managers on their experience of teaching relationships education and student response.
- o Ensure that their personal beliefs and attitudes will not prevent them from providing balanced relationships education in school.
- o Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If a member of staff needs support in this area they should speak to the PSHE coordinator.

Pupils

Pupils are expected to attend relationships education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through relationships education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

Pupils should feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships education or otherwise.

Conversations of this nature between staff and pupils will be held in confidence; however staff must take concerns to the DSL using the online referral system (CPOMS / My Concern) if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

Pupils will be asked for feedback on the school's relationships education provision *each year*, by *the PSHE coordinator*. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school seeks to provide pupils with the education they need on topics they want to learn about.

Parents/carers

The school expects parents/carers to share the responsibility relationships education and support their children's personal, social and emotional development.

We encourage parents/carers to create an open home environment where their children can engage, discuss and continue to learn about matters that have been raised through the school's relationships education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

4. Implementation, delivery and curriculum

It is important that the school's relationships education policy is implemented consistently and effectively throughout the school. Teachers are encouraged to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Relationships education at Tweeddale Primary School is taught through PSHE lessons, using resources from the Jigsaw programme. See Appendix A for the school's curriculum map.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding relationships. It is important that pupils know the difference between fact, opinion and belief.

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).

Sex education is taught at Tweeddale Primary School through PSHE lessons using the resources from the Jigsaw programme. The topics covered at Tweeddale Primary School for each year group is slightly amended from the Jigsaw programme. See Appendix B for the school's curriculum map.

Guest speakers

Guest speakers may be invited into school to talk on issues related to relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and required to comply with the guidelines outlined within it.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the *PSHE coordinator*.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might include using an anonymous suggestion box or emphasizing that the classroom is a safe place.

Pupils with special educational needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to relationships education.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods e.g. contraceptive card game.
- use of expert guest speakers.
- practical activities.
- using DVDs or video.
- group and paired activities.
- visual diagrams and word banks.

5. Withdrawal from relationships education

The school aims to keep parents/carers informed about all aspects of relationships education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school.

Parents do not have the right to withdraw their children from relationships education.

If sex education is taught outside of the science curriculum only:

Parents have the right to withdraw their children from the teaching of sex education other than that delivered through the science curriculum and Headteachers will automatically grant a request to withdraw a pupil.

6. Complaints

Parents/carers who have complaints or concerns regarding the relationships education

curriculum should contact the school and follow the school's complaints procedure.

7. Equal opportunities

Relationships education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously, in the same way as bullying of any kind - the procedures regarding this are outlined in the school's behaviour policy.

8. Safeguarding and confidentiality

The school seeks to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to a reference in accordance with the school's child protection and safeguarding procedure.

Personal information about pupils who have approached a teacher for discussion should only be shared where there is a concern through the online referral system with the DSL. -If there is a child protection concern, the information must be handled as outlined in the school child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

If a member of staff is informed that a pupil is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures and must be referred to the DSL immediately using the school referral system.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from *the PSHE coordinator* to decide what is in the best interest of the child.

9. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide relationships education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason we review the relationships education curriculum *yearly*, and will inform parents/carers of any revisions to this policy or [relationships education / relationships and sex education] curriculum.

We will monitor the effectiveness of our relationships education provision through:

- yearly feedback from pupils
- yearly feedback from parents/carers

- feedback from staff
- classroom observations.

The school will review this policy *yearly*, evaluating its effectiveness by taking into account feedback from pupils, staff and parents/carers, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

10. Support

Pupils should feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationships education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Appendix A

Relationships Education

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	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	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	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	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

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	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	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	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 SMART internet safety rules
Ages 10-11	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	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	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

Appendix B

Sex education

Year	Coverage
R	1 I can name parts of the body
1	4 I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus I respect my body and understand which parts are private
2	1 I can recognise cycles of life in nature I understand there are some changes that are outside my control and can recognise how I feel about this 2 I can tell you about the natural process of growing from young to old and understand that this is not in my control I can identify people I respect who are older than me 3 I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I feel proud about becoming more independent 4 I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl 5 I understand there are different types of touch and can tell you which ones I like and don't like I am confident to say what I like and don't like and can ask for help
3	(from Jigsaw year 2) 4 I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl (from Jigsaw year 3) 1 I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby I can express how I feel when I see babies or baby animals 2 I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow I can express how I might feel if I had a new baby in my family 5 I can start to recognise stereotypical ideas I might have about parenting and family roles I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
4	(from Jigsaw year 3) 3 I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process I recognise how I feel about these changes happening to me and know how to cope

	<p>with those feelings</p> <ul style="list-style-type: none"> • <i>Change</i> • <i>Puberty</i> • <i>Control</i> • <i>Breasts</i> <p>4 I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p> <p>(from Jigsaw year 4)</p> <p>2b I understand what responsibilities there are in parenthood and the joy it can bring</p> <p>I can consider what has influenced my life and what might influence the lives of other people</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p> <p>3 I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p> <ul style="list-style-type: none"> • <i>Puberty</i> • <i>Menstruation</i> • <i>Menstrual Cycle</i> • <i>Periods</i> • <i>Menstrual Pads</i> • <i>Period Pants</i> • <i>Tampons</i> • <i>Vagina</i> • <i>Vulva</i> • <i>Ovaries</i> • <i>Oestrogen</i> • <i>Fallopian Tube</i> • <i>Fertilised</i> <p>4 I know how the circle of change works and can apply it to changes I want to make in my life</p> <p>I am confident enough to try to make changes when I think they will benefit me</p> <p>5 I can identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p>
5	<p>2 I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be ok for me</p> <ul style="list-style-type: none"> • <i>Puberty</i> • <i>Menstruation</i> • <i>Periods</i> • <i>Menstrual towels</i> • <i>Menstrual pads</i>

	<ul style="list-style-type: none"> • <i>Tampons</i> • <i>Ovary/ Ovaries</i> • <i>Vagina</i> • <i>Oestrogen</i> • <i>Vulva</i> • <i>Womb/Uterus</i> <p>3 I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p> <ul style="list-style-type: none"> • <i>Puberty</i> • <i>Sperm</i> • <i>Semen</i> • <i>Testicles/Testes</i> • <i>Erection</i> • <i>Ejaculation</i> • <i>Wet dream</i> • <i>Larynx</i> • <i>Facial hair</i> • <i>Growth spurt</i> • <i>Hormones</i> <p>(from Jigsaw year 6)</p> <p>2 I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can express how I feel about the changes that will happen to me during puberty</p> <ul style="list-style-type: none"> • <i>Opportunities</i> • <i>Freedoms</i> • <i>Responsibilities</i> • <i>Puberty vocabulary as represented on the flash cards</i> <p>(from Jigsaw year 5)</p> <p>5 I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I am confident that I can cope with the changes that growing up will bring</p>
6	<p>(from Jigsaw year 4)</p> <p>1 I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p>I appreciate that I am a truly unique human being</p> <p>2a I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p> <ul style="list-style-type: none"> • <i>Sperm</i> • <i>Egg/Ovum</i> • <i>Penis</i> • <i>Testicles</i> • <i>Vagina</i> • <i>Womb/Uterus</i> • <i>Ovaries</i> • <i>Making love</i> • <i>Having sex</i>

- *Sexual intercourse*
- *Fertilise*
- *Conception*

(from Jigsaw year 5)

4 I understand that sexual intercourse can lead to conception and that is how babies are usually made

I also understand that sometimes people need IVF to help them have a baby

I appreciate how amazing it is that human bodies can reproduce in these ways

- *Relationships*
- *Conception*
- *Making love*
- *Sexual intercourse*
- *Fallopian tube*
- *Fertilisation*
- *Pregnancy*
- *Embryo*
- *Umbilical cord*
- *Contraception*
- *Fertility treatment (IVF)*

(from Jigsaw year 6)

1 I am aware of my own self-image and how my body image fits into that

I know how to develop my own self esteem

3 I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born

I can recognise how I feel when I reflect on the development and birth of a baby

- *Pregnancy*
- *Embryo*
- *Foetus*
- *Placenta*
- *Umbilical cord*
- *Labour*
- *Contractions*
- *Cervix*
- *Midwife*

4 I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend

I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to

- *Attraction*
- *Relationship*
- *Pressure*
- *Love*
- *Sexting*
- *Consent*