



# Relationships, Health and Sex Education Policy

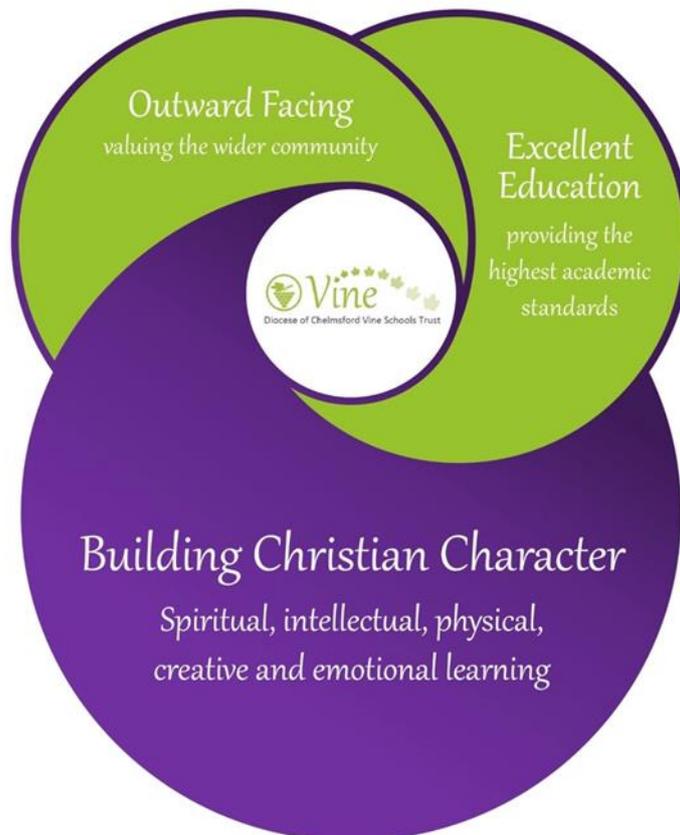
This is a model policy for all Vine schools that has been reviewed and adapted for Two Village Church of England Primary school.

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## Vision & Values

**V** Valuing every person  
**I** Inspiring great teaching  
**N** Nurturing academic excellence and Christian Character  
**E** Excelling, unlocking great potential



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*This policy is in line with:*

***Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. DfE July 2019.***

***Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools. The Church of England Education Office September 2019.***

***Valuing All God's Children. Guidance on Church of England schools on challenging homophobic, biphobic and transphobic bullying.***

## Our Vision for Two Village Church of England Primary School:

### Vision

At Two Village Church of England Primary School, within a safe and happy environment, we work together to encourage, support and challenge our school community to achieve their dreams and never give up on their goals. Through our Christian values and curriculum, we aim to provide our children with the essential skills that they will require to live in their future world, as well as a love of learning.

### Our Christian Vision

*'Sowing the Seeds for Success – With God All Things Are Possible'* (Matthew 19:26)

Through our Vision we aim to:

- raise aspirations for our whole school community, by challenging everyone to aim high, persevere and achieve their goals
- work in close partnership with our families, our church and the wider community
- prepare our children for life in the future and the wider world by supporting them in developing essential life skills which will enable them to succeed in all that they do
- teach our children to be open-minded, tolerant, fair, respectful and responsible citizens who embrace equality and are eager to contribute to local and global communities
- provide a stimulating, creative, broad and balanced curriculum for our pupils which enables them to be enquiring, creative, courageous and to solve problems

These aims and our Christian vision are central to our RSHE curriculum.

All Vine Schools Trust schools affirm:

*'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'*

*From: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. DfE July 2019*

The Church of England Education Office faith sensitive inclusive approach to Relationships Education, Relationships and Sex Education<sup>1</sup> (RSE) and Health Education (RSHE) underpinned by two key biblical passages:

***'So God created humankind in his image, in the image of God he created them'***  
**(Genesis 1:27, NRSV)**

That relationships lie at the very heart of what it means to be human and that Relationships, Health and Sex Education explores what it means to be human and about what it means to be a person in community. This will be taught in a context where all people should be given dignity as all people are made in the image of God and loved equally by God. This truth underpins what pupils learn about the differences that are expected under UK law.

***'I have come in order that you might have life—life in all its fullness'***  
**(John 10:10, GNB)**

All pupils have a right to an education which enables them to flourish and is set in a classroom culture where differences of lifestyle and opinion are given dignity; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear."

*From: Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools. The Church of England Education Office September 2019.*

### **Our RHSE Curriculum:**

- Protects, informs and empowers all children- supporting them to develop the skills to express their own views and make their own informed decisions
- Ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others and feelings of self-respect, confidence and empathy.
- Provides children with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think.
- Gives children an understanding of sexual development and the importance of health and hygiene.
- Provides a framework in which sensitive discussions can take place.
- Creates a positive culture around issues of sexuality and relationships.
- Teaches pupils the correct vocabulary to describe themselves and their bodies
- Enables all children to be prepared for the change's adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born.

## **2. Statutory Requirements**

As an academy trust, our RHSE policy complies with section 34 of the [Children and Social work act 2017](#).

This states that primary pupils must be taught relationships education. There are also elements of sex education contained in the National Curriculum for science.

In VST schools, we teach RHSE as set out in this policy, with each school choosing curriculum content which meets the needs of its own community - **see Appendix 1.**

## **3. Policy Development**

Whilst bringing RSE into line with latest government guidance, this policy does not represent any significant change to the way that RSE has been taught in our schools previously. Nevertheless, our schools have developed their own content in consultation with staff, pupils and parents, in line with the following steps:

- Staff worked together to review curriculum content and pulled together all relevant information including relevant national and local guidance
- Parents/stakeholders in all schools have been consulted about the policy
- Following any amendments were made, the policy was shared with Local School Boards and ratified

## **4. Definition**

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

## **Defining Relationships Education**

Relationships Education is learning about how to:

- be appreciative of existing relationships;
  - form new healthy friendships; and
  - enjoy strong positive, caring, relationships with good boundaries, online and in person.
- This particularly refers to family relationships, friendships and relationships with peers and adults.

### **Defining sex education**

- Sex education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.
- The national curriculum for science includes content about human body parts, growth, puberty and gestation.

## **5. Curriculum and delivery of RHSE**

The curriculum content in each of VST school, for all age groups, has been developed in line with Trust policy and is set out by each school, in consultation with parents and carers, pupils and staff, taking into account the age, needs and feelings of pupils.

If pupils ask questions outside the scope of this policy, teachers will respond in a sensitive manner so they are properly and appropriately informed and don't seek answers from inappropriate sources. See Appendix 3  
RHSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHSE are taught within the science curriculum. See Appendix 5

In our schools, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships.

Each VST school publishes its own detailed curriculum, (Appendix A). RHSE topics may include:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships and social media
- Being safe
- Intimate and sexual relationships (Year 6)

These areas of learning are taught in an age-appropriate manner within the context of family life. We acknowledge that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

We believe that all pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect and where they are free to be themselves and fulfil their potential without fear.

VST schools seek to ensure that the RHSE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RHSE within a moral (but not moralistic) framework.

RHSE in VST schools is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those with whom choose to be intimate - sex education.

Pupils consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

RHSE is delivered in a way that affords dignity and shows respect to all who make up our diverse community. It does not discriminate against any of the protected characteristics in the Equality Act and is sensitive to the faith and beliefs of those in the wider school community. RSE seeks to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints as appropriate to the context of the school and always with respect. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

RSE seeks to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.

RSE promotes healthy, resilient relationships that sits within the VST schools Christian Vision and includes values such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice

Pupils with SEND will have had the content made accessible to them through carefully adjusted plans which meet their needs.

## **6. Roles and Responsibilities**

### **VST Trust Board and Local Schools Board (LSB)**

The Trust Board approves this RHSE policy, and holds the CEO to account for its implementation

The LSB for each school approves the schools' curriculum content, and hold the Headteacher to account for its implementation.

### **Headteachers/Heads of School**

The Headteacher/Head of School is responsible for ensuring that RHSE is taught consistently across the school, and for managing any requests to withdraw pupils from non-statutory components of RHSE (see Section 8 below).

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive and age-appropriate manner
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHSE

### **Children**

Children are expected to treat others with respect and sensitivity when discussing issues related to RHSE

### **Parents and carers right to withdraw**

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

Parents do have the right to withdraw their children from the non-statutory components of sex education within RSE.

We hope that parents and carers will be confident of the care and consideration that has gone into the RHSE developed in our school and will therefore support our programme, but invite anyone who wishes to exercise the right to withdraw to discuss it further with us, when we can explore any concerns.

Following this process, requests for withdrawal should be put in writing using the form found in **Appendix 2** of this policy and addressed to the headteacher.

### **7. Training**

Staff are trained on the delivery of RHSE and it is included in each school's continuing professional development calendar.

Some schools may also choose to invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHSE.

### **8. Monitoring arrangements**

The delivery of RHSE across the Trust is overseen by the Director of Education and monitored by the LSB, via a report from the Headteacher.

Pupils' development in RHSE is monitored by class teachers as part of their internal assessment systems, just as it is for all curriculum subjects.

This policy will be reviewed in line with the dates on page 1 and, at every review, the policy will be approved by the Trust Board.

## Appendix 1: Curriculum Outline for our school, for each year group.

PHSE/Healthy Relationships and Sex Education is delivered through science, Religious Education, Physical, Social, Health Education (PSHE) activities and circle time. Healthy Relationships and Sex Education is taught by classroom teachers and where appropriate, outside visitors such as the school nurse. It is our intention that all children can experience a programme of RSHE at a level which is appropriate for their age and physical development with differentiated provision if required. To support the teaching of RSHE we use a resource called 'Jigsaw The Mindful Approach to PSHE.' This programme covers all year groups across the Primary Curriculum and builds on the pupils' knowledge and understanding year on year.

As a Church of England school, we also aim to make links between our teaching in RSHE to Christianity and will aim to do this wherever possible. As well as making links to our Core Christian values within RSHE lessons, our approach to teaching about healthy relationships will be underpinned by the Biblical phrase '*love your neighbour as yourself*' (Matthew 19:19) to support us in sharing with the children the importance of loving ourselves, loving others around us and then forming a loving relationship with a partner which may lead to the privilege of becoming parents.

### Jigsaw

The Jigsaw program is influenced by the existing DfE guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (February 2019)
- Preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017)
- Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, Head Teachers, school staff and governing bodies, September 2012)
- Safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 Keeping Children Safe in Education, 2018)
- Equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyber bullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) © Copyright: Jigsaw PSHE Ltd. 2019)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

The Jigsaw program covers the following areas at the Primary stage;

<b>Term</b>	<b>Topic</b>	<b>Content</b>
<b>Autumn Term 1</b>	Being Me in My World	Includes understanding my place in my class, school and both my local and global community as well as designing learning charters
<b>Autumn Term 2</b>	Celebrating Difference	Included anti-culling (cyber and homophobic bullying included) and diversity work.
<b>Spring Term 1</b>	Dreams and goals	Including goal-setting, aspirations, working together to design and organise fund-raising events.
<b>Spring Term 2</b>	Healthy Me	Includes drug and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer Term 1</b>	Relationships	Including understanding friendship, family and other relationships, conflict resolution and communication skills in Relationship Education.
<b>Summer Term 2</b>	Changing Me	Includes Relationship and Sex Education in the context of looking at change.

Additionally within the Personal, Social, Health and Education (PSHE) curriculum, the national curriculum for science and specific RSHE lessons we will teach children about:

- The physical development of their bodies as they grow into adults
- Physical and emotional well being
- Respect for their own bodies
- The importance of family life and loving stable relationships
- Relationships
- Self-esteem and respect for others
- Moral questions
- Reproduction
- Where to seek help when things are not right

### **Early Years / Foundation Stage**

In Foundation Stage the curriculum includes education about relationships with a focus on friendship, bullying and the building of self-esteem. Understanding the World covers simple lifecycles.

### **Key Stage 1**

In Key Stage 1 the children build on the work in the early years and continue to focus on building relationships, particularly friendships, bullying and self-esteem. They learn about the basic necessities for life, lifecycles, how to keep their bodies safe and healthy as well as identifying and naming parts of the body using anatomically correct vocabulary.

### **Key Stage 2**

In Key Stage 2 the curriculum continues to build on the foundations laid in Key Stage One. The curriculum is about developing confidence and responsibilities. It is about preparing pupils to play an active role as citizens. It supports

them in developing a healthy and safe lifestyle. It helps them develop good relationships and learn to respect differences between people. In science pupils will “describe life cycles, birth, growth, development, reproduction, death” and “describe changes in humans through the life cycle, recognise the impact of diet, exercise, drugs and lifestyle.” The delivery of the PSHE and science curriculum will be led by the teaching staff but other professionals or members of the community may be brought in to support the learning in these lessons. The lessons allow us to teach children about healthy relationships through a safe, secure environment. Children will receive the facts and then knowledge will be built up through discussion in an age appropriate way.

### **Relationships Education**

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in the DfE guidance therefore focuses on Relationships Education. The grid below shows specific learning intentions for each year group in the ‘Changing Me’ Puzzle from Jigsaw which covers this aspect of RSHE.

#### Jigsaw’s rationale for what is taught when in Jigsaw

Knowledge empowers and protects children as long as it is age-appropriate. At secondary school Sex Education is statutory therefore it is important that primary schools should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school.

Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies. This terminology is also used in science.

Puberty is introduced gently in Y3 because some girls may start their periods this early and it is necessary to prepare them for this, so they aren’t scared or worried.

Conception is introduced age-appropriately in Y4 in the context of understanding why our bodies change during puberty.

Understanding of human reproduction, conception and puberty is built upon in Year 5 and then puberty, conception and childbirth is age-appropriately covered in Y6.

Year Group	Topic	Learning Intentions <i>'Pupils will be able to...'</i>
Early Years/ Foundation Stage	'Growing Up'	<ul style="list-style-type: none"> <li>• seek out others to share experiences. Show affection and concern for people who are special to them.</li> <li>• explain own knowledge and understanding and ask appropriate questions of others</li> <li>• Show sensitivity to others' needs and feelings</li> </ul>
Year 1	'Boys', and Girls' Bodies	<ul style="list-style-type: none"> <li>• identify the parts of the body that make boys and girls different and use the correct names for these; penis, testicles, vagina.</li> <li>• respect my body and understand which parts are private.</li> </ul>
Year 2	Boys' and Girl's Bodies	<ul style="list-style-type: none"> <li>• recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some of my body parts are private</li> <li>• tell you what I like/don't like about being boy/girl</li> </ul>
Year 3	How babies grow	<ul style="list-style-type: none"> <li>• understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</li> <li>• express how I feel when I see baby animals</li> </ul>

	Babies	<ul style="list-style-type: none"> <li>understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</li> <li>express how I might feel if I had a new baby in my family</li> </ul>
	Outside body changes	<ul style="list-style-type: none"> <li>understand the boys' and girls' bodies need to change so that what they grow up their bodies can make babies</li> <li>identify how boys' and girls' bodies change on the outside during this growing up process</li> </ul>
	Inside body changes	<ul style="list-style-type: none"> <li>to identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</li> <li>to recognise how I feel about these changes happening to me and how to cope with these feelings</li> </ul>

Year 4	Having A Baby	<ul style="list-style-type: none"> <li>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</li> </ul>
	Girls and Puberty	<ul style="list-style-type: none"> <li>to 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</li> <li>to know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul>
Year 5	Puberty for Girls	<ul style="list-style-type: none"> <li>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</li> <li>understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> </ul>
	Puberty for Boys and Girls	<ul style="list-style-type: none"> <li>can describe how boys' and girls' bodies change during puberty</li> <li>to express how I feel about the changes that will happen to me during puberty</li> </ul>
	Conception	<ul style="list-style-type: none"> <li>understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul>
Year 6	Puberty	<ul style="list-style-type: none"> <li>to explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</li> <li>to express how I feel about the changes that will happen to me during puberty</li> </ul>
	Girl Talk/Boy Talk	<ul style="list-style-type: none"> <li>ask the questions I need answered about changes during puberty</li> <li>reflect on how I feel about asking the questions and about the answers I receive</li> </ul>
	Babies – Conception to Birth	<ul style="list-style-type: none"> <li>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> </ul>

		<ul style="list-style-type: none"> <li>recognise how I feel when I reflect on the development and birth of a baby</li> </ul>
	Attraction	<ul style="list-style-type: none"> <li>understand how being physically attracted to someone changes the nature of the relationship</li> <li>express how I feel about the growing in independence of becoming a teenager and am confident that I can cope with this</li> </ul>

\*Areas in the table above highlighted in yellow are taught through science

## Appendix 2: Parent form

**Withdrawal from sex education elements within the RSE curriculum (withdrawal from relationships education is not permitted)**

We hope that parents and carers will be confident of the care and consideration that has gone into the RSE developed in our school and will therefore support our programme, but invite anyone who wishes to exercise the right to withdraw to make an appointment to come in to discuss it further, when we can explore any concerns that you have

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

## Appendix 3 Managing Difficult Questions

- Primary-aged children may often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education.
- Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.
- We answer questions within the context of being respectful, open, confidential and kind.
- Before and/or during sex education lessons, some classes may use a question box or 'ask it' basket, so that children can ask questions that may be too shy to ask in front of others. Children may wish to do this with/without giving their names.
- When children ask questions staff will ensure that they are:
  - Listened to
  - Reassured that they and their question are valuable.
  - Responded to in an age and developmentally appropriate way.
  - Encouraged to talk about what they are learning with their parents/carers.
- If children ask factual questions to which the answers are not known by the member of staff then staff will be honest, find out the answer and tell the child; if it falls within the remit of our curriculum.
- If children ask about whether adults enjoy sexual practices which are not covered in our sex education policy then staff will tell children that, as with many things in life, adults may enjoy different sexual practices but they will not go into detail. Instead, staff will redirect to the curriculum being studied.
- If children raise questions or comments which prompt safeguarding concerns the school's safeguarding policy will be followed.
- If children raise questions outside of the content of our sex education curriculum then it is likely that staff may suggest that children talk about the matter with a parent or carer and/or reassure children that they will also receive sex education at secondary school and so, as with other subjects, some parts of the curriculum are better dealt with when they are older.

## Appendix 4 Puberty: Glossary of terms

### A

**Acne** – Spots or blemishes brought on by hormonal changes. Can usually be treated with creams, facial washes and ointment.

**Anus** – The small opening at the end of the rectum or bottom, where poo comes out.

### B

**Balls** – see testicles.

**Bra** – Underwear to support the breasts.

**Breasts** – These develop and grow during puberty. Sometimes one can grow bigger than the other. Breasts come in all shapes and sizes, and can be round or flat, soft or firm. Breasts produce milk after childbirth, to feed a baby.

### C

**Cervix** – The plug at the end of the vaginal passage and the start (neck) of the uterus.

**Chromosomes** – In humans the sex chromosomes comprise one pair of the total of 23 pairs of chromosomes that provide all the information that make up a human. Individuals having two X chromosomes (XX) are female; individuals having one X chromosome and one Y chromosome (XY) are male. A man's sperm contains 22 chromosomes as well as either an X- or a Y-chromosome. A woman's egg contains 22 chromosomes plus an X-chromosome. The sperm that fertilises the egg determines the baby's sex. If the sperm carries an X-chromosome the baby will be XX and will become a girl. If the sperm carries a Y-chromosome the baby will be XY, a boy.

**Clitoris** – Small, soft pea shaped bud which lies above the urinary opening. Very sensitive part of the female body and when touched or rubbed can give sexual pleasure and orgasm.

### D

**Deodorant** – Can help mask or prevent body odour but does not make up for daily washing, and changing and washing clothes often.

**Discharge** – it is normal for girls to have a slight clear or milky discharge from the vagina. This keeps the vagina healthy and can vary from day to day. Discharge can increase at ovulation (to help sperm swim up the vagina) and also during sexual arousal (to ease penetration) a thick, smelly discharge can be a sign of an infection and should be checked.

### E

**Ejaculation** – Muscles in the base of the penis cause contractions, forcing semen to spurt out of the end of the penis. The muscle in the penis can contract between 3-15 times, ejaculating about a teaspoon of semen containing up to 300 million sperm!

**Erection** – An aroused, stiff/hard penis. Also known as 'having a hard on' or 'stiffie'

**Emotions** – Feelings we experience such as anger, joy, sorrow, loneliness, jealousy, happiness. Our feelings can change during puberty, with the release of new hormones and changes happening to our bodies and in our relations. It is normal to feel more angry and moody at times, but if we feel too bad we should seek help.

### F

**Fallopian tubes** – 2 tubes which the ova (eggs) travel along to reach the uterus (womb).

**Female Genital Mutilation** – A procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done. It is done for cultural reasons, not religious and is illegal in the UK.

**Foreskin** – A sleeve of skin which covers the head of the penis. With an erection, the foreskin stretches, exposing the head of the penis. Sometimes foreskins can be too tight, causing painful erections but this can be sorted out. Some people have them removed for religious, health or cultural reasons.

**Friends** – People we are close to or feel comfortable with and enjoy spending time with.

### G

**Growth** – Bodies grow a lot during puberty and we have a lot of adapting to do. Areas that develop include: chests, breasts, hips and sexual organs.

**Genitals** – Name given to all the external sexual organs

### H

**Hair** – Body hair appears around the genitals first (pubic hair) and then grows under the arms and on the legs. Young men also grow hair on their chest and face.

**Hygiene** – Changes to a young person’s hormones and sweat glands, produce new body odours and sweat, which can be smelly. The best way to keep clean is to wash under arms and around the hair and genital area with soap and water regularly (ideally at least once a day) and to change pants and socks every day.

**Hormone** – chemical substances in the body that give messages to different parts of the body to start changing/developing during puberty.

I

**Inner Lips** – The smaller lips that surround the entrance to the vagina and urethra (wee hole), just inside the outer lips (also known as labia).

**IVF** – where specialist doctors fertilise the egg of the woman with the sperm of the man, but outside of the body. The fertilised egg creates an embryo which is then put back inside the woman so she becomes pregnant and grows the baby inside her uterus/womb.

M

**Masturbation** – Rubbing, stroking or touching one’s own penis, clitoris and vagina for pleasure, (because it feels good). It’s not bad for a person or harmful. It can help a person to learn about their body and what gives it pleasure. Also known as ‘wanking’.

**Menstruation** – Another word for periods. Also known as ‘time of the month’, ‘coming on’. A loss of blood (usually monthly) as the unused ovum (egg) comes out of the vaginal opening along with the lining of the uterus. Girls who start menstruating can become pregnant, if having unprotected sexual intercourse.

O

**Oestrogen/progesterone** – The female sex hormones. During puberty, oestrogen stimulates breast development and causes the vagina, uterus (womb) and Fallopian tubes (that carry eggs to the womb) to mature. Progesterone plays a part in regulating a girl’s menstrual cycle.

**Orgasm** – The peak, most pleasurable or most intense part of sexual pleasure. Can happen through masturbation or penetrative sex. Also known as ‘coming’ or climax’.

**Outer Lips** - Outer lips of the vulva, which cover the sexual parts of a woman’s or girl’s body including her clitoris, urethra and the entrance to the vagina (also known as labia).

**Ova** – plural of ovum (eggs)

**Ovary** – where the ova (eggs) are kept. There are usually two.

**Ovum** – the egg from a female that could potentially become a baby if it meets with a sperm.

P

**Period(s)** – See menstruation

**Puberty** – Emotional and physical changes that happen in early adolescence, as the body begins to mature sexually and develop.

**Penis** – Also known as ‘willy’. ‘cock’ or ‘dick’, this is the shaft shaped reproductive organ that hangs outside the male body. When rubbed or stroked, the penis can become hard and sexually aroused, and ejaculation and orgasm can happen.

**Progesterone** – One of the female sex hormones that plays a part in regulating a girl’s menstrual cycle.

**Prostate Gland** – The muscles of the prostate gland help propel semen into the urethra during ejaculation.

**Pubic hair** – Hair which starts to grow around the genitals during puberty.

R

**Relationships** – Intimate and close friendships or emotional attachments. These can take on more importance as we reach puberty. Can be of a sexual nature.

S

**Sanitary towels** – made up of pads of cotton wool that a girl or woman presses onto the inside of a pair of knickers to catch the blood during a period to protect her clothes.

**Semen** – Contains sperm, the male reproductive agent, produced in their millions every day from puberty, in the testicles.

**Sexual awakening** – Starts during puberty, as girls’ clitoris, labia and breasts and boys’ penis and testicles develop.

**Sexual Intercourse** – Sexual contact between individuals involving penetration, especially the insertion of a man's erect penis into a woman's vagina, typically culminating in orgasm and the ejaculation of semen. If it occurs when the woman is ovulating (releasing an egg), it can lead to conception, where the sperm fertilises the egg.

**Sexual Reproduction** – Occurs when a male sex cell (sperm) and the female sex cell (egg) join. This fusion of sex cells is called fertilisation. Sexual reproduction allows some of the genetic information from each parent to

mix, producing offspring that resemble their parents, but are not identical to them. In this way, sexual reproduction leads to variety in the offspring. In humans this process may happen through sexual intercourse or IVF.

**Scrotum** – Sack or pouch which hold testicles. During puberty the scrotum becomes baggy, helping the testicles to hang away from the body. This helps to keep the temperature down, which allows sperm to be produced.

**Smegma** – A creamy substance which builds up under the foreskin. It is normal but can be smelly if left unwashed. To wash under the foreskin, pull it back gently and gradually and wash around the head of the penis with soapy water.

**Sperm duct** – Also known as ‘Vas Deferens’. The job of these tubes is to carry sperm to the urethra before ejaculation.

**Spots** – See Acne.

**Sweat** – During puberty new sweat glands start to work, producing a distinct body odour. Washing every day with soap and water and changing clothes regularly becomes important.

T

**Tampon** – a compressed pad of cotton wool created into a plug that can be inserted into the body in the vaginal passage by the girl or woman to soak up the period blood before it leaves the body in order to protect her clothes and to allow her to go swimming during her period, if she chooses.

**Testicles** – Also known as ‘balls’, these are held in the scrotum (sack/ball bag) found below the penis, which produce millions of sperm every day.

**Testosterone** – The male sex hormone. During puberty, rising levels of testosterone encourage the growth of the testicles, penis, and pubic hair. The voice begins to deepen, and muscles and body hair grow. Along with these changes comes growing sexual desire.

U

**Urethra** – The tube which runs from the bladder through the penis. It carries sperm to the penis and urine (wee) from the bladder to the penis.

**Urinary opening** – Opening of the urethra, a separate opening from the vagina (lying above it), where urine (wee) comes out.

**Uterus** – A fertilised egg (one that has joined a sperm) embeds itself into the lining of the uterus and grows into a baby. If this doesn’t happen the lining of the uterus comes away as part of a period and renews itself for the next month.

V

**Vagina** – The opening of the reproductive part of the girl’s body (the passage which leads to the womb). This is also the passage through which the penis enters during sexual intercourse.

**Voice** – For boys, puberty brings changes to the voice box. Voices ‘drop’ and become deeper. This happens as the larynx (voice box) grows and this makes voices deeper. Voice sometimes comes out as a squeak when the muscles of the larynx go out of control for a moment.

**Vulva** – Vulva refers to the external parts of the girl’s genitals which you can see. This includes the clitoris, two sets of lips- the inner and the outer (also known as labia) and the entrance to the vagina.

W

**Wet dreams** – Having an orgasm, ejaculating while you are asleep. This is normal for boys during puberty and is a sign of sexual awakening. Sometimes boys will notice a wet stain in their pyjamas or on their sheets.

**Womb** – (See uterus)

## Appendix 5 – Science and Sex Education

Under the National Curriculum, the basics of Sex Education fall within the science curriculum. The statutory content requires maintained schools to teach children about human development, including puberty, and reproduction.

### **In Key Stage 1, pupils will:**

Be introduced to the process of reproduction and growth in animals. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

### **Key Stage 2, pupils will:**

Be taught about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Please see the DfE Science Programme of Study below which includes specific content for each year group.

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