

Goldsworth Primary School

Policy for Relationships and Sex Education (RSE)



Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The aim of RSE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and wellbeing (Sex Education Forum).

Safeguarding

Relationships and Sex Education (RSE) plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). At Goldsworth Primary School, we will ensure that our teaching and assessment of RSE lessons and any questions asked throughout will be in line with our school's safeguarding policy.

Philosophy

At Goldsworth School we believe that relationship and sex education is 'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of: family life, stable and loving relationships, respect, love and care' (DfE July 2000). It involves the combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline'. (Brook, SEF, PSHE Association, 2014: 3)

Relationship and sex education will contribute to the requirement of the Education Reform Act 1988 that the school curriculum should be one which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and within society; and
- prepares such pupils for the opportunities, responsibilities and experiences of adult life.

Aims

Through the implementation of our relationship and sex education (RSE) we aim to:

- Provide a framework in which sensitive discussions can take place.

- Help pupils develop feelings of self-respect, confidence and empathy, so they can acquire caring and responsible attitudes towards each other and the relationships they experience.
- Help pupils acquire due regard for moral considerations and the value of family life. To assist children in making appropriate decisions by considering implications and others' feelings.
- Help them manage their own feelings so as to be prepared to cope with issues such as threats, prejudice, rejection and stress.
- Assist children in their development of a personal moral code and encourage them to reflect on different attitudes to which they are exposed.
- Create a positive culture around issues of sexuality and relationships, enabling children to discuss and communicate effectively on private issues such as relationships and intimacy.
- Teach pupils the correct vocabulary to describe themselves and their bodies (see appendix 2).
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Provide all pupils, by the end of Year 6, with the statutory knowledge of reproduction as described in the science National Curriculum.

Statutory Requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Goldsworth Primary School we teach RSE as set out in this policy.

Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it, as and when necessary, in line with the needs of our pupils. At Goldsworth Primary School, we follow the Coram Life (SCARF) scheme of work and train staff to confidently deliver all aspects of the curriculum.

We have developed the curriculum in consultation with parents, 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 an appropriate manner so children are fully informed and do not seek answers online.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Statutory relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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).

Non – statutory primary sex education at Goldsworth will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Teachers will aim to deliver one hour of PSHE/RSE lessons each week to their own class.

The Organisation of Teaching and Learning

As a whole school and cross-curricular subject, the objectives will be delivered via the following two areas of school life:

Formal Units of Work

The pupils in all years are provided with an extensive and well-planned programme of relationship and sex education embedded within the RSE, Science and R.E. schemes of work.

Year 4 are provided with a formal RSE session by the School Community Nurse. The nurse talks to the children about the changes that will occur in their bodies and associated hygiene implications of these.

Year 5 and 6 are taught through formal lessons carried out by the School Community Nurse. 'Channel 4 Sex Education' videos are shown covering topics such as puberty, sexual intercourse and birth. These videos are followed up with further classroom discussion and/or circle time. Parents are invited to view the videos at several evening sessions prior to their children's viewing. Under the Education Act 1993, parents/carers can request for the

child to be withdrawn from the part of sex education that is outside the compulsory elements of the science National Curriculum and hence these videos.

Special Education Needs

All children are entitled to Relationships and Sex Education (RSE). The new Government guidance on Relationships Education, RSE and Health Education (2019) is clear that these statutory subjects must be accessible for all pupils - including disabled pupils and those with special education needs (SEND). A whole-school approach is promoted in the proposed guidance, which states 'schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when preparing these subjects for those with SEND'. There are lots of places where this can happen: it can include the consistent use of vocabulary in relation to toileting and personal care, with euphemisms avoided, and also taking everyday opportunities to teach about consent and personal space. At Goldsworth Primary School, we have planned a curriculum which allows us to adapt our lessons to the needs of all children, ensuring lessons are age appropriate and taught in ways that are accessible for all.

Equal Opportunities

All children have an equal opportunity of access to all relationship and sex education regardless of sex, age, race or ability as defined in our Equality Policy.

Role of the co-ordinator

Relationship and sex education (RSE) is co-ordinated by the PSHE coordinator, Jenny Read. Their responsibilities include:

- Preparing and reviewing a policy for relationship and sex education.
- Assisting colleagues in effective implementation of relationship and sex education.
- Ensuring the development of relationship and sex education reflects and enhances the school's philosophy.
- Attending courses, collecting information and disseminating it across training to all staff.
- Taking responsibility for the organisation and ordering of resources.

The governor responsible for the implementation and development of the RSE policy is Emily Berge.

Parents' right to withdraw

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

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Staff Development

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Visitors from outside the school, such as school nurses, are invited to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by RSE coordinator through:

- Planning monitoring
- Book looks
- Observations
- Discussions with staff
- Pupil voice
- Regular updates of RSE and curriculum audit

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Linked policies:

This policy is linked to our PSHE, Equality, Behaviour, Accessibility, SEND and Inclusion Policies.

Evaluation and Review

The relationship and sex education policy will be reviewed and updated in line with the requirements of the School Development Plan.

Date written: November 2020

Prepared by: Abbie Dean




Review date: November 2023

Appendix 1: Curriculum overview

Appendix 2: Glossary of terminology

Appendix 3: Withdrawal form

Appendix 1 – curriculum map

<div>  <div> PSHE Planning 2020-21 PINK means it refers to the RSE guidance 2020 </div> <div>   </div> </div>						
Year	Term 1 All aboard the naughty bus	Term 2 Autumn Leaves	Term 3 Celebrations	Term 4 We're going on a bear hunt	Term 5 Everyday superheroes	Term 6 Lifecycles
Reception	Me and My Relationships > My Feelings My feelings My feelings (2) Relationships > Feelings and Emotions There's no one quite like me! ✖	Relationships > Feelings and Emotions I'm sad sometimes ✖ Health and Wellbeing > Healthy Lifestyles Clean teeth ✖ Washing hands ✖ Valuing Difference > Kindness and Caring Kind and caring Kind and caring (2) <i>Friendship Week link</i>	Me and My Relationships > All about me All about me What makes me special Valuing Difference > Same and Different I'm special, you're special Same and different Valuing Difference > Different Families and Homes Same and different families Same and different homes	Health and Wellbeing > Healthy Lifestyles A good night's sleep ✖ Sleepover ✖ Keeping Myself Safe > People who Help Keep me Safe Keeping safe online People who help to keep me safe	Health and Wellbeing > Healthy Lifestyles Move your body ✖ Health and Wellbeing > Healthy Lifestyles Food for energy ✖ Scrummy snacks ✖ Me and My Relationships > My Special People Me and my special people Who can help me?	Health and Wellbeing > Healthy Lifestyles Hold on Harold ✖ <i>(This lesson talks about taking medicine)</i> Growing & Changing > Changes Seasons Life stages - plants, animals, humans Growing & Changing > Changing bodies Getting bigger



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Year	Term 1 Handa's Surprise Knuffle Bunny gets lost	Term 2 The Invasion of the Xargles	Term 3 Building our future	Term 4 From the ground up	Term 5 Healthy eating	Term 6 Our living planet
1	<p>Health and Wellbeing > Keeping Safe Harold's school rules <i>(Need to explain who Harold is)</i></p> <p>Living in the Wider World > Rules, Rights and Responsibilities Why we have classroom rules Taking care of something</p> <p>Living in the Wider World > Caring for the Environment Around and about the school</p> <p>Democracy Respect</p>	<p>Health and Wellbeing > Keeping Safe Who can help? (1)</p> <p>Living in the Wider World > Rules, Rights and Responsibilities Our special people balloons</p> <p>Relationships > Valuing Difference It's not fair!</p> <p>Relationships > Healthy Relationships Surprises and secrets</p> <p>Unkind, tease or bully? <i>(Anti – bullying week)</i></p> <p>Who can help? (2) <i>(Anti – bullying week)</i></p> <p>Relationships > Feelings and Emotions Who are our special people? <i>(Anti – bullying week)</i></p> <p>Tolerance Respect</p>	<p>Health and Wellbeing > Healthy Lifestyles Our feelings Harold's wash and brush up Super sleep ✖</p> <p>Relationships > Feelings and Emotions Good or bad touches? (PANTS) How are you listening? Pass on the praise!</p>	<p>Health and Wellbeing > Keeping Safe Harold loses Geoffrey <i>(Sensitive lesson on loss)</i></p> <p>Relationships > Valuing Difference Good friends ✖ Same or Different?</p> <p>Relationships > Feelings and Emotions Thinking about feelings <i>(Potential sensitive lesson as talks about feelings)</i> Harold has a bad day Liberty</p>	<p>Health and Wellbeing > Keeping Safe What could Harold do? ✖</p> <p>Health and Wellbeing > Healthy Lifestyles Eat well Healthy me ✖ Catch it! Bin it! Kill it! I can eat a rainbow ✖</p> <p>Living in the Wider World > Money Harold's money How should we look after our money?</p> <p>Fundraising event</p> <p>Tolerance Respect</p>	<p>Health and Wellbeing > Growing and Changing Harold learns to ride his bike Then and now Inside my wonderful body! ✖ Keeping privates private</p> <p>Relationships > Feelings and Emotions Feelings and bodies</p> <p>Liberty</p>



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Year	Term 1 Once upon a time	Term 2 Jump on the Dragon Wagon	Term 3 Mischievous, magic and medicine	Term 4 On your marks, get set, go!	Term 5 Footprints from the past	Term 6 <u>Minibeasts</u>
2	<p>Living in the Wider World > Rules, Rights and Responsibilities Our ideal classroom (1) Our ideal classroom (2) When I feel like erupting When someone is feeling left out Getting on with others</p> <p>Living in the Wider World > Caring for the Environment How can we look after our environment?</p> <p>Respect Tolerance Respect</p>	<p>Relationships > Feelings and Emotions How are you feeling today? How do we make others feel? My special people Being a good friend ✖ Let's all be happy! ✖ Fun or not? (Consent – it's ok to say no: no relation to sexual contact) Relationships > Healthy Relationships (Anti – bullying) Should I tell? Solve the problem A helping hand I don't like that! (PANTS) Bullying or teasing? Don't do that! Types of bullying ✖ Respect</p>	<p>Health and Wellbeing > Keeping Safe How safe would you feel? What should Harold say? (medicines) Harold's picnic ✖ Health and Wellbeing > Growing and Changing You can do it! Sam moves house Haven't you grown! Liberty Respect</p>	<p>Health and Wellbeing > Healthy Lifestyles My day Harold's bathroom Harold's postcard - helping us to keep clean and healthy My body needs... ✖ What does my body do? ✖ Respect Liberty</p>	<p>Relationships > Valuing Difference An act of kindness What makes us who we are? Respect</p>	<p>Living in the Wider World > Money Harold saves for something special Harold goes camping</p>



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Year	Term 1 Vikings	Term 2 Bah, humbug!	Term 3 Smile!	Term 4 A pebble in my pocket	Term 5 Green Finger	Term 6 ?
3	<p>Living in the Wider World > Rules, Rights and Responsibilities As a rule (<i>Class rules</i>)</p> <p>Our friends and neighbours</p> <p>For or against?</p> <p>Thunks</p> <p>Recount task</p> <p>Super Searcher (<i>Internet safety/media influencer</i>)</p> <p>Respect</p> <p>Tolerance</p> <p>Democracy</p>	<p>Relationships > Valuing Difference Family and friends (including different family structures)</p> <p>Respect and challenge</p> <p>Let's celebrate our differences</p> <p>Respect</p> <p>Tolerance</p> <p>Relationships > Feelings and Emotions Secret or surprise?</p> <p>Dan's dare</p> <p>Respect</p> <p>Tolerance</p> <p>Liberty</p>	<p>Health and Wellbeing > Healthy Lifestyles Derek cooks dinner! (<i>healthy eating</i>)</p> <p>Poorly Harold (<i>medicine</i>)</p> <p>Body team work ✖</p> <p>Relationships > Healthy Relationships Tangram team challenge</p> <p>Looking after our special people</p> <p>Danger or risk?</p> <p>Body space (<i>personal space lesson</i>)</p> <p>How can we solve this problem?</p> <p>Friends are special ✖ (<i>prejudice</i>)</p> <p>Relationship Tree</p>	<p>Health and Wellbeing > Keeping Safe The Risk Robot</p> <p>Safe or unsafe?</p> <p>Helping each other to stay safe</p> <p>Getting on with your nerves! ✖</p> <p>Alcohol and cigarettes: the facts ✖ (<i>light touch lesson</i>)</p> <p>Help or harm? ✖</p> <p>None of your business!</p> <p>Raisin challenge (1) (<i>check for allergies to raisins</i>)</p> <p>Liberty</p> <p>Respect</p>	<p>Living in the Wider World > Caring for the Environment Let's have a tidy up!</p> <p>My community</p> <p>Our helpful volunteers</p> <p>Harold's environment project</p> <p>Living in the Wider World > Money Can Harold afford it?</p> <p>Earning money</p> <p>Fundraising event</p> <p>Liberty</p>	<p>Health and Wellbeing > Growing and Changing My special pet (<i>loss and bereavement</i>)</p> <p>Top talents ✖</p> <p>I am fantastic!</p> <p>Liberty</p> <p>Respect</p>



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Year	Term 1 Bright sparks	Term 2 It is all Greek to me	Term 3 Sounds like it's close to the bone	Term 4 Set in stone	Term 5 Saving the World	Term 6 Go with the flow
4	<p>Living in the Wider World > Rules, Rights and Responsibilities How do we make a difference? In the news! The people we share our world with Safety in numbers That is such a stereotype! It's your right</p> <p>Democracy Tolerance Respect</p>	<p>Relationships > Healthy Relationships OK or not OK? (part 1) OK or not OK? (part 2) Islands Human machines Can you sort it? ✖</p> <p>Relationships > Feelings and Emotions Different feelings Secret or surprise? How dare you! (<i>anti – bullying</i>)</p> <p>Respect Tolerance</p>	<p>Living in the Wider World > Caring for the Environment Logo quiz Volunteering is cool My school community (1) Harold's Seven Rs</p> <p>Living in the Wider World > Money Harold's expenses Why pay taxes?</p> <p>Liberty</p>	<p>Health and Wellbeing > Growing and Changing An email from Harold! Moving house (<i>could be a sensitive lesson</i>) My feelings are all over the place! All change! (<i>growing and changing</i>)</p> <p>Relationships > Valuing Difference Friend or acquaintance? What makes me ME! (<i>formerly Diversity World</i>) ✖ What would I do? (<i>circle time on chairs</i>)</p> <p>Tolerance Respect Liberty</p>	<p>Health and Wellbeing > Healthy Lifestyles Making choices (previously called Conformatron control) ✖ SCARF Hotel (<i>formerly Diversity World Hotel</i>) ✖</p> <p>Health and Wellbeing > Keeping Safe Danger, risk or hazard? Who helps us stay healthy and safe? Know the norms (<i>smoking and alcohol</i>) ✖ Medicines: check the label ✖ Picture Wise When feelings change Raisin challenge (2) (<i>continues from year 3 lesson</i>)</p> <p>Liberty Respect</p>	<p>Health and Wellbeing > Growing and Changing My changing body (<i>periods – if appropriate for cohort</i>)</p> <p>Health and Wellbeing > Keeping Safe Keeping ourselves safe Under pressure</p> <p>Relationships > Healthy Relationships Together</p>



PSHE Planning 2020-21



Year	Term 1 What did the Romans do for us?	Term 2 To infinity and beyond	Term 3 Survival	Term 4 Survival	Term 5 The Golden Age of Exploration (Aztecs and Tudors)	Term 6 Double, double, toil and trouble
5	<p>Living in the Wider World > Rules, Rights and Responsibilities Local councils What's the story? ** Fact or opinion? The land of the Red People</p> <p>Relationships > Healthy Relationships Taking notice of our feelings Collaboration Challenge! Relationship cake recipe Tolerance Respect</p>	<p>Relationships > Valuing Difference Qualities of friendship Kind conversations Happy being me</p> <p>Relationships > Feelings and Emotions How good a friend are you? Dear Ash Ella's diary dilemma Is it true? (Internet safety)</p> <p>Relationships > Healthy Relationships It could happen to anyone Stop, start, stereotypes Give and take Respect Tolerance</p>	<p>Health and Wellbeing > Keeping Safe 'Thunking' about habits Jay's dilemma Independence and responsibility Our emotional needs ✖ Would you risk it? ✖ Being assertive ✖ Drugs: true or false? ✖ Spot bullying Communication Decision dilemmas Would you...?</p> <p>Health and Wellbeing > Healthy Lifestyles Smoking: what is normal? ✖ Getting fit ✖ It all adds up! ✖ Liberty Respect Democracy</p>		<p>Living in the Wider World > Caring for the Environment Rights, responsibilities and duties My school community (2) Mo makes a difference</p> <p>Living in the Wider World > Money Spending wisely Lend us a fiver!</p> <p>Democracy Tolerance</p>	<p>Health and Wellbeing > Growing and Changing Different skills How are they feeling? Growing up and changing bodies (periods) Star qualities Dear Hetty Changing bodies and feelings Help! I'm a teenager - get me out of here! Liberty Respect</p>



PSHE Planning 2020-21



Year	Term 1 Walk with the Egyptians	Term 2 Seeking Shelter (WWII) Parliament	Term 3 Going Global	Term 4 Inheritance and Evolution	Term 5 Coasts and Ghosts – Swanage (SATs week this ½ term)	Term 6 - NURSE Lights, camera, action
6	<p>Relationships > Healthy Relationships Solve the friendship problem</p> <p>Working together</p> <p>Working together 2: reflecting on last lesson</p> <p>Working together 3: Evaluating and implementing targets</p> <p>Assertiveness skills</p> <p>Tolerance Respect</p>	<p>Relationships > Valuing Difference Advertising friendships!</p> <p>Respecting differences</p> <p>OK to be different</p> <p>Parliament topic</p> <p>Democracy in Britain 2 - How (most) laws are made</p> <p>Anti-bullying week Acting appropriately (PANTS)</p> <p>Liberty Democracy</p>	<p>Living in the Wider World > Rules, Rights and Responsibilities Our recommendations</p> <p>Two sides to every story</p> <p>Fakebook friends</p> <p>Tolerance and respect for others</p> <p>Health and Wellbeing > Keeping Safe It's a puzzle</p> <p>Think before you click!</p> <p>Living in the Wider World > Caring for the Environment</p> <p>Community art</p> <p>Action stations!</p> <p>Happy shoppers</p> <p>Respect Democracy</p>	<p>Relationships > Feelings and Emotions Dear Ash</p> <p>Dan's day</p> <p>Health and Wellbeing > Healthy Lifestyles Five Ways to Wellbeing project</p> <p>I look great!</p> <p>We have more in common than not</p> <p>Respect Tolerance</p>	<p>Health and Wellbeing > Keeping Safe Rat Park</p> <p>What sort of drug is...?</p> <p>What's the risk? (1) ✖</p> <p>Drugs: it's the law! ✖</p> <p>Alcohol: what is normal? ✖</p> <p>Joe's story (part 1) ✖</p> <p>Traffic lights</p> <p>Joe's story (part 2)</p> <p>What's the risk? (2)</p> <p>To share or not to share?</p> <p>Pressure online</p> <p>Behave yourself ✖</p> <p>Liberty Respect</p>	<p>Health and Wellbeing > Growing and Changing Is this normal?</p> <p>This will be your life! ✖</p> <p>Helpful or unhelpful? Managing change</p> <p>Boys will be boys? - challenging gender stereotypes</p> <p>Media manipulation</p> <p>Living in the Wider World > Money What's it worth?</p> <p>Jobs and taxes</p> <p>Respect Tolerance Liberty</p>

Please note, the below words are defined for adults. Some words are explicitly taught in PSHE/ science lessons at an age-appropriate stage.

Teachers are now required to use scientific terms from Reception onwards when speaking about human bodies. For example, in Year 1, teachers will talk about keeping privates private by using the terms penis/vulva. This is to ensure that all children have a shared understanding and will avoid any possibly of misunderstanding in safeguarding situations.

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

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.

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.

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.

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).

Foreskin – A sleeve of skin which covers the head of the penis. With an erection, the foreskin stretches, exposing the head of the penis. 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).

M

Masturbation (not explicitly taught, definition for adults if needed)–Rubbing, stroking or touching one's own genitals.

Menstruation – Another word for periods. A loss of blood (usually monthly) as the unused ovum (egg) comes out of the vaginal opening along with the lining of the uterus.

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.

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 – This is the reproductive organ that hangs outside the male body.

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.

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 Intercourse – Sexual contact between individuals involving penetration, especially the insertion of a man's erect penis into a woman's vagina. 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.

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.

Sweat – During puberty new sweat glands start to work, producing a distinct body odour.

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.

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).

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.

W

Wet dreams (not explicitly taught, definition for adults if needed) – 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 3 – withdrawal from sex education form

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	