



# Attleborough Primary School

Achieve Collaborate Flourish



PSHE for healthier, happier children

## Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE) Policy

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This Policy was produced by Mrs J. Stanford (PSHE/RSHE Lead) in consultation with the Headteacher, Parents & Governors and Staff at Attleborough Primary School

## My Life PSHE and RSHE

### Rationale and Ethos

At Attleborough Primary School, the curriculum is at the core of our school vision because we know its importance in contributing to our children's success in life:

*Everyone is given the opportunity to flourish academically, socially and emotionally. **Our broad and balanced curriculum inspires our children to be curious, resilient and to naturally seek challenges.** With collaboration at the heart of everything we do, we are a nurturing community that celebrates diversity and individuality. **We teach and model the skills our children will need to adapt, succeed and thrive in an ever-changing world.***

### Our Vision and Aims

Our vision is to be a place of great love and great learning, built upon our values, where **everyone thrives** on encouragement, support and challenge.

As part of this vision, we aim to deliver a high-quality Personal, Social, Health and Economic Education (PSHE) and Relationship, Sex and Health Education (RSHE) curriculum in which we convey accurate, relevant and age-appropriate information to pupils. This will ensure that our children can achieve their full potential and will leave our school prepared for the demands of society in their future. Relationships Education is defined as 'supporting pupils in their understanding of healthy friendships, families and relationships with children and adults'. We define Sex Education as 'learning how a baby is conceived and born'. At our school we consider PSHE to incorporate all elements of RSHE as well, however for clarity within this policy we will write both terms.

We aim to teach children about PSHE and RSHE in an engaging, meaningful and age-appropriate manner through a carefully considered spiral curriculum which takes into account the emotional, physical and social maturity of our children. We very strongly believe that the education we provide should reflect both the universal needs shared by all pupils as well as the specific needs of individual pupils in our particular school. As such, the RSHE strand of our PSHE curriculum has been carefully considered and is constantly being reviewed so that it is inclusive and meets the needs of each and every one of our children, including those with special educational needs or disabilities (SEND).

Teachers make PSHE/RSHE Education lessons engaging, interesting and fun through a variety of teaching methods and interactive activities. These include role-play; the use of learning partners and small group work; whole-class teaching; enquiry tasks; research activities; independent learning and discussion groups; use of appropriate film clips, books and websites; matching games; problem-solving and challenge activities. These approaches are designed to develop key skills such as empathy and the ability to articulate ideas clearly and to listen to and engage with other points of view.

## Legislation

### What is PSHE and RSHE Education?

**Personal, Social, Health and Economic Education (PSHE)** is a non-statutory subject in which pupils are taught skills and subject knowledge which will help to support them in their own lives, relationships and communities. **Relationships and Health Education** is a **statutory** component of the curriculum in Primary Schools from September 2020. Relationships Education involves learning about many strands including: family relationships; friendships and relationships with peers and adults; healthy and unhealthy relationships; staying safe; the characteristics of positive relationships; relationships online and the emotional, social and physical aspects of growing up. Health Education covers healthy lifestyles, first aid, mental health, hygiene and puberty.

**Sex Education** is not compulsory in Primary Schools, however the Department for Education state that Primary Schools are encouraged to have a programme of study in place for it to be taught, tailored to the age and the physical and emotional maturity of the pupils.

The official guidance for Relationships, Sex Education and Health Education from the Department for Education can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

At Attleborough Primary School, we believe that PSHE and RSHE equip our children with the understanding, knowledge and skills they will need to succeed and thrive. Teaching about relationships enables our pupils to safely negotiate making new friendships; recognise potential threats to their wellbeing and personal safety; develop meaningful relationships with others throughout their lives; and know how to keep themselves safe and healthy.

We also believe that a complete PSHE and RSHE curriculum is important, despite PSHE not being a statutory requirement, to ensure that pupils have a well-rounded and rich curriculum covering a range of life skills as well as financial education and social education, learning about being part of a community and about social issues which affect their local area, nation and the whole world.

A high-quality spiral PSHE/RSHE curriculum can also contribute to providing personal development for all pupils, which is one of the 5 inspection areas of Ofsted inspections. (The requirements are included in the appendix (1) below.)

### **The importance of celebrating diversity within PSHE and RSHE**

We strive to promote **equality** through all aspects of our PSHE and RSHE teaching. As such, our curriculum promotes **tolerance and acceptance**.

Just as we encourage children at Attleborough Primary School to celebrate their many different talents, strengths and aspirations, we also aim to celebrate diversity of cultures, traditions and religions. As an extension of this, pupils are taught about diversity in family structures and relationships, in line with British Values (see 'The Equality Act – 2010'; 'The Marriage Act – 2013'), including diverse families and same-sex parents. This ensures that every one of our pupils has the chance to develop the self-esteem and confidence they deserve in order to grow into understanding, accepting and respectful adults. Ofsted also fully supports the notion that children should be taught about different families and relationships in modern Britain.

### **Who delivers the PSHE and RSHE Curriculum?**

All PSHE and RSHE lessons will be taught by teaching staff who are trained in delivering the specific content of the lessons. Clear parameters will be established in class and special consideration will always be given when teaching particularly sensitive material ensuring that classes create their own ground rules. Staff will be fully aware of the children in their class and of any sensitivities which might need to be acknowledged when delivering particular units. Our school is following the **Collins My Life** curriculum. This is a complete PSHE and RSHE programme which has been designed to cover the statutory content and wider aspects of the PSHE curriculum such as economic education and living in the wider world. The programme offers lesson plans, resources and PowerPoints that can be used to support our teachers' planning and adapted to our pupils' needs each year. In addition to this, we are using the Norfolk Educator Solutions resource called **RSE Sorted**. The headteacher will be responsible for liaising with the PSHE/RSHE coordinator and a working party of parents/carers and pupils to ensure that feedback on the curriculum and the resources are reviewed and fed forward into curriculum design and policies where appropriate. The headteacher will also assist the PSHE/RSHE coordinator to facilitate PSHE and RSHE training and CPD where needed.

The PSHE/RSHE coordinator will monitor progression in the subject, observing lessons and reviewing feedback from teachers to help to develop the curriculum content and to ensure that the necessary resources are in place. They will also be responsible for reviewing and updating the policy with the headteacher. The PSHE/RSHE coordinator will ensure that there is a clear progression of skills and content across the PSHE/RSHE curriculum with the help of the Collins My Life and RSE Sorted schemes.

## Curriculum Design

### PSHE and RSHE – Subject Content

Using the *My Life* programme and additional supporting lessons from *RSE Sorted*, will help the school to sequence PSHE and RSHE learning into age-appropriate units which show progression from EYFS to Year 6. A whole school overview is provided at the end of this document (Appendix 2).

As part of the children's **statutory Science Curriculum** in Year 2, children learn that animals, including humans, have offspring that grow into adults. They are also introduced to the concepts of reproduction and growth (but not how reproduction occurs). The Relationship strand of our PSHE/RSHE Curriculum supports this learning. We are committed to ensuring that the children receive factually accurate biological information about their bodies. With this in mind, we begin to teach children some of the correct anatomical terminology for the parts of a human body in Key Stage 1.

In Year 5, as part of the **statutory Science Curriculum**, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. Recent government guidance strongly suggests that 'All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.' We support this statement and believe that children are ready to receive honest, open and factual education about relationships and growing up in this year group. As part of the Relationships curriculum, during Year 5 children will learn accurate information about puberty, their changing bodies and how to look after them. This is always done in a safe and secure environment with their class teacher.

### Timetabling

The content will be taught flexibly in a series of timetabled lessons. The content may also be covered within other subject areas – typically PE or Science. Teachers will assess how much time for reflection is needed with their individual classes.

E-Safety will also be taught regularly throughout the school year as part of the computing curriculum.

### Mixed and single gender groups.

All of PSHE/RSHE is delivered in mixed sex groups. However, during lessons on puberty, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so. If the class is broken down into smaller groups, they should come back together afterwards to share what they have been learning.

## **Stakeholders**

### **PSHE and RSHE– Parents, Carers and Partnerships**

At Attleborough Primary School, we believe clarity is essential and welcome any discussion with parents and carers which will inform conversations at home about 'Relationships'.

We endeavour to have a strong partnership with parents and carers and will always aim to be transparent in communicating what is being taught and when. We believe that together we can address misconceptions children may have gained about these topics from the media or from their peers. Children are naturally curious about their bodies, other people and the world around them. By answering questions and teaching them the correct scientific vocabulary, we can help them understand their bodies, keep themselves safe, develop their understanding of their feelings and the feelings of other people, and learn how to be responsible and accountable members of the community and world. In order to enhance our PSHE/RSHE provision, we will welcome external speakers and friends of the community into school to share their expertise if necessary or appropriate. Any booking of external speakers will adhere to the 'External speakers' Policy.

We will provide parents/carers with a 'Top tips for speaking with your child about tricky things' leaflet to support discussions at home. In addition to this, we will provide recommended picture and chapter books to support their own understanding of the curriculum as well as supporting their children through story time, discussion and signposting to age appropriate resources. All teaching materials and resources used will be available to parent/carers to ensure full transparency of both content and pedagogy.

By doing this we hope that we will empower both adults and children to feel confident and comfortable asking questions or initiating dialogue about the many important aspects of PSHE and RSHE that will affect our children's lives so fundamentally – both now and in the future.

If any parent or carer has any queries or concerns about the subject content or delivery of any aspect of PSHE or RSHE, then they should ask to speak to the PSHE/RSHE Coordinator or a senior member of staff who will be able to provide more specific information on curriculum and resources that are used to the PSHE or RSHE Curriculum.

## **Sex Education – Right to Withdraw**

Since September 2020, Relationships and Health Education became statutory for all children, in all primary schools. This means that parents and carers cannot withdraw their child from these lessons. However, they are able to request that their child is withdrawn from lessons about Sex Education, which are not statutory objectives covered in the Science National Curriculum. Sex Education is defined as 'learning how a baby is conceived and born'. If parents/carers choose to withdraw their child/ren from the Sex Education lessons, they can speak to the Headteacher to arrange alternative provision during these lesson times.

Parent and carers can view the school's progressive and developmental PSHE and RSHE Curriculum on our website to see how it has been carefully considered to build on the children's prior learning. Our *My Life* curriculum is engaging, inclusive and always age appropriate.

Parents and carers are very welcome to speak to the PSHE/RSHE Coordinator or a senior member of staff about specific sessions in order to gain a full understanding of their content and how they will be taught. We are confident that these stage-appropriate lessons fit into Relationship Education in a purposeful and meaningful way.

## **Safe and Effective Practice**

### **Confidentiality & Safeguarding – Keeping Children Safe**

At Attleborough Primary School, we aim to foster and maintain a safe environment within which all pupils feel able to ask questions and discuss issues openly (although no pupil or teacher will have to answer personal questions or be forced to take part in discussions). For any child wishing to discuss something confidential relating to content of the lesson, an opportunity will be given.

All classes will make available a 'question box' or 'ask it basket' which gives children the option of writing down their questions and receiving an answer that is not provided in front of the whole class. Distancing techniques are employed so children are able to discuss fictional characters and scenarios, rather than discussing their own lives and experiences.

In line with the school's policy for Safeguarding and Child Protection, Attleborough Primary School are committed to safeguarding and promoting the welfare (both physical and emotional) of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

In addition, staff have received training on the new statutory guidance; 'Keeping Children Safe in Education 2023', which details guidance for 'Teaching Online Safety in School'.

All Staff will exercise their professional judgement in order to keep their pupils safe. Ground rules/working agreements are agreed within PSHE and RSHE for each class. This ensures a safe environment for group discussion and exploring delicate topics. Information given, and the views expressed by the pupils, will be treated in confidence where possible. However, pupils will be informed that 100% confidentiality cannot be assured. If any child makes a disclosure of a safeguarding issue – as with all such instances – the teacher will inform the

Designated Safeguarding Lead (DSL) in accordance with Attleborough Primary School's policy on Safeguarding and Child Protection.

### **Assessment, Monitoring & Reporting**

All classes record evidence in My Life PSHE/RSHE floorbooks.

Assessment and self-assessment are a vital part of learning in PSHE and RSHE. Each lesson gives an opportunity for assessment which can be adapted to suit the assessment policy of the school.

Some examples include:

- journal entries
- baseline and post-unit assessments
- drama and role play assessment
- draw and write
- graffiti walls
- team and group project assessments.

To support their independence, children are given many opportunities to reflect on and evaluate their learning through self-assessment. This valuable life skill is reinforced and embedded across the curriculum through the *My Life* scheme and resources provided.

Pupil voice is also a key feature of our learning at Attleborough Primary School. We encourage our children to express opinions on how and where they would like their learning to go and we take these into account when planning and teaching units from the curriculum. Their comments help us to assess and monitor their progress. Listening and responding to the views of our pupils ensures that our policy and curriculum is responsive and meet the needs of all our learners from year to year. Parent and carers will also be invited to share their feedback on all aspects of the PSHE and RSHE curriculum throughout the year and this will be reviewed and responded to by the PSHE/RSHE Coordinator and Headteacher.

Staff who deliver the PSHE and RSHE curriculum will reflect critically on their teaching and best practice can be shared at PSHE/RSHE reviews, training sessions or staff meetings.

The PSHE/RSHE Coordinator will have regular informal meetings each term to monitor planning and children's work to help provide further relevant training opportunities.

Comments on children's learning and progress in PSHE and RSHE as part of their learning in PSHE/RSHE should be reported to parents and carers informally at parent consultations. Reporting takes place more formally at 'progress meetings' in the autumn and spring term and on their end-of-year school report in July.



### **PSHE and RSHE Education – Where to find information**

Our inclusive *My Life* PSHE and RSHE curriculum forms a core part of our PSHE and RSHE teaching and covers the statutory elements of RSHE and a fuller, richer PSHE curriculum as well.

Details of this curriculum can be found on the school website or by speaking to the PSHE/RSHE coordinator.

The PSHE/RSHE curriculum should be read in conjunction with the following school policies:

- Safeguarding
- SMSC
- Behaviour
- SEND
- Anti-bullying
- E-Safety
- Equality
- Inclusion
- Teaching and Learning

## Appendices

### **(1) Ofsted Personal Development criteria**

#### Developing:

- Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- Pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Pupils' character, which Ofsted defines as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- Pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- Pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education

#### Promoting:

- Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

#### Enabling/Supporting:

- Pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- Pupils to recognise the dangers of inappropriate use of mobile technology and social media
- Readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

#### Providing:

- An effective careers programme in line with the government's statutory guidance on careers advice that offers pupils:
  - Unbiased careers advice
  - Experience of work, and
  - Contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire

## (2) Whole School Overview

My Life: PSHE/RSHE Whole School Overview

|          | Reception                 | Year 1                      | Year 2   | Year 3                                       | Year 4                      | Year 5                 | Year 6   | Whole School RSE Sorted  |
|----------|---------------------------|-----------------------------|--|--|-----------------------------|------------------------|--|--|
| Autumn 1 | All About Me              | Feelings and Special People | Different types of families                          | Safety online                                | Nutrition and Dental Health | Body Image             | Drugs and Alcohol Education                                  | RSE Sorted (Relationships and Sex Ed.) for all Year Groups: My Feelings, My Body, My Relationships, My Beliefs, My Rights and Responsibilities, Asking for Help. |
|          | My Feelings               |                             |  |  |                             |                        |  |  |
| Autumn 2 | Friendships               | Staying Safe                | Healthy bodies                                       | Celebrating achievements and being resilient | Human Rights                | Bereavement and Loss   | Mental and Emotional Health                                  |  |
|          | Celebrations              |                             |  |  |                             |                        |  |  |
| Spring 1 | What do people do all day | Healthy me                  | Feeling included                                     | Being part of a community                    | Emergency Situations        | Fake News              | Global Sustainable Development Goals                         |  |
|          | Staying Safe              |                             |  |  |                             |                        |  |  |
| Spring 2 | Being Healthy             | All around us               | Healthy minds  | Exercise                                     | Respect                     | Life in Plastic        | E-Safety and Social Media                                    |  |
|          | Looking After Myself      |                             |  |  |                             |                        |  |  |
| Summer 1 | My World                  | Money Matters               | Caring for the environment and social responsibility | Stereotypes                                  | Money Matters               | Changes in Friendships | Anti-social Behaviour and the Role of the Police and the Law | One Lesson per half term. (KS1 cover this unit in the summer term).  |
| Summer 2 | Growing up                | RSE Sorted                  | RSE Sorted   | What I like                                  | Falling out and making up   | Puberty                | Sex Education  |  |

Relationships Education

Health Education

Living in the Wider World

Relationships, Health and Living in the Wider World Education

Sex Education  
Non-Statutory

### (3) Relationships and Sex Education Overview and Vocabulary

|                  | Reception   | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6   |
|------------------|---|---|---|---|---|---|--|
| My Feelings      | <p>Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.</p> <p><i>feelings, comfortable, uncomfortable.</i></p> | <p>Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.</p> <p><i>emotions, feelings.</i></p>  | <p>Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.</p> <p><i>self-esteem.</i></p>  | <p>Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to self-esteem.</p> <p><i>aspiration, compliment, self-esteem.</i></p> | <p>Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.</p> <p><i>emotions, empathy.</i></p>               | <p>Pupils can anticipate how their emotions may change as they approach and move through puberty.</p> <p><i>Puberty, emotions, hormones.</i></p>  | <p>Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.</p> <p><i>Body image.</i></p>  |
| My Relationships | <p>Pupils understand that there are similarities and differences between everyone and can celebrate this.</p> <p><i>same, similar, different.</i></p>   | <p>Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.</p> <p><i>communication.</i></p> | <p>Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.</p> <p><i>bullying.</i></p>   | <p>Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.</p> <p><i>relationship.</i></p>   | <p>Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.</p> <p><i>public, private.</i></p> | <p>Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</p> <p><i>relationships.</i></p>                                      | <p>Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.</p> <p><i>homophobic, biphobic, transphobic, gender, cisgender, transgender, pangender, intersex, sexuality, gay, lesbian, bisexual.</i></p> |
| Asking for help  | <p>Pupils can identify the special people in their lives and what makes them special and how special people care for one another.</p> <p><i>special.</i></p>  | <p>Pupils can identify the people who look after them, who to go to if they are worried and how to attract attention.</p> <p><i>problem, help.</i></p>  | <p>Pupils know the difference between secrets and surprises including the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p> <p><i>secret, surprise.</i></p> | <p>Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.</p> <p><i>secret, surprise.</i></p>                    | <p>Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.</p> <p><i>peer pressure.</i></p>             | <p>Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.</p> <p><i>online.</i></p> | <p>Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.</p> <p><i>problem, support, help, trust.</i></p>   |

|                                |   |  |   |  |   |  |                        |
|--------------------------------|---|--|---|--|---|--|------------------------|
| My rights and responsibilities | <p>Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.</p> <p><i>Public, private.</i></p> | <p>Pupils understand how some diseases are spread, including the right to be protected from disease and the responsibility to protect others.</p> <p><i>disease, bacteria.</i></p> | <p>Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.</p> <p><i>personal space, privacy.</i></p>        | <p>Pupils understand the right to protect their body from unwanted touch.</p> <p><i>private parts, penis, testicles, vulva, breasts, vagina, buttocks, anus.</i></p> | <p>Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.</p> <p><i>marriage, arranged marriage, forced marriage.</i></p> | <p>Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.</p> <p><i>personal information.</i></p>                    | Revisit Year 5 Lessons |
|                                | Reception   | Year 1   | Year 2  | Year 3   | Year 4  | Year 5   | Year 6                 |
| My beliefs                     | <p>Pupils can recognise what they like, dislike and feel empowered to make real, informed choices.</p> <p><i>Like, dislike, difficult.</i></p>                          | <p>Pupils can identify and respect the differences and similarities between people.</p> <p><i>Similarities, differences.</i></p>   | <p>Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.</p> <p><i>Unique.</i></p> | <p>Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.</p> <p><i>Gender, stereotypes.</i></p>     | <p>Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.</p> <p><i>Similar, different, identify.</i></p>  | <p>Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.</p> <p><i>Gender, sex, intersex, transgender, gay lesbians.</i></p> | Revisit Year 5 Lessons |

|         |  |  |  |  |  |   |   |
|---------|--|--|--|--|--|---|---|
| My Body | Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene | Pupils can correctly name the main parts of the body, including external genitalia using scientific terms. | Pupils can recognise how they grow and will change as they become older. | Pupils know how their body may change as they grow and develop, how to care for their body and celebrate uniqueness. | Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty | Pupils can anticipate how their body may change as they approach and move through puberty | Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.   |
|         | Hygiene.   | Private parts, penis, vulva  | Foetal development, vagina.  | Differences, unique, penis, vulva, hygiene   | Foetus, physical and emotional development, puberty  | Puberty, penis, erection, wet dream, menstrual cycle, periods.                            | <p><b>Sexual intercourse, conception, sexual organs, penis, testicles, scrotum, foreskin, epididymis, sperm ducts, erection, ejaculation, semen, vulva, vagina, clitoris, labia, ovaries, fallopian tube, womb, uterus.</b></p> <p><u><b>Additional Sex Education Terminology from the 'My Life' curriculum:</b></u></p> <p>consent, contraception, heterosexual, conception, umbilical cord, embryo, fertilisation, egg, birth, caesarean section, IVF, surrogacy, adoption, labour.</p> |

\*The lessons highlighted in blue are sex education lessons.