



# Bramham and Shadwell Federation

## RSE Policy (Relationships and Sex Education Policy)

Adopted by the Full Governing Body

September 2024

Statutory Policy.

Date reviewed: July 2025

Date to be reviewed: July 2026

Signed: \_\_\_\_\_ Chair of Governors

**C.A.R.E.**

Confidence



Acceptance



Resilience



Empathy



*Inspiring Inclusive Community*

## **Relationships and Sex Education (RSE) Policy**

Bramham Shadwell Federation takes its responsibility to provide relevant, effective and responsible RSE to all of its pupils as part of the school's personal, social, health, economic (PSHE) education curriculum very seriously. The school wants parents/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSE provision.

### **Consultation process**

This policy was drafted by the PSHE Lead in consultation with the Deputy Head Teacher. Staff were consulted and pupils will be consulted through School Council. Governors were consulted through a Governors meeting. This policy has been approved and adopted by the Head Teachers and governing body. Parents/carers were consulted through a draft policy being circulated to each family. The members of staff responsible for overseeing and reviewing this policy are Deputy Head Teacher and PSHE Lead. It will be reviewed briefly annually and in full every 2 – 3 years. Further consultation will be undertaken if there are any changes to the policy.

### **Links to other policies**

This policy links to the following policies:

- PSHE
- Anti-bullying
- Behaviour
- Child Protection/Safeguarding Children
- Health & Safety
- Equality
- Online Safety
- SEN
- Teaching and Learning
- Race Related Incidents
- Science
- Visitors in School

### **Intent**

#### **Definition**

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. 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.

## **Sex and relationships education (RSE) for the 21st century (2014)**

Examples of some of the terms included in the definition:

- **physical development** - how our reproductive systems work
- **emotions** - how to manage feelings
- **social aspects** - positive and negative influences from friends
- **healthy relationships** - how to recognise healthy and unhealthy relationships

We are required to teach Relationships Education as part of our PSHE curriculum. Current regulations and guidance from the Department of Education (DfE) state that, from September 2020, all schools must deliver Relationships Education. High quality Relationships Education helps create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life.

Our approach to RSE consists of a comprehensive and developmental programme of teaching and learning which is delivered in the context of a healthy school where the health and wellbeing of pupils and the whole school community are actively promoted. Our RSE programme has a positive influence on the ethos, learning and relationships throughout the school. Our RSE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

### **We believe that RSE:**

- is a partnership between home and school
- ensures pupils' views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation

### **The aim of RSE is NOT to:**

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation or gender identity
- sexualise children

### **The right to withdraw**

Parents/carers cannot withdraw their child from the statutory sex education content included in National Curriculum for Science which includes content on human development, including reproduction. Parents/carers also cannot withdraw their child from Relationships Education or Health Education because it is important that all children receive this content,

covering topics such as friendships, how to stay safe and puberty. However, they do have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of the non-statutory RSE, delivered as part of the PSHE curriculum.

The Head Teacher will also discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This will include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Possible consequences could include, *for example*:

- *'If a pupil is withdrawn from the RSE sessions, they will no doubt hear about the content of sessions from other pupils and this may not be in a supportive, controlled or safe environment, like the classroom would be.'*
- *'They may also seek out their own information via the internet, which may result in them finding out incorrect information and possibly put them in an unsafe situation.'*
- *'Pupils may also be stigmatised for not being included in these sessions.'*

RSE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. It is acknowledged however that the final decision on the issue is for the parents/carers to take and the child and family should not be stigmatised for the decision.

The school will provide information annually to parents/carers. This will include long term plans and RSE topics to be taught. If parents have any queries regarding RSE education, they are asked to contact their child's class teacher in the first instance, who will be happy to discuss and share relevant materials. The PSHE lead will also answer any queries should this be needed.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Head Teacher. Before granting any such request, the Head Teacher will discuss this request with parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented to ensure a record is kept.

## **Implementation**

### **Key rights and responsibilities for Relationships and Sex Education**

The policy applies to:

- The Head Teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

## **Inclusion, equality and diversity**

We are required by law to comply with relevant requirements of the [Equality Act 2010](#). All pupils are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. We include all pupils regardless of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation.

All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account all needs of the pupils to ensure all can access the full RSE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RSE is an important vehicle for addressing controversial and sensitive issues and ensuring equal opportunities for all.

### **Responding to pupils' diverse learning needs:**

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic/biphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English

### **Ethnicity, religion and cultural diversity:**

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

### **Gender groups:**

Pupils are taught RSE in a mixed gender cohort. This enables pupils to be aware of the physical and emotional changes that may happen to their peers. Mixed gender cohorts also enable pupils to discuss issues such as consent, the term 'abuse' and the right to say no, as well as to discuss safe, healthy relationships with each other. Single gender sessions may take place at the end of a teaching unit to allow children to ask additional questions that they may not wish to ask in a whole class setting.

### **Special educational needs and disabilities (SEND):**

RSE helps all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We ensure that all pupils receive RSE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where

necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information.

Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

*Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.*

*Schools should meet parents at least three times each year.*

*These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs.*

*SEND Code of Practice: 0 – 25 years, 2014*

### **Lesbian, Gay, Bisexual, Transgender Plus (LGBT+):**

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual, transgender or + (LGBT+). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We will deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions and offer support. Pupils, whatever their developing sexuality or identity, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. Information will be inclusive and will include LGBT people in stories, scenarios and role-plays. We will ensure all pupils can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is sensitive and age appropriate in approach and content.

### **Pupils who are new to English**

Our schools will take into account the language skills of individual pupils, ensuring that all pupils have equal access to the RSE provision and resources. Pupils are provided additional language support as required.

## **What we teach:**

### **Statutory aspects of Sex Education within the National Curriculum Science**

All schools must teach the following as part of the National Curriculum Science; parents/carers do not have the right to withdraw their child/children from this.

### **National Curriculum Science**

#### **Key Stage 1:**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of hygiene

#### **Key Stage 2:**

- describe the differences in the lifecycles of a mammal, an amphibian, an insect and a bird
- describe the life processes of reproduction in some plants and animals
- describe the changes as humans develop to old age

RSE needs to start early so that children learn about different kinds of relationships like families and friendships and so they can recognize if other people make them feel uncomfortable or unsafe. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens. It is good to have some RSE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

#### **Statutory Aspects of RSE:**

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

#### **Statutory Aspects of Health Education (which apply to RSE):**

- Health and prevention
- Changing adolescent body

Please see Appendix 2 for the curriculum we follow at the Bramham Shadwell Federation.

## **How we teach it**

Pupils receive their entitlement for RSE through a spiral curriculum, in timetabled slots, which demonstrates progression. The RSE programme is delivered through a variety of opportunities including:

- designated RSE time
- use of external agencies/services
- school ethos
- small group work
- cross curricular links e.g. science
- assemblies
- enrichment days

## **Resources**

Resources we will use for RSE are:

- FPA – Growing up with Yasminee and Tom which is also accessible to parents
- <http://www.fpa.org.uk/schools-and-teachers/online-RSE-and-pshe-primary-schools>
- Pol-Ed
- Mindmate
- All other resources will be monitored and assessed to ensure they meet the needs of our pupils and are age appropriate

## **Working with visitors and other external agencies**

Where appropriate, we may use visitors from external agencies or members of the community to support RSE. Working with external organisations enhances delivery of RSE, bringing in specialist knowledge, which gives different ways of engaging with our pupils. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it. Our partnership with the local community is also a priority, and we recognise and value its contribution to the RSE programme.

## **Language Used**

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. This will be shared with parents/carers before it is delivered in class through an invite to a parents' meeting.

See Appendix 3 for a list of agreed vocabulary.

## **Answering questions**

We acknowledge that potentially sensitive or controversial issues will arise as pupils will naturally share information and ask questions. They will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what's set for Relationships Education. We also acknowledge that children of the same age may be developmentally at different stages leading to differing types of questions or behaviours.

When spontaneous discussions arise, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions, where appropriate, relating to areas beyond the taught, planned curriculum for that age

group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the RSE Lead/ child protection team. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We will also use a question box (sometimes referred to as an 'Ask it basket') where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

### **Safeguarding and Child Protection**

Through Relationships Education (within RSE), we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils will be taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme.

Children have the right to:

- say no
- respect their own body
- speak out and know that someone can help

When teaching any sensitive issue young people may give cause for concern. All adults are aware of our safeguarding arrangements and procedures. If the school has any reason to believe a pupil is at risk, we will follow our safeguarding procedures.

We recognise that children are capable of abusing their peers and that child on child abuse can manifest in many different ways, including on-line bullying, sharing inappropriate images, initiation/hazing (an activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them, regardless of a person's willingness to participate) and inappropriate/harmful behaviours.

Our use of the anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to. Ground rules at the start of sessions help to establish and maintain a safe learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

## **Confidentiality in the context of RSE lessons**

The nature of RSE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in RSE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

## **Roles and Responsibilities**

### **The Governing Body**

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school.

### **Staff:**

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding RSE
- attend and engage in professional development training around RSE provision, including individual and whole staff training/inset, where appropriate
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity and sexual orientations, including SEND

### **Parents:**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The school will:

- ensure that parents/carers know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE

Parents who have any concerns regarding the Schools' RSE provision should contact the school to discuss any issues with the relevant staff.

## **Staffing/Staff Development**

The lead member/s of staff will receive training in their role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

The lead member/s of staff will:

- develop the school policy and review it on a yearly basis
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE, including new staff or supply staff
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils
- ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- support parent/carer involvement in the development of the RSE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school

## **Impact**

### **Assessment, recording and reporting in RSE**

We assess pupils' learning in RSE in line with approaches used in the rest of the curriculum. We report to parents/carers at the end of the school year on pupils' learning and progress within RSE.

### **Monitoring and Evaluation**

The delivery of RSE is monitored by the curriculum lead through triangulation which includes:

- Lesson observation
- Book looks
- Pupil voice

**APPENDIX 1:** Parent form: withdrawal from sex education within RSE

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 2

### Long Term Plan – PSHE whole school overview

Year	Autumn Term		Spring Term		Summer Term	
SMSC theme	Myself	Empathy	Keeping safe	Diversity	Resilience	Healthy bodies, healthy minds
<b>Year 1</b>						
You, ME PSHE Yasmine and Tom Pol-Ed	<b>Zones of regulation, class rules/settling in</b> <b>Where to go for help</b>  <b>Mental health</b>  <b>Yasmine and Tom</b>	<b>Keeping safe and managing risk</b> Feeling Safe	<b>Identity society and equality</b> Me and others	<b>Careers, financial capability and economic wellbeing</b> My money	<b>Drug, alcohol and tobacco education</b> What do we put into and on our bodies?  <b>Physical health and wellbeing</b> Fun Times	
MindMate	<b>Feeling good and being me</b> Recognising feelings	<b>Friends and family</b> Recognise how others show feelings and know how to respond	<b>Strong emotions</b> Recognising what is fair and unfair, right and wrong	<b>Being the same being different</b> Celebrating differences	<b>Solving problems</b> Setting goals and targets	<b>Life changes</b> Feelings about change
<b>Year 2</b>						
2 You, ME PSHE Yasmine and Tom Pol-Ed	<b>Zones of regulation, class rules/settling in</b> <b>Where to go for help</b>  <b>Mental health</b>  <b>Yasminee and Tom</b>	<b>Keeping safe and managing risk</b> Indoors and outdoors	<b>Identity society and equality</b> Understanding the law	<b>Careers, financial capability and economic wellbeing</b> Money Heroes	<b>Drug, alcohol and tobacco education</b> Medicines and me  <b>Physical health and wellbeing</b> What keeps me healthy?	

MindMate	<b>Feeling good and being me</b> Celebrate strengths	<b>Friends and family</b> Impact of behaviour on others	<b>Strong emotions</b> Comfortable and uncomfortable feelings	<b>Being the same being different</b> Beginning to understand empathy	<b>Solving problems</b> Not giving up/ perseverance	<b>Life changes</b> Loss
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### Year 3

3 You, ME PSHE Yasmine and Tom Pol-Ed	<b>Zones of regulation, class rules/settling in</b> <b>Where to go for help</b>  <b>Mental health</b>  <b>Yasmine and Tom</b>	<b>Keeping safe and managing risk</b> See it say it stop it	<b>Identity, society and equality</b> Celebrating difference	<b>Careers, financial capability and economic wellbeing</b> Saving, spending and borrowing	<b>Drug, alcohol and tobacco education</b> Tobacco is a drug  <b>Physical health and wellbeing</b> What helps me choose
MindMate	<b>Feeling good and being me</b> Goals and aspirations	<b>Friends and family</b> Unkind behaviours	<b>Strong emotions</b> Strong emotions	<b>Being the same being different</b> Differing opinions	<b>Solving problems</b> Working together

### Year 4

4 You, ME PSHE Yasmine and Tom Pol-Ed	<b>Zones of regulation, class rules/settling in</b> <b>Where to go for help</b>  <b>Mental health</b>  <b>Yasmine and Tom</b>	<b>Keeping safe and managing risk</b> Playing safe	<b>Identity, society and equality</b> Democracy	<b>Careers, financial capability and economic wellbeing</b> Money Heroes	<b>Drug, alcohol and tobacco education</b> Making choices  <b>Physical health and wellbeing</b> What is important to me
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MindMate	<b>Feeling good and being me</b> Feelings - intensity	<b>Friends and family</b> Positive relationships	<b>Strong emotions</b> Stress and anxiety	<b>Being the same being different</b> Know actions affect themselves and others	<b>Solving problems</b> Difficult situations	<b>Life changes</b> Emotions and change
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## Year 5

5 You, ME PSHE Yasmine and Tom Pol-Ed	<b>Zones of regulation, class rules/settling in</b> <b>Where to go for help</b>  <b>Mental health</b>  <b>Yasmine and Tom</b>	<b>Keeping safe and managing risk</b> When times go wrong	<b>Identity, society and equality</b> Stereotypes, discrimination and prejudice	<b>Careers, financial capability and economic wellbeing</b> Borrowing and earning money	<b>Drug, alcohol and tobacco education</b> Different influences  <b>Physical health and wellbeing</b> In the media	
MindMate	<b>Feeling good and being me</b> Self-belief	<b>Friends and family</b> Unhealthy friendships and relationships	<b>Strong emotions</b> Strong emotions and mental health	<b>Being the same being different</b> Stigma	<b>Solving problems</b> Talking it through – restorative justice	<b>Life changes</b> Friendship changes

## Year 6

6 You, ME PSHE Yasmine and Tom Pol-Ed	<b>Zones of regulation, class rules/settling in</b> <b>Where to go for help</b>  <b>Mental health</b>  <b>Yasmine and Tom</b>	<b>Keeping safe and managing risk</b> Keeping safe out and about	<b>Identity, society and equality</b> Understanding the law	<b>Careers, financial capability and economic wellbeing</b> Money Heroes	<b>Drug alcohol and tobacco education</b> Weighing up risk	
MindMate	<b>Feeling good and being me</b> Self-integrity	<b>Friends and family</b> Celebrating friendships	<b>Strong emotions</b> Happiness	<b>Being the same being different</b> Body image / social media	<b>Solving problems</b> Keeping Healthy	<b>Life changes</b> Moving on

## APPENDIX 3

At Bramham Shadwell Federation, we believe that providing children with the correct vocabulary is a key part

of our safeguarding responsibilities. As a result, pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Agreed list of vocabulary used in school:

<b>Vocabulary</b> ( <i>list of examples but not exhaustive</i> ):
Puberty, Conception, Pregnancy, Birth, Ovary, Ovum, Egg, Fallopian tube, Womb, Uterus, Menstruation, Period, Vagina, Vulva, Labia, Clitoris, Cervix, Oestrogen, Penis, Foreskin, Testicles, Scrotum, Epididymis, Sperm, Sperm ducts, Prostate gland, Urethra, Ejaculation, Erection, Wet dream, Testosterone, Sexual intercourse, Penetration, Make Love, Pleasure, Egg, Ovum, Foetus, Zygote, Embryo, Umbilical cord, Amniotic fluid, Placenta, Amniotic sac, Cells, Contractions, Disease, Infection, Love, Relationship, Family, Marriage, Support, Caring, Loving, Consent, Heterosexual, Gay, Transgender, Lesbian, Bisexual, Homophobic, Transphobic, Biphobic, Homophobia, Transphobia, Biphobia, LGBT+

	<b>Will be used</b> The words and phrases below will be used by adults and children in the teaching and learning process.	<b>Will be referred to</b> Some vocabulary will be used to support teaching and learning, especially about the use of appropriate language.	<b>May arise</b> We do not plan to teach it but language may arise e.g. to re-visit some learning, to clarify or re-teach some aspects.
Reception	Consent, love, family		Breasts, vulva, penis, testicles
Year 1	Consent, love, family, different kinds of families	Marriage, relationship,	Breasts, vulva, penis, testicles
Year 2	Consent, family, different kinds of families, relationship, love, male, female, penis, vulva, bottom, consent	Give birth, breasts, testicles	
Year 3	Consent, family, different kinds of families, relationship, marriage, support, friendship, stereotype, individual, Individuality		
Year 4	Consent, boundaries, personal space, nipples, breasts, vulva, penis, testicles, bottom, puberty, hygiene, germs, relationships, changes.	Foreskin	Menstruation

Year 5	Consent, relationship, friendship, penis, vulva, bottom, puberty, pubic hair, period, uterus, womb, pregnancy, cervix, ovary, fallopian tube, egg, vagina, oestrogen, progesterone, birth, menstruation, fertilized, menstrual products, period pad, tampon, period pants, menstrual cup, wet dream, testicles, sperm, testosterone, scrotum, urethra, semen, prostate gland, seminal vesicle, bladder, erection, ejaculation, masturbation, discrimination, homophobic, transphobic	Homophobia, transphobia, LGBT+	
Year 6	Consent, relationship, friendship, penis, vulva, bottom, puberty, pubic hair, period, uterus, womb, pregnancy, cervix, ovary, fallopian tube, vagina, egg, oestrogen, progesterone, birth, menstruation, fertilized, menstrual products, period pad, tampon, period pants, menstrual cup, wet dream, testicles, sperm, testosterone, scrotum, urethra, semen, prostate gland, seminal vesicle, bladder, erection, ejaculation, masturbation, sperm, sexual intercourse, orgasm, enzyme, foetus, embryo, umbilical cord, cells, trimester, assisted fertility, hormone therapy, sexual orientation, gender, heterosexual, gay, lesbian, trans person, cisgender, transphobia, homophobia, biphobia, sexual identity, gender identity	Vaginal birth, caesarean, labour delivery, placenta, Homophobic, LGBT+ Bisexual	