

# **Relationships Education, Relationships and Sex Education (RSE) & Health Education Policy**

## **St Margaret's C of E Primary**

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# Relationships Education, Relationships and Sex Education (RSE) & Health Education Policy

## BDMAT Vision and Values

The Birmingham Diocesan Multi-Academy Trust (BDMAT) recognises that the future for schools lies in formal collaborations; schools working together, in partnership to offer life in all its fullness for the young people who attend them. Church schools have a very distinctive purpose: Education is taught in an environment where there is a set of values and ways of behaving that stem from, and express, the Christian foundation of the school. Our schools are about providing an education within a Christian framework for children of the local community of any faith or none; Our Trust seeks to provide a place where church schools and non-church schools who support our philosophy can continue to provide high quality education, knowing that their distinctive ethos will be protected into the future.

When determining this policy, a number of documents were referenced including:

Valuing All God's Children

Deeply Christian, Serving the Common Good

<https://www.churchofengland.org/more/education-and-schools/education-publications>

Relationships Education, Relationships and Sex Education (RSE) and Health Education; Department for Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers and Physical Health and Mental Well Being.

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

### **Our mission is:**

To provide high quality education within a Christian framework that allows all pupils to reach their full potential through experiencing a broad and balanced curriculum whilst ensuring staff have a good life / work balance and are fulfilled in their roles.

## Our values

We have adopted the values of the Church of England, as articulated in the document 'Deeply Christian, Serving the Common Good' which sets out the vision for education that the Church of England believes should be seen in all schools, and not just those of a Christian foundation. As a result, the values apply equally to our church schools and our non-church schools.

## Our key values are:

- **Hope** – through our Christian faith, we have hope that there can always be a positive outcome
- **Honesty** – we are honest with all inside and outside our organisation, whilst being sensitive to how we deliver these messages
- **Integrity** – we have strong principles rooted in our Christian mission that lead our actions and decisions
- **Helpfulness** – we work in co-operation and partnership with all staff and stakeholders
- **Respect** – we respect all those that we come across
- **Dignity and compassion** – we treat all those within and outside our organisation with dignity, irrespective of the circumstances, and we show everyone compassion for the difficulties that they are experiencing
- **Wisdom** – The decisions we take are wise; they are based on informed discussions and evidence and we aim to ensure we achieve the best outcomes for all without compromising our values

## School Vision and Rationale

**Our desire is that the strong Christian foundation children receive at St Margaret's School will give them the confidence to explore the world around them with awe and wonder. We want to build a whole community based on the values of faith, hope and love. We strive for excellence aiming to develop children who are happy, intrinsically motivated, resilient and independent and who believe there is nothing they cannot achieve.**

Our key school values are Faith, Hope and Love and these underpin our RSHE curriculum as follows:

Faith - We approach RSHE in a faith sensitive and inclusive way and afford dignity and worth to the views of all pupils

Hope through our Christian faith, we have hope that all children are free to be themselves and flourish in a community where difference is celebrated.

Love - We ensure that children cherish themselves and others and are able to form healthy relationships.

This policy should be read in conjunction with:

Relationships Education, Relationships and Sex Education (RSE) and Health Education; Department for Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers and Physical Health and Mental Well Being.

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

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Our pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. This can also help schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Relationships and Health Education (RHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society. Our school uses Jigsaw, a scheme of work which aims to prepare children and young people for life, helping them to know and value who they really are and understand how they relate to others in this ever changing world. This is a progressive, spiral scheme which can be used across the whole school. We also use some aspects of Christopher Winter scheme as we feel that this is more in line with our teaching of SRE.

Through all aspects of the RHE curriculum we promote spiritual, moral, social and cultural education, whilst considering the mental and physical development of pupils at school.

We prepare our pupils for the opportunities, responsibilities and experiences in later life and encourage them to use developing social skills and knowledge to identify risk to make safe decisions for them.

RHE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.



From September 2020 it is a legal requirement to teach Relationships and Health Education in primary school and parents do not have a legal right to withdraw their child(ren) from teaching on these subjects.



## School Context

Our school community comes from a wide and diverse society. A proportion of pupils are eligible for the pupil premium funding and this is used to provide additional support for those pupils for their wellbeing and academic achievements.

## Policy Development and Consultation

The policy has been developed through consultation with BDMAT Executive Team, our school's stakeholders, which include parents, governors, staff and pupils and has paid due regard to the Public Sector Equality Duty and issues relating to National Health Targets, and safeguarding of pupils including Child Sexual Exploitation, Female Genital Mutilation and Homophobia.

To ensure that consultation was thorough and meaningful we consulted with parents through:

- *Initial consultation with parent forum*
- *Consultation with staff*
- *Meetings via Zoom*
- *Emailed copies of draft policy and content*
- *Paper copies provided on request*
- *Consultation made available on the website*

## Relationships and Health Education

At *St Margaret's CE Primary School* understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships and how to develop an understanding of safety in the online environment. It promotes self-respect, confidence, respect & responsibility toward others, emphasising the importance of marriage, loving relationships, safety, love and care.

Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. The lessons will be based on teaching children facts in an age appropriate way to support children to flourish and grow.

Relationships and Health Education does not include teaching about sex (and the school's policy on that subject is explained further below).

**Aims and Objectives of this policy and the relationships education curriculum:**

- To provide clear guidance for parents, staff and governors in relation to programme progression and delivery;
  - For pupils to develop the understanding of relationships and that they need to be built and maintained gradually;
- 
- Relationship Education provides a foundation for further work at secondary school;
  - To help young people to respect themselves and others;
  - To support pupils through their physical, emotional and moral development;
  - To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being including personal hygiene;
  - To help pupils understand the significance of marriage and stable relationships and its importance for family life;
- \*Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances\**
- To help pupils move more confidently and responsibly into and through adolescence;
  - To help pupils to understand a range of views and beliefs about relationships;
  - To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs;

## Sex Education

The school has decided, following consultation with parents that it will only be teaching about sex education which is included in the National Curriculum for Science.

Parents do not have a right to withdraw their child from these lessons.

## Organisation And Methods Of Teaching

### Planning and delivery of programme – *Engaging Science*

- The programme will be taught by class teachers with supporting staff to ensure that both pupils and staff are protected;
- The discrete puberty programme will be taught in **Years 4, 5 and 6 both** as a whole class and in selected single sex groups by trained, confident staff;
- Pupils will be taught about the changes related to their own and the opposite sex, how to manage the changes and where to get help at home and school;
- Girls will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated; and
- Resources we use are appropriate for each year group and enhance the learning.

Overview of Mandatory requirements:						
		Relationships Education			Health Education	
Year Group	Relationships	Safety on and Offline	Families	Mental Well being	Health Prevention	Changing Bodies
N	Jigsaw – Autumn 1, Autumn 2, Summer 1	Jigsaw – Autumn 1, Spring 2	Jigsaw – Autumn 2, Summer 1	Jigsaw – Autumn 1, Spring 1, Summer 1, Summer 2	Jigsaw – Spring 2, Summer 2	Jigsaw – Summer 2
R	Jigsaw – Autumn 1, Autumn 2, Spring 1, Summer 1	Jigsaw – Autumn 1, Spring 2	Jigsaw – Autumn 2, Summer 1	Jigsaw – Autumn 1, Spring 1, Summer 1, Summer 2	Jigsaw – Spring 2, Summer 2	Jigsaw – Summer 2
1	Jigsaw – Autumn 1, Autumn 2, Spring 1, Summer 1	Jigsaw – Autumn 1, Autumn 2, Spring 2, Summer 1  CWP – Lesson 3 – Summer 2	Jigsaw – Summer 1  CWP – Lesson 3 – Summer 2	Jigsaw – Autumn 1, Spring 1, Summer 1  CWP – Lesson 3 – Summer 2	Jigsaw – Spring 2	Jigsaw – Summer 2  CWP – Lesson 2 – Summer 2
2	Jigsaw – Autumn 1, Autumn 2, Spring 1, Summer 1,  CWP – Lesson 1 – Summer 2	Jigsaw – Autumn 1, Summer 1, Summer 2	Jigsaw – Summer 1	Jigsaw – Autumn 1, Spring 1, Spring 2, Summer 2	Jigsaw – Autumn 2, Spring 2	Jigsaw – Summer 2  CWP – Lesson 1/2/3 – Summer 2
3	Jigsaw – Autumn 1, Autumn 2, Summer 1	Jigsaw – Autumn 2, Spring 2, Summer 1	Jigsaw – Autumn 2, Summer 1, Summer 2	Jigsaw – Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 2	Jigsaw – Spring 2	Jigsaw – Summer 2  CWP – Lesson 1



	CWP – Lesson 1 / 2 - Summer 2	CWP – Lesson 2 /3 – Summer 2	CWP – Lesson 3 – Summer 2			– Summer 2
4	Jigsaw – Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1  CWP – Lesson 3 – Summer 2	Jigsaw – Autumn 2, Spring 2  CWP – Lesson 3 – Summer 2	Jigsaw – Summer 1	Jigsaw – Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2  CWP – Lesson 2 – Summer 2	Jigsaw – Spring 2  CWP – Lesson 2 – Summer 2	Jigsaw – Summer 2  CWP – Lessons 1 / 2 – Summer 2
5	Jigsaw – Autumn 1 , Autumn 2, Spring 1, Summer 1  CWP – Additional lesson – Respect and Equality – Summer 2	Jigsaw - Summer 1	Jigsaw – Autumn 1, Autumn 2	Jigsaw – Autumn 1, Spring 1, Spring 2, Summer 1, Summer 2  CWP – Lessons 1 / 3 – Summer 2	Jigsaw – Spring 2, Summer 1	Jigsaw – Summer 2  CWP – Lessons 1 / 2/ 3 – Summer 2
6	Jigsaw – Autumn 1, Autumn 2, Spring 1, Summer 1, Summer 2  CWP – Additional lesson – Respect and Equality – Summer 2	Jigsaw – Autumn 2, Spring 2, Summer 1  CWP – Lessons 2 / 4 – Summer 2	Jigsaw – Autumn 2, Summer 1  CWP – Lessons 2 / 3 – Summer 2	Jigsaw – Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2  CWP – Lessons 1 / 4 – Summer 2	Jigsaw – Spring 2  CWP – Lesson 1 – Summer 2	Jigsaw – Summer 2  CWP – Lesson 1 – Summer 2

The Jigsaw Scheme is used throughout school with every class following the same units at the same times throughout the school year as shown below:

Autumn 1 – Being Me in My World

Autumn 2 – Celebrating Difference

Spring 1 – Dreams and Goals

Spring 2 – Healthy Me

Summer 1 – Relationships

Summer 2 – Changing me

We are using the Christopher Winters Project (CWP) resources to support our teaching of the RSE expectations. Further details of the outlines of the lessons mentioned above can be found in the SRE Planning overview (Appendix B)

## Areas Of Responsibility:

### Head Teacher and Governors

- Ensure the framework is followed and monitored;
- Ensure that this policy is made available to parents;
- Teaching Staff:
  - Implement this policy with the guidance of senior leaders in the school;
  - Ensure that the policy is followed in applied practice;
  - Liaise with the governors on the teaching of RHE and (Sex Education) in school as required;
- Ensure that the SENDCo and PSHE lead are adequately trained to support delivery in ALL aspects of the RSE 2020 guidance;
- Liaise with parents and feedback any concerns, following the school's usual procedures; and
- Respond to the needs of pupils, following the school's usual procedures.

## Specific Issues

### Confidentiality

Pupils will be informed that as with any other safeguarding issue, confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding procedures).

### Answering Difficult Questions

If a pupil asks a difficult question during a whole class session, staff will be expected to answer honestly and factually.

- Where possible, pupils will be encouraged to use the question box approach which can be used as a distancing technique to prevent over exposure of concepts

outside of the learning objectives. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery;

- Pupils' questions will be answered according to their level of maturity and understanding, with support from parents;
- The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles;
- Teachers will focus heavily on the importance of healthy relationships; and
- Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a senior leader or DSL, depending on the concern.

## Working with Parents

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role. On an annual basis parents will be specifically informed about the discrete lessons on sex education and provided with the opportunity to view resources and discuss the teaching content before any delivery takes place

Parents will be consulted when this Relationships Education, Relationships and Sex Education and Health Education Policy is reviewed. Details of the specific lessons and teaching materials can be made available on request. Parents can raise questions on this policy in writing, by phone or by making an appointment with the Deputy Head or Head Teacher.

### Parent Withdrawal

Parents have a right to withdraw their child from sex education lesson(s) that are additional to that covered in science but not from Relationships and Health Education lessons. As we only cover content from the Science curriculum, parents do not have the right at St Margaret's to withdraw their child from any lessons.

Where a pupil is withdrawn from sex education, the class teacher will ensure that the pupil receives alternative appropriate education, which may include the child working on an alternative project. In some cases, parents may be asked to come into school and supervise their child on an alternative project, but this would be discussed on an individual basis.

Any complaints will be addressed through the school's complaints procedure.

## Provision for Menstruation

*Amy Thomas (Deputy Head) and RoseMarie Lightbourne (DSL / KS2 Teaching Assistant) will be available to support pupils and will have all the necessary resources*

Sanitary disposal units are situated in the KS2 girls toilets.

## Other related documents & policies

- Education Act 2002
- Keeping Children Safe in Education 2023
- Working Together to Safeguard Children 2018
- Equality Act 2010
- Science Curriculum KS1 & KS2
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- OFSTED School Inspection Handbook 2023
- Relationship & Health Education Statutory Guidance 2019 (DfE)
- United Nations Convention on the Rights of the Child

## Equal Opportunities/Inclusivity

The school's Relationships and Health Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

## Monitoring And Evaluation

This policy will be managed by the *PSHE Co-ordinator* and an appointed governor will be responsible to ensure that the programme is evaluated and impact reported to the governing board.

The policy will be reviewed annually.

## Dissemination Of The Policy

A summary of this policy will appear in the school prospectus and on the website. Parents will be supplied with a full copy on request. The policy will be communicated to all staff and governors.

PSHE Lead .....

Head Teacher/ Head of School .....

Governor .....



Appendix A – Vocabulary Lists for Relationship and Sex Education by year group

St Margaret's C of E Primary School, Olton  
SRE  
VOCABULARY LIST – FS1 (Nursery)

- Adult



- Arm
- Baby
- Chest
- Child
- Ear
- Eye
- Eyebrow
- Finger
- Foot
- Forehead
- Hand
- Knee
- Leg
- Mouth
- Nose
- Stomach
- Toe
- Tongue



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## resources

- Adult
- Arm
- Baby
- Chest
- Child
- Ear
- Eye
- Eyebrow
- Finger
- Foot
- Forehead
- Hand
- Knee
- Leg
- Mouth
- Nose
- Stomach
- Toe
- Tongue

St Margaret's C of E Primary School, Olton  
SRE  
VOCABULARY LIST – FS2 (Reception)



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resources



St Margaret's C of E Primary  
School, Olton

SRE  
VOCABULARY LIST – Year 1

- Adult
- Anxious
- Baby
- Boy
- Change
- Changes
- Child
- Coping
- Different
- Elder
- Excited
- Family
- Feelings
- Female
- Friends
- Girl
- Grow
- Growing up
- Grown up
- Learn
- Life cycle
- Male
- Mature
- New
- Penis
- Private parts
- Similar
- Teenager
- Toddler
- Vulva
- Worried





St Margaret's C of E Primary School, Olton  
SRE  
VOCABULARY LIST – Year 2

- |               |                    |                 |
|---------------|--------------------|-----------------|
| - Acceptable  | - Gender roles     | - Sex           |
| - Adult       | - Girl             | - Similar       |
| - Anxious     | - Grow             | - Squeeze       |
| - Appearance  | - Growing up       | - Stereotypes   |
| - Baby        | - Grown up         | - Teats         |
| - Boy         | - Happy            | - Teenager      |
| - Change      | - Hug              | - Testicles     |
| - Changes     | - Independent      | - Texture       |
| - Child       | - Learn            | - Timeline      |
| - Comfortable | - Life cycle       | - Toddler       |
| - Control     | - Like             | - Touch         |
| - Coping      | - Looking forward  | - Udder         |
| - Cuddle      | - Male             | - Unacceptable  |
| - Different   | - Mature           | - Uncomfortable |
| - Dislike     | - New              | - Vulva         |
| - Elder       | - Nervous          | - Worried       |
| - Excited     | - Nipple           | - Young         |
| - Family      | - Old              |                 |
| - Feelings    | - Penis            |                 |
| - Female      | - Physical         |                 |
| - Freedom     | - Private parts    |                 |
| - Friends     | - Respect          |                 |
| - Fully grown | - Responsibilities |                 |

St Margaret's C of E Primary School, Olton  
SRE  
VOCABULARY LIST – Year 3

- |               |                   |                    |
|---------------|-------------------|--------------------|
| - Acceptable  | - Feelings        | - Respect          |
| - Adoption    | - Female          | - Responsibilities |
| - Adult       | - Fostering       | - Roles            |
| - Animals     | - Freedom         | - Similar          |
| - Anxious     | - Friends         | - Squeeze          |
| - Appearance  | - Gender roles    | - Stereotypes      |
| - Baby        | - Girl            | - Task             |
| - Babies      | - Grow            | - Teenager         |
| - Birth       | - Growing up      | - Testicles        |
| - Boy         | - Happy           | - Touch            |
| - Challenge   | - Hug             | - Unacceptable     |
| - Change      | - Like            | - Uncomfortable    |
| - Changes     | - Looking forward | - Uterus           |
| - Child       | - Male            | - Vagina           |
| - Comfortable | - Mature          | - Vulva            |
| - Control     | - New             | - Worried          |
| - Coping      | - Nervous         |                    |
| - Cuddle      | - Nipple          |                    |
| - Different   | - Penis           |                    |
| - Dislike     | - Physical        |                    |
| - Excited     | - Private parts   |                    |
| - Family      | - Relationship    |                    |

St Margaret's C of E Primary School, Olton  
SRE  
VOCABULARY LIST – Year 4

- |                   |                   |                    |
|-------------------|-------------------|--------------------|
| - Acceptable      | - Family          | - Relationship     |
| - Acceptance      | - Feelings        | - Reproduction     |
| - Adoption        | - Female          | - Respect          |
| - Adult           | - Fostering       | - Responsibilities |
| - Animals         | - Freedom         | - Roles            |
| - Anxious         | - Friends         | - Seasons          |
| - Appearance      | - Gender roles    | - Self-respect     |
| - Baby            | - Girl            | - Similar          |
| - Babies          | - Grow            | - Sperm            |
| - Birth           | - Growing up      | - Squeeze          |
| - Boy             | - Happy           | - Stereotypes      |
| - Breasts         | - Hormones        | - Tampon           |
| - Challenge       | - Hug             | - Task             |
| - Change          | - Like            | - Teenager         |
| - Changes         | - Lifecycle       | - Testicles        |
| - Characteristics | - Looking forward | - Toddler          |
| - Child           | - Male            | - Touch            |
| - Circle          | - Mature          | - Unacceptable     |
| - Comfortable     | - Menstrual pads  | - Uncomfortable    |
| - Control         | - New             | - Unique           |
| - Coping          | - Nervous         | - Uterus           |
| - Cuddle          | - Nipple          | - Vagina           |
| - Deodorant       | - Parents         | - Vulva            |
| - Different       | - Penis           | - Worried          |
| - Dislike         | - Periods         |                    |



# resources

- Egg
- Elder
- Emotional
- Emotions
- Excited
- Personal
- Physical
- Private parts
- Puberty
- Pubic hair



St Margaret's C of E Primary School, Olton  
SRE  
VOCABULARY LIST – Year 5

- Acceptable
- Acceptance
- Adoption
- Adult
- Affirmation
- Animals
- Anxious
- Appearance
- Aspects
- Baby
- Babies
- Birth
- Body image
- Boy
- Breasts
- Challenge
- Change
- Changes
- Ejaculation
- Elder
- Emotional
- Emotions
- Equality
- Erection
- Excited
- Excitement
- Facial hair
- Family
- Fear
- Feelings
- Female
- Foreskin
- Fostering
- Freedom
- Friends
- Gender roles
- Manage
- Mature
- Menstrual pads
- Menstruation
- Milestone
- Moods
- New
- Nervous
- Nipple
- Opportunities
- Ovaries
- Parents
- Penis
- Periods
- Perception
- Personal
- Physical
- Physical changes
- Self-esteem
- Self-image
- Self-respect
- Semen
- Similar
- Sperm
- Spots
- Squeeze
- Stereotypes
- Sweat
- Tampon
- Task
- Teenager
- Testicles
- Toddler
- Touch
- Unacceptable
- Uncomfortable



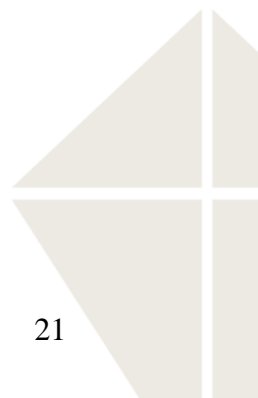


## resources

- Circle
- Comfortable
- Control
- Cope
- Coping
- Cuddle
- Deodorant
- Different
- Dislike
- Egg
- Girl
- Grow
- Growing up
- Happy
- Hope
- Hormones
- Hug
- Like
- Lifecycle
- Looking forward
- Male
- Private parts
- Puberty
- Pubic hair
- Relationship
- Reproduction
- Respect
- Responsibilities
- Roles
- Sanitary towels
- Seasons
- Self
- Uterus
- Vagina
- Vulva
- Wet dreams
- Womb
- Worried



St Margaret's C of E Primary School, Olton  
 SRE  
 VOCABULARY LIST – Year 6



- Acceptable
- Acceptance
- Adoption
- Adult
- Affirmation
- Anxious
- Appearance
- Aspects
- Attraction
- Baby
- Babies
- Birth
- Body image
- Boy
- Breasts
- Celebrity
- Challenge
- Change
- Changes
- Characteristics
- Choice
- Comfortable
- Communication
- Conception
- Consent
- Control
- Coping
- Cuddle
- Different
- Egg
- Ejaculation
- Emotions
- Equality
- Erection
- Excited
- Facial hair
- Fear
- Feelings
- Female
- Fertilisation
- Foreskin
- Fostering
- Freedom
- Friendship
- Girl
- Growing up
- Happy
- Hope
- Hormones
- Hug
- Internet
- Intimacy
- Lifecycle
- Looking forward
- Love
- Male
- Mature
- Menstrual pads
- Menstruation
- Mental health
- Milestone
- Moods
- Negative body-talk
- Nervous
- Nipple
- Opportunities
- Ovaries
- Parents
- Partner
- Penis
- Periods
- Perception
- Personal information
- Personal information
- Physical
- Physical changes
- Pregnancy
- Pressure
- Private information
- Private parts
- Puberty
- Pubic hair
- Real self
- Relationship
- Reproduction
- Respect
- Responsibilities
- Safety
- Sanitary towels
- Scrotum
- Self
- Self-esteem
- Self-image
- Self-respect
- Semen
- Sex
- Sexting
- Sexual intercourse
- Sperm
- Spots
- Squeeze
- Stereotypes
- Sweat
- Tampon
- Teenager
- Testicles
- Toddler
- Touch
- Twins
- Unacceptable
- Uncomfortable
- Underarm hair
- Unique
- Uterus
- Vagina
- Vulva
- Wet dreams
- Womb
- Worried