



Relationships and Sex Education Policy

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1. Definition of Terms

Relationships Education (statutory in all primary schools) focuses on teaching pupils about healthy, respectful relationships, families, friendships, online relationships, and being safe.

Sex Education (not statutory in primary schools beyond statutory Science curriculum) refers to learning about how a baby is conceived and born. At primary level, this is delivered in an age-appropriate way.

Health Education includes physical health and mental wellbeing, including puberty.

RSE (Relationships and Sex Education) refers to the combination of Relationships Education, Sex Education (where delivered), and Health Education.

Safeguarding refers to promoting the welfare of children and protecting them from harm, in line with statutory safeguarding guidance.

2. Rationale and Statutory Requirements

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools.

We at Henry Hinde Junior School acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

Our RSE provision is also informed by:

- The National Curriculum for England (Science curriculum including human development and reproduction)
- Keeping Children Safe in Education (KCSIE)
- Equality Act 2010
- Coram Life Education – SCARF.

Rationale

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education,¹ as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.
9. Safeguard children from exploitation, abuse and harmful behaviours.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

3. Scope

This policy refers to:

Parents/Carers	✓	Trustees	
Employees	✓	Volunteers	
Pupils/Students	✓	Visitors	
Governors		Community	

At Henry Hinde School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. Children are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Miss Katy Crowther, works in conjunction with teaching staff in each year group and the phase leads and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

"Assessment in PSHE education should not be about levels or grades,

passing or failing. The model of assessment that is most meaningful is ipsative assessment. This compares the pupil's results against his or her previous results in a similar way to an athlete measuring today's performance against their previous performance. So, the benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus. "

PSHE Association's Guidance to Assessment for Learning and Progression

Assessment is completed by the class teacher using the SCARF summative assessment 'I can...' statements. Working alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge. These are complete for each child.

4. Principles

Our RSE provision is guided by the following principles:

1. Age-appropriate and developmentally appropriate learning
2. Inclusive of all pupils, including those with SEND
3. Respectful of different faiths, cultures, and family backgrounds
4. Factually accurate and evidence-based
5. Delivered in a safe, supportive learning environment
6. Promotes equality and challenges discrimination
7. Supports safeguarding and child protection

We recognise that parents and carers are the primary educators of their children in matters of relationships and sex, and we work in partnership with families.



5. Policy Statement

Henry Hinde School is committed to delivering high-quality Relationships and Sex Education (RSE) that equips children with the knowledge, skills and understanding to lead confident, healthy and happy lives. Our RSE curriculum places strong emphasis on developing positive, respectful and healthy relationships. We value family life and recognise that families are diverse. Through our curriculum, we reflect and respect the different family backgrounds within our school community and help children understand what caring and loving relationships look like.

We provide opportunities for pupils to:

- Explore emotions and develop the vocabulary to express their feelings clearly
- Build self-respect, confidence and empathy towards others
- Understand that everyone is entitled to respect
- Recognise who to speak to if they feel worried or unsafe
- Develop the knowledge and skills needed to stay safe, including online

We recognise that children are growing up in a digital world and aim to equip them with the understanding needed to manage both the benefits and risks of the internet safely and responsibly.

RSE is an integral part of our curriculum and is delivered in an inclusive, age-appropriate and sensitive manner. We work in partnership with parents and carers to support children's learning and may involve appropriate external agencies to enhance provision.

Sensitive issues are addressed carefully and in accordance with our safeguarding procedures.



6. Procedure

6.1 Curriculum Content. The SCARF programme divides the year into 6 themed units:

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets

Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Children are encouraged to engage in activities that promote an understanding of themselves, such as growing and changing individuals, and as members of a wider community, based on their own firsthand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y4/5, 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.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase

6.2 Curriculum Delivery

PSHE lessons are taught by the class teacher once a week in their timetabled 30 minutes PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

6.3 Creating a Safe Learning Environment

Teachers will create a safe and supportive learning environment by establishing ground rules, using age-appropriate language, employing distancing techniques, and making clear the limits of confidentiality. Pupils will be encouraged to respect differing views and will be supported to express their thoughts and feelings appropriately. All safeguarding procedures will be followed where concerns arise. "We respect privacy in this classroom, but if

someone tells me something that makes me worried about their safety, I must pass that information on to help keep them safe.”

Establish Clear Ground Rules:

- We listen without interrupting.
- We respect different opinions.
- We use appropriate language.
- We have the right to pass.

Distancing Techniques:

- Use fictional scenarios or characters.
- Discuss case studies.
- Use storybooks or video clips.
- Ask “What might someone do if...?” rather than “What would you do?”

Question System:

- Provide opportunities for questions to be asked anonymously using a question / worry box and anonymous slips.
- Teachers should review questions before answering, group similar questions, answer factually and age-appropriately and following safeguarding procedures if necessary.

Inclusive and Sensitive Language:

- Avoid assumptions about family structure.
- Use phrases such as ‘some families...’ or ‘trusted adult.’
- Reflect diversity (culture, religion, disability, family types).
- Use correct anatomical vocabulary where appropriate (in line with curriculum). *Puberty Glossary found at end of document.*

Support Emotional Safety:

- Allow pupils to pass during discussion.
- Provide a quiet reflection time.
- Check in with pupils after sensitive lessons if needed.
- Ensure pastoral support is available.

Support is provided to children experiencing difficulties on a one-to-one basis, via our family support worker, Jo Flaig. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

6.4 Parental Engagement and a Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent / carer to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent / carer the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could 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 (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing

communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

6.5 SEND and Inclusion

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating

discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

7. Monitoring

The RSE Lead will:

- Monitor planning and delivery
- Review lesson observations where appropriate
- Gather pupil voice
- Seek staff feedback
- Report to Senior Leadership Team and Governors

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Wearing my SCARF

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them too next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

8. Related Documents

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

This policy should be read in conjunction with the following:

- School's own Safeguarding/Child Protection policy (inc. responding to disclosures)
- School's own Confidentiality policy
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2019)

Useful resources/Appendix

SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools (available online).

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms. <https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>

Puberty: Glossary of terms

A

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

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

B

Balls – see testicles.

Biological sex – a label that someone is assigned at birth. Female - XX chromosomes, has a vagina and ovaries. Male - XY chromosomes, has a penis and testes.

Bra – Underwear to support the breasts.

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

C

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

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

Clitoris – The clitoris is a complex structure, of which only a small portion is visible on the exterior of the body, the rest of it is behind the labia and surrounds the urethra and also the vagina. The part we can see is called the glans and is a small, soft pea-shaped bud which lies above the urinary opening and is protected by the clitoral hood. It protects the outside part of the clitoris and also provides some moisture to stop it getting sore. Very sensitive part of the body and when touched or rubbed can give sexual pleasure and orgasm.

D

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

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

E

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

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

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

F

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

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

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

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

G

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

Genitals – Name given to all the external sexual organs

Gender expression- how a person shows their gender by the way they act, behave, dress etc.

Gender identity – how a person feels about themselves in their head. Whether they feel they are a boy or girl or neither.

H

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

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

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

I

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

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

L

Labia – Includes both the smaller lips/folds of skin that surround the entrance to the vagina and urethra (wee hole), and the outer lips/folds of skin that surround the inner lips.

M

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

Menstrual cup – Sometimes known as a Mooncup; is a small, foldable, reusable device made from silicone, rubber or plastic that collects, rather than absorbs, the menstrual blood when inserted into the vagina.

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

Menstruation/period pads – Made up of pads of cotton wool that a girl or woman presses onto the inside of a pair of knickers to catch the blood during a period to protect her clothes.

O

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

Orgasm – The peak, most pleasurable or most intense part of sexual pleasure. Can happen

through masturbation or penetrative sex. Also known as 'coming' or 'climax'.

Outer Lips - Also known as labia. Outer lips/folds of skin as part of the vulva, which cover the sexual parts of a woman's or girl's body including her inner lips (also known as labia), clitoris, urethra and the entrance to the vagina.

Ova – plural of ovum (eggs)

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

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

P

Period(s) – See menstruation

Period pants - Period pants are leak-proof knickers, worn instead of a pad, a tampon or menstrual cup during a period. They usually hold around two standard tampons' worth of menstruation blood so it doesn't leak through onto the clothes. They can be worn all day and washed in a washing machine.

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

Penis – Also known by slang names such as 'willy', 'cock' or 'dick', this is the shaft shaped reproductive organ that hangs outside the male body. An organ that can help transport urine (wee) and sperm away from the body. When rubbed or stroked, the penis can become hard and sexually aroused, and ejaculation and orgasm can happen.

Progestogen – One of the female sex hormone that plays a part in regulating a girl's menstrual cycle.

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

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

R

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

S

Sanitary pad/towel – See menstruation/period pads.

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

Seminal fluid – Fluid that is added to the sperm by the prostate gland to protect and provide energy for the sperm to swim.

Sex – A term used to describe someone's biological sex, or can be used to describe all the different ways two individuals can touch each other in a sexual way; that includes touching their genitals in a way that feels nice to them.

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

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

Sexual orientation: who someone is attracted to, physically and emotionally attracted, e.g. a person of the opposite sex, a person of the same sex, or both (bisexual).

Sexual Reproduction – Occurs when a male sex cell (sperm) and the female sex cell (egg) join. This fusion of sex cells is called fertilisation. Sexual reproduction allows some of the genetic information from each parent to mix, producing offspring that resemble their parents, but are not identical to them. In this way, sexual reproduction leads to variety in the offspring. In humans this process may happen through sexual intercourse or IVF.

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

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

Sperm duct – Also known as 'vas deferens'. The job of these tubes is to carry sperm to the urethra before ejaculation.

Spots – See Acne.

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

T

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

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

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

U

Urethra – The tube which runs from the bladder to the outside of the body, either through the penis or to an opening above the entrance to the vagina. It also carries sperm to the penis.

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

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

V

Vagina – The opening of the reproductive part of the girl's body (the passage which leads to the womb). This is also the passage through which the penis enters during sexual intercourse and where tampons and Mooncups or Menstrual cups are placed during menstruation.

Voice – For boys, puberty brings changes to the voice box. Voices 'drop' and become deeper. This happens as the larynx (voice box) grows and this makes voices deeper. Voice sometimes comes out as a squeak when the muscles of the larynx go out of control for a moment. Girls may also notice a change in their voice too, as their voice box grows.

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

W

Wet dreams – A nocturnal emission, informally known as a wet dream, is a spontaneous orgasm during sleep that includes ejaculation for a male, or vaginal wetness or an orgasm (or both) for a female. This is normally associated with boys during puberty but girls can experience them too and is a sign of sexual awakening. Sometimes boys will notice a wet stain in their pyjamas or on their sheets, whereas girls will notice increased vaginal wetness. However this can be tricky to identify and so it is normal for girls and women to not know whether or not they've had an orgasm in their sleep.

Womb – (See uterus).