PSHE (Personal, Social, Health Education) Policy (including Relationships and Health Education statutory from September 2020, and our position on Sex Education and Relationships and Sex Education statutory from September 2026)

The Springfields Academy
Date of policy: September 2025
Member of staff responsible: Hannah Armitage/Lee Davidson
Review date: September 2026

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE

At The Springfields Academy, we believe that Personal, Social and Health Education requires a whole school approach. PSHE underpins children's holistic development as individuals and young adults and that this supports their learning across the curriculum. Our PSHE programme supports the development of Social Communications skills linked to diagnosis of autism. (Please refer to – PSHE Association planning framework for pupils with SEND)

All pupils access the PSHE Association Programme which offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

Date: September 20245 To be reviewed: September 2026

This also supports the ‘Personal Development’ and ‘Behaviour and Attitudes’ aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Some pupils may require a more individualised approach in relation to therapeutic needs identified or safeguarding concerns. The focus of this work is agreed with the professional team around the child as well as parents. Clear outcomes for the intervention will be set against a review timeline, with all session content and resources agreed upon by all parties in advance of the work commencing.

Statutory Relationships and Health Education

"Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development."
Relationships Education, Relationships and Sex Education (RSE) and Health Education, P.3

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England…as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

"All schools must have in place a written policy for Relationships Education and RSE."

DfE Guidance p.11

At Springfields, our school vision is 'Building Safe Independent Lives for Autistic Young People through support understanding and enablement.' Through the PSHE Curriculum (and the further area of Personal Development) the students at Springfields are offered a holistic approach to PSHE, in which they can develop their understandings of the world and themselves, are provided with opportunities to challenge misconceptions, bias and stereotypes. The British Values are threaded throughout the PSHE curriculum.

Here, at The Springfields Academy we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use the PSHE Association programme, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: 'PSHE Association planning framework for pupils with SEND' shows exactly how the PSHE Association Programme and therefore our school, meets the statutory Relationships and Health Education requirements.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2025

What do we teach when and who teaches it?

Whole-school approach

The PSHE Association Programme covers all areas of PSHE including statutory Relationships, Sex and Health Education. The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year in keeping with a spiral curriculum.

Section	Key stage 1 and 2 Topic areas	Key stage 3 and 4 Topic areas
Self-Awareness	1. *Things we are good at* 2. *Kind and unkind behaviours* 3. *Playing and working together* 4. *People who are special to us* 5. *Getting on with others*	1. *Personal strengths* 2. *Skills for learning* 3. *Prejudice and discrimination* 4. *Managing pressure*
Self-Care, Support and Safety	1. *Taking care of ourselves* 2. *Keeping safe* 3. *Trust* 4. *Keeping safe online* 5. *Public and Private*	1. *Feeling unwell* 2. *Feeling frightened/worried* 3. *Accidents and risk* 4. *Keeping safe online* 5. *Emergency situations* 6. *Public and private* 7. *Gambling*

Managing Feelings	1. *Identifying and expressing feelings* 2. *Managing strong feelings*	1. *Self-esteem and unkind comments* 2. *Strong feelings* 3. *Romantic feelings and sexual attraction* 4. *Expectations of relationships/abuse*
Changing and Growing	1. *Baby to adult* 2. *Changes at puberty* 3. *Dealing with touch* 4. *Different types of relationships*	*Puberty* 1. *Friendship* 2. *Healthy and unhealthy relationship behaviour* 3. *Intimate relationships, consent and contraception* 4. *Long-term relationships/parenthood* 5.
Healthy Lifestyles	1. *Healthy Eating* 2. *Taking care of physical health* 3. *Keeping well*	1. *Elements of a healthy lifestyles* 2. *Mental wellbeing* 3. *Physical activity* 4. *Healthy eating* 5. *Body image* 6. *Medicinal drugs* 7. *Drugs, alcohol & tobacco*
The World I Live In	1. *Respecting differences between people Jobs* 2. *people do* 3. *Rules and laws* 4. *Taking care of the environment* 5. *Belonging to a community*	1. *Diversity/rights and responsibilities* 2. *Managing online information* 3. *Taking care of the environment* 4. *Preparing for adulthood* 5. *Managing Finances*

At Springfields, we have chosen to follow the PSHE Association Planning Framework for Pupils with SEND. By adapting this curriculum on a two –year basis, the students are offered a comprehensive, carefully planned out curriculum which brings consistency and progression of skills and knowledge. The spiral nature of our curriculum allows the students to build on previous knowledge. We have adopted a two-year cycle to allow for extra processing time, to spend more time to go into depth in each subject and to help support our ongoing personal development wider curriculum – allowing time for respond and reflect sessions, British Value sessions and visitors.

At The Springfields Academy we allocate time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Moreover, our PHSE themes are embedded throughout the curriculum and these complement our social communication enablement work linked to our pupils' diagnosis of autism. PSHE forms part of our weekly Personal Development lessons, these also include: Preparation for Adulthood, Careers and Wellbeing.

These explicit lessons are reinforced and enhanced in many ways:

- Class learning charters
- The Springfields Academy values
- Reward Systems (Class systems, class charts points, personalised systems)
- Social Communication and Social Interaction enablement strategies
- Emotional Literacy support
- Wellbeing tiers of support
- Specific therapeutic intervention as required
- Modelling positive relationships – child to child, adult to child, adult to adult across the school
- Personal Development Lessons (PSHE, Wellbeing, Preparation for Adulthood and Careers).

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

In Explorer 1, 2, 3 and 4 the class teacher delivers the weekly lessons to their own classes. In Pathfinders there is a dedicated PHSE Team who deliver the weekly lessons.

Relationships Education – 3-11

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

"The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe." Relationships Education, Relationships Sex Education (RSE) and Health Education 2025 P.8

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful, kind relationships', 'Online Safety and awareness', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the PSHE Association Programme covers these is explained in the mapping document: 'PSHE Association planning framework for pupils with SEND'

Relationships and Sex Education – 11-16

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know

what a healthy relationship looks like…it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships…

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE should provide clear progression from what is taught in primary school in Relationships Education.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect." *DfE Guidance page 25* "In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of The Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics…

We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum." *DfE Guidance page 15*

The Sex Education Forum offers the following definitions:

"Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health."

"Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future."

Sex Education Forum, 2020

What does the DfE statutory guidance on Relationships Education expect young people to know by the time they leave secondary school?

RSE in secondary schools will cover 'Families', 'Respectful relationships', 'Online safety and awareness', 'Being safe' and 'Intimate and sexual relationships, including sexual health'.

The expected outcomes for each of these elements can be found further on in this policy. The way the PSHE Association Programme covers these is explained in the mapping document, 'PSHE Association planning framework for pupils with SEND'

Health Education – 3-11

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'General wellbeing', 'Wellbeing online', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco and vaping', 'Health protection and prevention', 'Personal safety', 'Basic first aid' and 'Developing bodies'.

The expected outcomes for each of these elements can be found further on in this policy. The way the PSHE Association Programme covers these is explained in the mapping document: 'PSHE Association planning framework for pupils with SEND'

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing and growing' element of the PSHE Association Programme scheme.

Again, the mapping document transparently shows how the PSHE Association Programme whole school approach spirals the learning and meets all statutory requirements and more.

Health Education – 11-16

"It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves."

DfE Guidance page 35.

What does the DfE statutory guidance on Health Education expect young people to know by the time they leave secondary school?

Health Education in secondary schools will continue to develop knowledge of topics specified for primary in addition cover the following content by the end of secondary: 'Mental wellbeing', 'Wellbeing online', Physical health and fitness', Healthy eating', 'Drugs, alcohol, tobacco and vaping', 'Health protection and prevention, and understanding the healthcare system', 'Personal safety' 'Basic First Aid' and 'Developing bodies'.

The expected outcomes for each of these elements can be found further on in this policy. The way the PSHE Association Programme covers these is explained in the mapping document, 'PSHE Association planning framework for pupils with SEND'

Sex Education – 3-11

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that 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'.

At The Springfields Academy, we believe children should understand the facts about human reproduction before they leave our Primary Phase (Explorer 2).

We define Sex Education as understanding human reproduction.

We intend to teach this through the PHSE Association programme of objectives (which is in line with 2020 government legislation), Science lessons and our SMSC approaches. Where more individualised therapeutic or safeguarding needs are identified, individual interventions may be put in place. The focus of this work is agreed with the professional team around the child (Academy's Safeguarding team or Therapy Team in collaboration with any relevant outside agencies) as well as parents. Clear outcomes for the intervention will be set against a review timeline, with all session content and resources agreed upon by all parties in advance of the work commencing.

Parents' right to request their child be excused from Sex Education – 3-11

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At The Springfields Academy, puberty is taught as a statutory requirement of Health Education and covered by our PSHE Association Programme in the 'Changing and Growing' element. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the PSHE Association Programme – 'Changing and Growing' element

We are of course happy to discuss the content of the curriculum and invite you to contact Lee Davidson, Assistant Headteacher by email lee.davidson@springfieldsacademy.org

Sex Education – 11-16

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit withing the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health…
- the facts about the full range of contraceptive choices …
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted…
- how to get further advice…
- consent and the law

DfE Guidance page29.

At The Springfields Academy we agree with the Sex Education Forum definition of Sex Education (as above).

Where more individualised therapeutic or safeguarding needs are identified individual interventions may be put in place. The focus of this work is agreed with the professional team around the child (Academy's Safeguarding team or Therapy Team in collaboration with any relevant outside agencies) as well as parents. Clear outcomes for the intervention will be set against a review timeline, with all session content and resources agreed upon by all parties in advance of the work commencing.

Parents' right to request their child be withdrawn from Sex Education – 11-16

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE…

… except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those Terms".

DfE Guidance pages 17/18.

Should parents wish to discuss withdrawing their child from Sex Education, they are advised to contact Nicola Whitcombe, Headteacher by email nwhitcombe@springfieldsacademy.org

Monitoring and Review

This policy is reviewed on an annual basis. The reviewer gives serious consideration to any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments. Teaching materials are scrutinised to check they are in accordance with the school's ethos.

SEND and autism enablement

As a Special School for autistic learners, we pride ourselves on our inclusive policy and on how we make provision for all student's needs.

PSHE is differentiated and personalised through our academy autism approach (please refer to the autism handbook) and the individual enablement strategies identified on pupils one page profile, pupil profiles and EHCPs.

We adapt the curriculum to account for presenting needs linked to a diagnosis of autism to ensure the social communication and interaction difficulties a pupil may experience are accounted for and the appropriate support strategies are put in place. These difficulties could present as:

Autism Theory:	Presenting Need:
Theory of Mind	• Alexithymia • Lack of empathy • Impaired ability to trust • Appearance of rudeness
Executive (dys) function	• Scripting • Impulse control • Sequencing
Central coherence	• Will not understand the underlying rules • Fixate on detail or pay close attention to detail • Cannot filter what is relevant or redundant • Cannot recognise the big picture or impact on others

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics…

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of

study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At The Springfields Academy we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Share Language

Language matters. The words we use shape understanding, influence attitudes and create the foundation for respectful and safe conversations. In PSHE and RSE education, where we explore topics relating to health, relationships and growing up, clarity and consistency in language are essential.

At Springfields we have an agreed shared language of terminology to support all learners, staff and families in talking about the human body, relationships and sexual health with confidence and accuracy. There are many slang words and colloquial expressions used to describe the human body and sexual acts- these can be confusing, misleading and even unsafe if misunderstood. By agreeing on and consistently using our shared terminology, we ensure that learners receive clear information, reducing the risk of confusion and strengthening our safeguarding practice.

For autistic learners, clear and unambiguous communication is vital. A shared language provides structure and predictability, helping all learners to make sense of complex topics and engage in learning that promotes dignity, respect and self-awareness.

Our shared terminology reflects our commitment to creating a safe, inclusive learning environment where everyone understands that language is not just a tool for communication, but a tool for empowerment, safeguarding and belonging.

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Reviewed by LGB
Date of review: September 2025	Nicola Whitcombe	
Date of next review: September 2026		

The Springfields Academy – links to other policies:

- Child Protection Policy
- Equalities Statement - 2020
- Anti-bullying policy
- Equal opportunities policy
- Curriculum Handbook
- Autism Handbook
- Academy development plan

PSHE Association Programme documents needed to explain this policy:

- PSHE Association planning framework for pupils with SEND (Key Stages 1-4)

APPENDIX 1

How the six strands relate to the PSHE Association programme of study

PSHE Association Programme of Study Key stages 1 and 2		PSHE education Planning Framework for Pupils with SEND Key stages 1 and 2	
CORE THEME 1: Health and Wellbeing	Healthy Lifestyles (physical wellbeing)	STRANDS	Healthy Lifestyles
	Mental health		Managing Feelings
	Ourselves, growing and changing		Changing and Growing; Self-Awareness
	Keeping safe		Self-Care, Support and Safety
	Drugs, alcohol and tobacco		Healthy Lifestyles
CORE THEME 2: Relationships	Families and close positive relationships	STRANDS	Self-Awareness; Changing and Growing
	Friendships		Self-Awareness; Managing Feelings
	Managing hurtful behaviour and bullying		Self-Awareness; The World I Live In
	Safe relationships		Self-Care, Support and Safety
	Respecting self and others		Self-Awareness; The World I Live In
	Shared responsibilities		The World I Live In
	Communities		The World I Live In
	Media literacy and digital resilience		The World I Live In; Self-care, Support and Safety

CORE THEME 3: Living in the Wider World	Economic wellbeing: Money	STRANDS	The World I Live In
	Economic wellbeing: Aspirations, work and career		The World I Live In; Self-Awareness

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PSHE Association Programme of Study Key stages 3 and 4		PSHE education Planning Framework for Pupils with SEND Key stages 3 and 4	
CORE THEME 1: Health and Wellbeing	Self-concept	STRAN	Self-Care, Support and Safety
	Mental health and emotional wellbeing		Managing Feelings
	Healthy Lifestyles		Healthy Lifestyles; Self-Care, Support and Safety
	Health-related decisions		Healthy Lifestyles
	Drugs, alcohol and tobacco		Healthy Lifestyles; Self-Care, Support and Safety
	Managing risk and personal safety		Self-Care, Support and Safety
	Puberty and sexual health		Changing and Growing
	Sexual health and identity		Changing and Growing
CORE THEME 2:	Positive relationships	STRANDS	Changing and Growing
	Relationship values		Changing and Growing
	Forming and maintaining respectful relationships		Managing Feelings
	Consent		Self-Care, Support and Safety; Managing Feelings; Changing and Growing
	Contraception and parenthood		Changing and Growing
	Bullying, abuse and discrimination		Changing and Growing
	Social influences		Self-Awareness; The World I Live In
CORE THEME 3: Living in the Wider	Learning skills	STRANDS	Self-Awareness
	Choices and pathways		Self-Awareness
	Work and career		Self-Awareness
	Employment rights and responsibilities		Self-Awareness
	Financial choices		Self-Awareness
	Media literacy and digital resilience		Self-Care, Support and Safety; Healthy Lifestyles; The World I Live In

Date: Sept 2024 To be reviewed: Sept 2025

APPENDIX 2

How the planning framework for pupils with send maps against the

DFE statutory guidance for relationships education, RSE and health education

RELATIONSHIPS EDUCATION PRIMARY

Topic	Content grids from the DfE statutory guidance: Relationships Education (Primary) By the end of primary school pupils should know:	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 AND 2 Section and row references:
Familiesandpeople whocareforme	• that families are important for children growing up because they can give love, security and stability.	Self-Awareness: SA4
	• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Self-Awareness: SA4, SA5 Changing and Growing: CG4
	• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	Changing and Growing: CG4 Self-Awareness: SA5
Caringfriendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends.	Self-Awareness: SA4
	• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Self-Awareness: SA5
	• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Self-Awareness: SA5
	• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Self-Awareness: SA4, SA5
	• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Self-Awareness: SA4, SA5 Self-Care, Support and Safety: SSS3
	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	Self-Awareness: SA3

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Respectful relationships	• practical steps they can take in a range of different contexts to improve or support respectful relationships.	Self-Awareness: SA3 Managing Feelings: MF2
	• the conventions of courtesy and manners.	Self-Awareness: SA3

) RespectfulRelationships continued...	• the importance of self-respect and how this links to their own happiness	Self-Awareness: SA4, SA5
	• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	Self-Awareness: SA2
	• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Self-Awareness: SA2 The World I Live In: WILI 1
	• what a stereotype is, and how stereotypes can be unfair, negative or destructive.	The World I Live In: WILI 1
	• the importance of permission-seeking and giving in relationships with friends, peers and adults.	Changing and Growing: CG1
Onlinerelationships	• that people sometimes behave differently online, including by pretending to be someone they are not.	Self-Care, Support and Safety: SSS4
	• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	Self-Care, Support and Safety: SSS4
	• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Self-Care, Support and Safety: SSS4 Self-Awareness: SA2
	• how information and data is shared and used online.	Self-Care, Support and Safety: SSS4
	• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Self-Care, Support and Safety: SSS2, SSS3, SSS4
	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Self-Care, Support and Safety: SSS3
	• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	Self-Care, Support and Safety: SSS3
	• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Self-Care, Support and Safety: SSS5 Changing and Growing: CG3

Beingsafe	• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Self-Care, Support and Safety: SSS2, SSS3
	• how to recognise and report feelings of being unsafe or feeling bad about any adult.	Self-Care, Support and Safety: SSS3, SSS4
	• how to ask for advice or help for themselves or others, and to keep trying until they are heard.	Self-Care, Support and Safety: SSS2, SSS4

Beingsafe	• how to report concerns or abuse, and the vocabulary and confidence needed to do so.	Self-Care, Support and Safety: SSS4, SSS5 Changing and Growing: CG3 Self-Awareness: SA2
	• where to get advice (e.g. family, school and/or other sources).	Self-Awareness: SA2, SA5 Self-Care, Support and Safety: SSS3, SSS4 Changing and Growing: CG3

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HEALTH EDUCATION PRIMARY

Topic	Content grids from the DfE statutory guidance: Health Education (Primary) By the end of primary school pupils should know:	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 AND 2 Section and row references:
Mentalwellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health.	Managing Feelings: MF1
	• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Managing Feelings: MF1 Self-Care, Support and Safety: SSS2
	• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Managing Feelings: MF1, MF3
	• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Managing Feelings: MF1 Self-Awareness: SA2, SA4, SA5 Self-Care, Support and Safety: SSS2
	• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Healthy Lifestyles: HL2
	• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Managing Feelings: MF2
	• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Self-Awareness: SA2
	• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Self-Care, Support and Safety: SSS3
	• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	Relationships: Managing Feelings: MF1
	• that for most people the internet is an integral part of life and has many benefits.	Self-Care, Support and Safety: SSS4

Internetsafety andharms	• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	Healthy Lifestyles: HL2 Self-Care, Support and Safety: SSS3, SSS4
Internetsafety andharms	• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Self-Care, Support and Safety: SSS3, SSS4
	• why social media, some computer games and online gaming, for example, are age restricted.	Self-Care, Support and Safety: SSS4
	• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	Self-Awareness: SA2 Self-Care, Support and Safety: SSS4
	• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Self-Care, Support and Safety: SSS2 (Secondary framework)
	• where and how to report concerns and get support with issues online.	Self-Care, Support and Safety: SSS4
Physicalhealthandfitness	• the characteristics and mental and physical benefits of an active lifestyle.	Healthy Lifestyles: HL2
	• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	Healthy Lifestyles: HL3
	• the risks associated with an inactive lifestyle (including obesity).	Healthy Lifestyles: HL2
	• how and when to seek support including which adults to speak to in school if they are worried about their health.	Healthy Lifestyles: HL3
Healthyeating	• what constitutes a healthy diet (including understanding calories and other nutritional content).	Healthy Lifestyles: HL1
	• the principles of planning and preparing a range of healthy meals.	Healthy Lifestyles: HL1
	• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Healthy Lifestyles: HL1

Drugs,alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Healthy Lifestyles: HL3

Healthandprevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Healthy Lifestyles: HL3
	• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Healthy Lifestyles: HL2
	• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Healthy Lifestyles: HL2
	• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Self-Care, Support and Safety: SSS1
	• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.	Healthy Lifestyles: HL1
	• the facts and science relating to allergies, immunisation and vaccination.	Healthy Lifestyles: HL1, HL3
Basicfirst aid	• how to make a clear and efficient call to emergency services if necessary.	Self-Care, Support and Safety: SSS2
	• concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Self-Care, Support and Safety: SSS2
Changing adolescentbody	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Changing and Growing: CG2
	• about menstrual wellbeing including the key facts about the menstrual cycle.	Changing and Growing: CG2

RELATIONSHIPS AND SEX EDUCATION

SECONDARY

Topic	Content grids from the DfE statutory guidance: Relationships and Sex Education (Secondary) By the end of secondary school pupils should know:	PSHE education Planning Framework for Pupils with SEND KEY STAGES 3 AND 4 Section and row references:
Families	• that there are different types of committed, stable relationships.	Changing and Growing: CG4, CG5
	• how these relationships might contribute to human happiness and their importance for bringing up children.	Changing and Growing: CG3
	• what marriage is, including their legal status (e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony).	Changing and Growing: CG5
	• why marriage is an important relationship choice for many couples and why it must be freely entered into.	Changing and Growing: CG5
	• the characteristics and legal status of other types of long-term relationships.	Changing and Growing: CG3, CG5
	• the roles and responsibilities of parents with respect to the raising of children, including characteristics of successful parenting.	Changing and Growing: CG5
	• how to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	Managing Feelings: MF2 Changing and Growing: CG2, CG5 Self-Care, Support and Safety: SSS2, SSS6
Respectfulrelationshipsincluding friendships	• the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	Self-Awareness: SA4, SA6 Changing and Growing: CG2, CG3 Managing Feelings: MF1
	• practical steps they can take in a range of different contexts to improve or support respectful relationships	Self-Awareness: SA3, SA5 Changing and Growing: CG3
	• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	Self-Awareness: SA3

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	• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority and due tolerance of other peoples' beliefs.	Self-Awareness: SA3
	• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Self-Awareness: SA4
	• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Managing Feelings: MF3 Self-Awareness: SA4 Changing and Growing: CG3
	• what constitutes sexual harassment and sexual violence and why these are always unacceptable.	Changing and Growing: CG3
	• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	The world in which I live: WILI 1
Onlineandmedia	• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online.	Self-Care, Support and Safety: SSS2
	• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	Self-Care, Support and Safety: SSS3, SSS6
	• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	Self-Care, Support and Safety: SSS6
	• what to do and where to get support to report material or manage issues online.	Self-Care, Support and Safety: SSS2, SSS4, SSS6
	• the impact of viewing harmful content.	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4
	• that specifically sexually explicit material (e.g. pornography) often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	Changing and Growing: CG4 Self-Care, Support and Safety: SSS6
	• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Self-Care, Support and Safety: SSS6
	• how information and data is generated, collected, shared and used online (partly).	Self-Care, Support and Safety: SSS2

Beingsafe	• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM, and how these can affect current and future relationships.	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4

…	• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts including online).	Changing and Growing: CG4
Intimateandsexualrelationshipsincludingsexualhealth	• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	Changing and Growing: CG3, CG4
	• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing).	Healthy Lifestyles: HL1
	• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.	Changing and Growing: CG4
	• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	Changing and Growing: CG4 Self-Care, Support and Safety: SSS1
	• that they have a choice to delay sex or to enjoy intimacy without sex.	Changing and Growing: CG4, CG5
	• the facts about the full range of contraceptive choices, efficacy and options available.	Changing and Growing: CG4
	• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	Changing and Growing: CG5
	• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	Changing and Growing: CG4
	• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	Changing and Growing: CG4

	• how the use of alcohol and drugs can lead to risky sexual behaviour.	Changing and Growing: CG4
	• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Changing and Growing: CG4

HEALTH EDUCATION SECONDARY

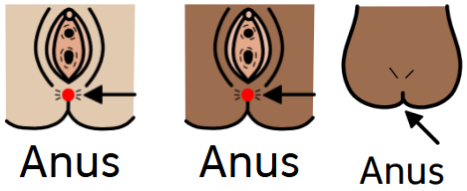
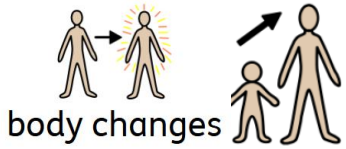
Topic	Content grids from the DfE statutory guidance: Health Education (Secondary) By the end of secondary school pupils should know:	PSHE education Planning Framework for Pupils with SEND KEY STAGES 3 AND 4 Section and row references:
Mentalwellbeing	• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Self-Awareness: SA1, SA2 Managing Feelings: MF2
	• that happiness is linked to being connected to others.	Managing Feelings: MF2
	• how to recognise the early signs of mental wellbeing concerns	Self-care, support and Safety: SSS1 Healthy Lifestyles: HL2
	• common types of mental ill health (e.g. anxiety and depression).	Self-care, support and Safety: SSS1
	• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	Self-Awareness: SA1
	• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	Healthy Lifestyles: HL2, HL3
Internetsafetyandharms	• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	Healthy Lifestyles: HL5 Self-care, support and Safety: SSS7
	• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	Self-care, support and Safety: SSS4, SSS6

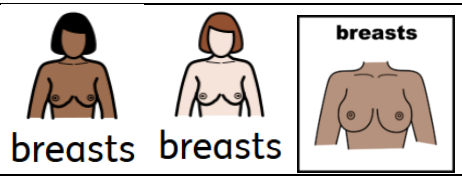
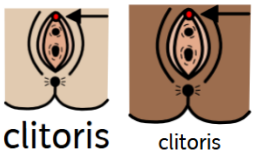
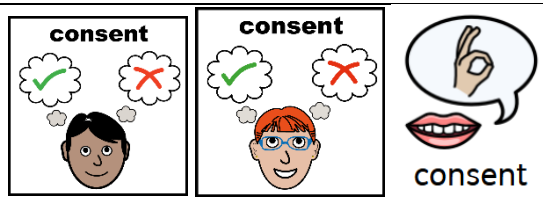
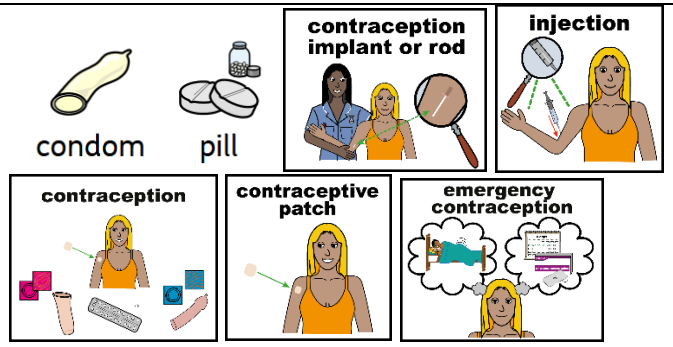
Physicalhealth andfitness	• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	Healthy Lifestyles: HL1, HL2
	• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.	Healthy Lifestyles: HL1
Healthy eating	• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	Healthy Lifestyles: HL4

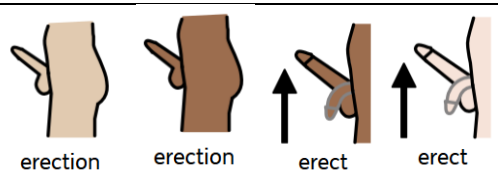
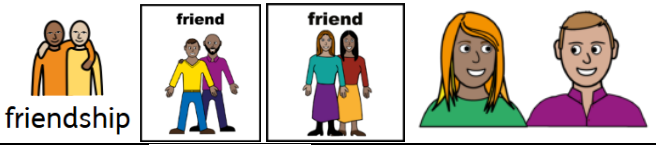
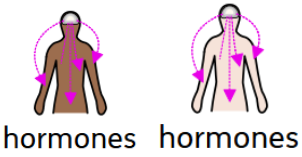
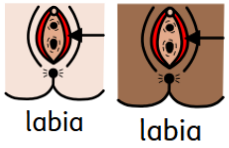
Drugs,alcoholandtobacco	• the facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions	Healthy Lifestyles: HL6, HL7
	• the law relating to the supply and possession of illegal substances.	Healthy Lifestyles: HL7
	• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	Healthy Lifestyles: HL7
	• the physical and psychological consequences of addiction, including alcohol dependency.	Healthy Lifestyles: HL7
	• awareness of the dangers of drugs which are prescribed but still present serious health risks.	Healthy Lifestyles: HL6
	• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	Healthy Lifestyles: HL7
Healthandprevention	• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	Self-care, support and Safety: SSS4
	• about dental health and the benefits of good oral hygiene and flossing, including healthy eating and regular check-ups at the dentist.	Healthy Lifestyles: HL1
	• (late secondary) the benefits of regular self-examination and screening.	Self-care, support and Safety: SSS1
	• the facts and science relating to immunisation and vaccination.	Self-care, support and Safety: SSS1
	• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	Healthy Lifestyles: HL1
C Basicfirst aid	• basic treatment for common injuries (partly).	Self-care, support and Safety: SSS4
	• life-saving skills, including how to administer CPR (partly).	Self-care, support and Safety: SSS4
	• the purpose of defibrillators and when one might be needed (partly).	Self-care, support and Safety: SSS4
han gin	• key facts about puberty and the changing adolescent body and menstrual wellbeing.	Changing and Growing: CG1

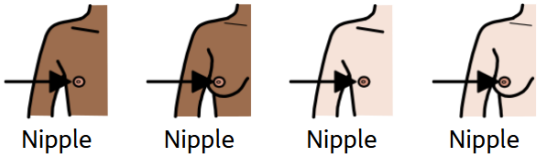
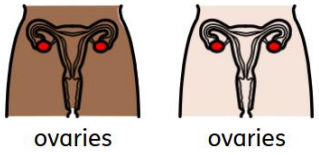
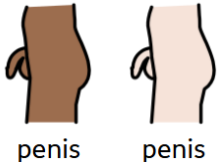
	• the main changes which take place in males and females, and the implications for emotional and physical health.	Changing and Growing: CG1

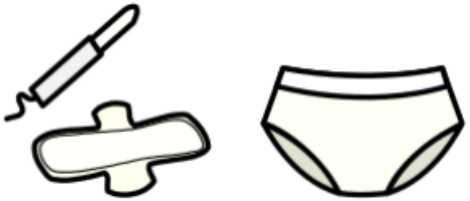
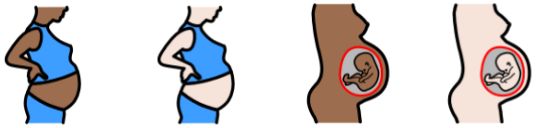
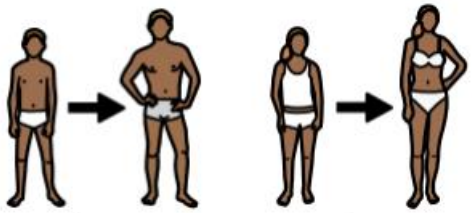
Appendix 3 – Shared Language

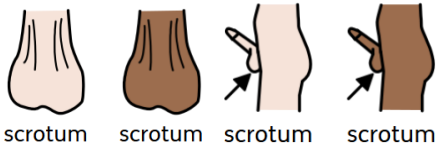
Correct Terminology	Agreed Definition	Agreed Symbols to use	Incorrect Terminology
Abortion	Ending (terminating) a pregnancy.		
Anal Sex	Sex in which a penis goes into the anus. You can be any sexual orientation to have anal sex. Some people enjoy it; others don't.		"Up the arse"
Anus	The opening from the rectum (bottom) from which solid waste (poo) leaves the body.		Bum, Bum hole, arsehole, arse
Binary Non-Binary	The beleif that there are only two genders: male and female. Does not identify as either male or female.		
Body changes	The changes that happen to children when they reach puberty.		
Body Hair	During puberty, body hair grows. Body hair can grow on your face, armpits, legs, chest, pubic area and on other parts of your body. Some people keep their body hair; others get rid of it.		
Bras	Supportive underwear worn by people with breasts.		

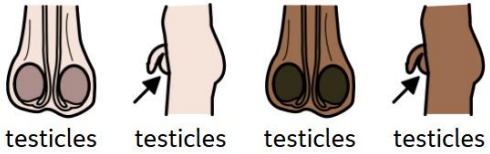
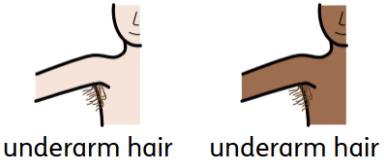
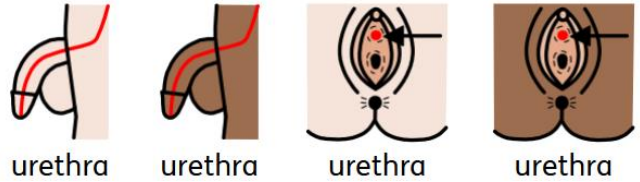
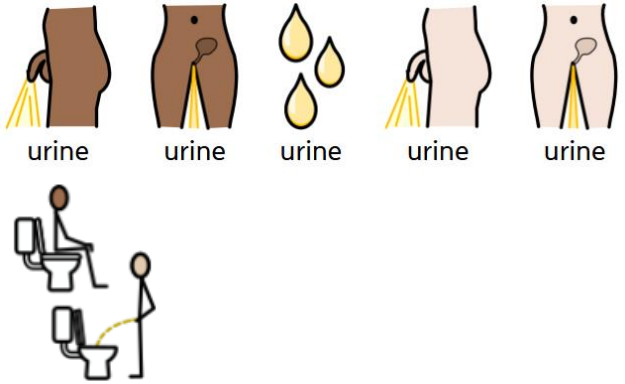
Breasts	A sex organ. Like other mammals, they can produce milk during and after pregnancy.		Boobs, tits, bosoms, bazookas, jugs
Clitoris	Organ in the front of a vulva that can be very pleasurable to touch. It becomes swollen and erect when sexually aroused.		Bean, clit,
Consent	Agreeing to do something, such as a sexual activity or touching any part of another person and being old enough (16) and having the capacity and freedom of choice to make decisions for yourself. If consent is not given for a sexual activity, this is then a criminal offence. **Consent can be withdrawn at any time.**		
Conception	The action of conceiving a child. This is when the sperm has fertilised the egg and the embryo has implanted into the lining of the uterus and has started to develop and grow.		
Contraception	All methods of preventing pregnancy or for a barrier for sexual diseases and infections. A contraception clinic, practise nurse or doctor can help you decide which is best for you.		Jonny, rubber, skin “wrap it”
Egg	The reproductive cell stored in the ovaries and released during ovulation. Pregnancy happens		

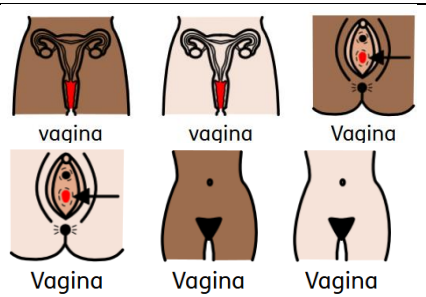
	when sperm enters an egg and implants into the uterus.		
Erection	When the penis gets harder and bigger.		Boner,
Facial Hair	a growth of hair on a parson's chin, cheeks, or upper lip.		
FGM (Female Genital Mutilation)	Female genital mutilation, the removal of parts of the vulva, often done for cultural reasons, illegal in the United Kingdom.		Cutting
Foreplay	Sexual activity such as kissing, stroking and touching, that may or may not lead to sexual intercourse		
Friendship	A relationship where two people have a positive bond of affection for each other		
Hormones	Chemicals that cause changes in our bodies and brains. They naturally exist and can also be made in a lab.		
Keeping Safe	Providing children, young people and adults with information that helps them to protect themselves from harm.		
Labia	The lips of the vulva.		Flaps, Inner Flaps,

Marriage	A way of a couple having their relationship legally recognised.		
Masturbation	Touching, rubbing or stroking your own or another person's sexual organs for pleasure. When two people do it together or to each other it is called mutual masturbation.		Have a fiddle, wank, pulling one off
Nipple	A part of a chest/ breast. In females, during and after pregnancy, milk can be secreted (come out) from here.		Nip
Oral Sex	Arousal of the sexual organs of a partner using the mouth for pleasure. Cannot lead to pregnancy but, may carry infection risks if either partner is infected.		
Orgasm	Sexual climax. Orgasm is a series of intense muscular spasms in the genital area followed by relaxation. For people with a penis, it usually involves ejaculation.		Cumming, jizzing
Ovaries	The 2 organs that store and release eggs. Ovaries also produce hormones, including oestrogen, progesterone, and testosterone.		
Penis	A sexual organ.		Willy, dick, pecker, nob, cock, prick, pork sword, sausage, pickle, flagpole

Period	Bleeding from the womb (uterus) out through the vagina if conception has not occurred. Most people have periods every 28 days or so, but some cycles are longer or shorter. This is normal.	period	On the rag, painters are in
Period Products	Tampons, Period Pads, menstrual cups, period pants or other products used to absorb or collect the blood during a period		Sanitary products, feminine hygiene.
Personal Hygiene	Keeping your body and clothes clean	personal hygiene	
Pornography	Material containing sexually explicit descriptions or images.		
Pregnancy	Being pregnant, which is when an egg is fertilised by a sperm, and implants in the womb lining. Can be through conception or with medical support. **Speak to a trusted adult or seek medical advice if you think you may be pregnant.**	 pregnancy pregnancy pregnant pregnant	
Puberty	Time of rapid physical and emotional change. Some people grow breasts and begin menstruation. Some people get larger testicles and the voice deepens. For most people, pubic hair grows around the genitals and hair grows in the armpits. Spots may appear on the skin.	 puberty puberty	

Pubic Hair	Hair that grows in the genital area. Some people keep their pubic hair; some people chose to remove it. Usually starts growing during puberty.		Pubes
Rape	A criminal offence – the act of engaging in sexual penetration (vaginal, anal or oral) with another person **without** their consent. **Speak to a trusted adult if you think you or someone else has been raped.**		
Scrotum	A pouch of skin that contains the testicles.		Sack, nut sack, ball sack
Sexual Abuse	When a person does something sexual to someone who has not given, or is not able to give consent, to sexual activity. This includes sexual touching, being forced or coerced into having sex or being made to look at or make/take sexual pictures or videos. **Speak to a trusted adult if you think you or someone else has been sexually abused.**		
Sexual Activity	Any sexual contact such as sexual touching, kissing, oral sex or intercourse for pleasure		
Sexual intercourse (Sex)	Describes various sexual acts involving genitals for pleasure or reproduction. This includes penis -in-vagina sex, anal sex and oral sex.		
Sexual Orientation	Who you are sexually attracted to or not. Can include being heterosexual, homosexual, bisexual, asexual etc.		

Sexually Transmitted Infections (STIs)	Sexually transmitted infections that can be passed from one person to another during sexual or intimate contact. **Speak to a trusted adult or seek medical advice if you think you have an STI.**		
Testicles	Egg-shaped glands that are inside the scrotum. The glands produce sperm and hormones. They are sometimes called testes.		Balls, nuts
Underarm Hair	Hair that grows in the armpit. This usually starts to grow during puberty.		
Urethra (Urethral opening)	The opening that humans pass urine out of their bodies from. (For people with a penis, this is in the glans of the penis. For people with a vulva, this is under the clitoris, before the vaginal opening.)		Pee hole
Urine	a watery fluid stored in the bladder and discharged through the urethra.		Wee, pee,

Vagina	The part of a person's sexual organs that connects the uterus to the external genitals. Where the penis goes during penis-in-vagina sex		
Vulva	All a person's external genitalia, including clitoris, labia, urethra, vagina and anus		Vagina
Wet dreams	Ejaculation when people with a penis are asleep.		