



Personal, Social, Health Education Policy

(Including Relationships Education, Sex Education and Health Education Policies)

INTRODUCTION

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. We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#). We must teach health education under the same statutory guidance

At Long Crendon School we regard PSHE as a very important component of the whole curriculum. We believe the promotion of values, health and well-being is central to the life of the school and its relationships with the surrounding community. This subject policy should be read in conjunction with the Equalities and Cohesion Scheme, Long Crendon School Wellbeing Strategy, Values-based Education policy and the LOTC policy.

At Long Crendon School we take very seriously the responsibility to provide a broad and balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental, emotional, social and physical development of pupils at the school and in society.
- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.
- Acknowledges and informs pupils about their rights as children and their responsibility for the rights of others under the United Nations Convention on the Rights of the Child.
- All children are entitled to receive sound information about keeping healthy and safe, emotionally and physically.

1. INTENT

Values-based Education has always been at the heart of our school. Staff, governors, parents and pupils are proud of the school's vision 'The Place to Grow'. A significant part of our vision is that we want pupils at Long Crendon School to become confident, active and independent learners who explore how a values-based philosophy impacts our learning, problem solving and risk taking. Celebrating values is important to us as a school, whether this is through our nominations at the end of each week, our weekly newsletter which incorporates our core values, or introducing new initiatives that we feel are world-wide events that we can value. We want all children to come to school, enjoy their day and learn to apply universal values through life. In order for children to be equipped with life in the future we take particular care in nurturing everyone's wellbeing. We are proud to be a Values-based school and part of the Values-based Education movement and believe that our children are our best ambassadors and testimonies of this.

We believe that high quality PSHE supports pupils' personal, social, health and economic development and helps give pupils the knowledge, skills, strategies and attributes to help them make informed choices and decisions about the different opportunities and challenges life presents. Long Crendon School pupils will learn about relationships, health and wellbeing, keeping safe, managing their off and on-line lives and living in the wider world including financial

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education. Providing a high quality PSHE curriculum gives our pupils opportunities to ask questions and explore issues that are real and relevant to them in a safe and supportive environment. At Long Crendon School and in line with the DfE's 2020 guidance, we teach the statutory elements of PSHE, Relationships Education and Health Education as well as the non-statutory Sex Education.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Our PSHE provision extends beyond the curriculum and includes theme days, assemblies and fully supports our school's ethos and values. PSHE is part of Long Crendon school's broad and balanced curriculum, supporting spiritual, moral, social and cultural education, citizenship, equalities, and safeguarding.

2. IMPLEMENTATION

In partnership with our Values-based philosophy we have adopted the Jigsaw PSHE scheme of work, which is a comprehensive, whole school approach that supports health and well-being. The Jigsaw resources are spiral and progressive which aim to prepare our children for life, helping them to value who they are and understand how they relate to other people in an ever changing world.

Our PSHE provision has been designed to be age appropriate whilst being sensitive to the needs of our whole school community to ensure PSHE provision gives our pupils an education which will support them both now and in the future. Our PSHE provision is underpinned by the 2010 Equalities Duty and provides an inclusive curriculum that promotes understanding and mutual respect for all.

All year groups at Long Crendon School will be working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (themes) in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product'. Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills. Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group as shown in the table below.

Term 1	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters.
Term 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work.
Term 3	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events.

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Term 4	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
Term 5	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills.
Term 6	Healthy Me	Includes Relationship and Sex Education in the context of looking at change.

At Long Crendon School statutory relationship education and health education are taught through PSHE. We also teach economic education and relevant themes to support our pupils' lives both now and in the future.

At Long Crendon School we use the Jigsaw PSHE scheme of work as a basis to deliver PSHE. The scheme of work is adapted to provide a relevant and age appropriate curriculum. We also use Values-based Education and mindfulness philosophy as part of our provision. We provide a curriculum that ensures pupils are taught key aspects of PSHE at a relevant age and appropriate level in line with their continuing personal and social development. The scheme of work is comprehensive, in-line with current statutory guidance and supports our Values-based Education ethos and Wellbeing strategy.

2.1 Relationships Education

Our PSHE curriculum covers statutory Relationships Education (*please refer to statutory guidance **appendix A***).

Relationships Education at Long Crendon School focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. When our pupils leave Long Crendon School in Year 6 they will have been taught content on the following:

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

2.2 Sex Education

As part of our PSHE provision we teach Sex Education. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE, parents and carers have the **right to withdraw from designated Sex Education lessons**. We encourage parents and carers to come and talk through any concerns they may have and make an informed choice about whether to exercise their right to withdraw their child. (*Please refer to **appendix B** for specific reference to Relationship and Sex Education content*)

2.3 Health Education

Our PSHE curriculum covers statutory Health Education (*please refer to **appendix C***). Health Education at Long Crendon School focuses on teaching our pupils information they need in order to make good decisions about their own health and wellbeing. It will help them to recognise what is considered normal and what is an issue with regards to themselves and others and if an issue arises, they will know how to seek support as early as possible and from a safe and trusted source. When our pupils leave Long Crendon School in Year 6 they will have been taught content on the following:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks with drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body*

*The changing adolescent body and puberty education is part of the statutory Health Education curriculum and is mandatory for all our pupils. We teach the correct scientific names of all body parts from Year 1 (Foundation Stage where appropriate) and a list of key vocabulary can be found in **appendix E**. Introducing the scientific names of genitalia is recommended by the NSPCC and the PSHE Association and is recognised good practice.

2.4 Living in the wider world / Economic Education

Our PSHE curriculum covers economic education and living in the wider world. Pupils will learn about managing money, saving and enterprise skills, climate change and other areas as necessary to the relevant time. As an Eco School all children benefit from the input of our school Eco Club representatives, through lessons, assemblies and partaking in the Eco club at least once in their school career. Further aspects of the economic education that we offer can be found in **appendix D**.

2.5 When PSHE is taught

At Long Crendon School PSHE is a taught subject timetabled in all year groups. PSHE is timetabled once a week for an hour and delivered by class teachers. The PSHE curriculum has been designed to help pupils develop their knowledge and skills over time, embedding learning and providing relevant education to support them in their lives now and in the future. The curriculum is taught in units and themes as stated above.

In PSHE pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff this will be reported to a Designated Safeguarding Lead and followed up in accordance with our disclosure procedures. Please see our safeguarding policy on the school website for further information.

3. IMPACT

- PSHE provision provides pupils with well-chosen opportunities and contexts to embed new knowledge that can be used confidently in real life situations.
- pupils know how and when to ask for help and where to access support.
- Pupils are well informed and recognise the risks they may encounter both on and off line and are able to make safe choices.
- Pupils are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions
- Pupils are well prepared for the next steps of their lives
- Pupils have the knowledge, skills and attributes to live healthy, happy lives

4. MONITORING AND EVALUATION

PSHE provisions will be monitored and evaluated by the PSHE leads, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed annually.

5. WORKING WITH PARENTS

it is vital that parents and carers know how and what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE policy. Appendix B and D show what is being taught by year group. Each year group curriculum map highlights what is being taught.

We have an open door policy for any parents/carers who wish to find out more about our PSHE provision. We consult with parents, carers and the wider community (faith leaders, local causes, etc) through parent council, parent surveys, working groups as needed to provide an ongoing process to ensure we all work together for the greatest benefit of the children.

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Parents and carers do not have the right to withdraw their child from PSHE. Parents and carers are entitled to withdraw their child from designated Sex education lessons. Puberty and the changing adolescent body as part of statutory Health education and parents/carers do not have the right to withdraw their child from these lessons.

6. LINKED POLICIES

Safeguarding, Antibullying, Equalities and Cohesion Scheme, Long Crendon School Wellbeing Strategy, Values-based Education policy and the LOTC policy

7. REVIEW

The policy will be reviewed regularly in consultation with parents, staff, governors and the wider school community.

Appendix A

Statutory guidance: Relationships Education

By the end of primary school

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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. • 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. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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. <p>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.</p> <ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not.

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	<ul style="list-style-type: none">• 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.• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.• how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• 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.• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard,• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources.

Appendix B

Relationship and Sex Education Content

The grid below shows specific RSE content for each year group:

Age	
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us);trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMART internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.
10-11	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as

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	celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Appendix C

Statutory Guidance: Health Education

Physical health and wellbeing: primary

By the end of primary school:	
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • 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. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • 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.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • 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. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • 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. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p>

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	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix D

Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

Age	
4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.
8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
9-10	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
10-11	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

Appendix E

Key vocabulary used within each year group

Foundation	Washing	Brushing teeth	Getting dressed	Clean	Boy	Girl	Same
	Different	Face	Hair	Skin			
Year 1	Washing	Brushing teeth	Getting dressed	Clean	Boy	Girl	Same
	Different	Face	Hair	Skin	Penis	Vagina	Gender
	Physical characteristics						
Year 2	Similar	Different	Sex	Gender	Roles	Stereotypes	Boy
	Girl	Male	Female	Body parts	Penis	Vagina	
Year 3	Similar	Different	Sex	Gender	roles	Stereotypes	Boy
	Girl	Male	Female	Body parts	Penis	Vagina	Comfortable
	Uncomfortable	Like	Dislike	Touch	Hug	Kiss	Family
	Fostering	Adoption	Relationship	Stereotypes	Gender	Roles	
Year 4	Puberty	Lifecycle	Reproduction	Physical	Pregnancy	Breasts	Sperm
	Egg	Pubic hair	Emotions	Feelings			
Year 5	Puberty	Physical changes	Emotional changes	Moods	Menstruation / Periods	Tampons	Spots
	Sanitary towels	Wet dreams	Semen	Erection	Sweat	Breasts	Protection
	Pubic hair	Facial hair	Underarm hair	Sexual feelings	Privacy	Human rights	Female Genital Mutilation
Year 6	Womb	Sperm	Egg	Conception	Fertilisation	Pregnancy	Sexual intercourse
	Twins	Fostering	Adoption	Relationship	Friendship	Love	Consent
	Intimacy	Privacy	Human rights	Protection	Female Genital Mutilation		

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