



Personal Social Health Education (PSHE) & Relationships Health Education (RHE) at Featherstone Primary School

Aspire, Believe, Succeed

Aims

1

. Clarify the
Statutory Guidance

2

. Explain the Jigsaw
Curriculum

3

. Share what is
taught in school

Statutory Guidance



Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers

July 2025

Puberty content	Primary Science	Statutory Health Education from Sept 2026?	Typical Jigsaw Changing Me
Humans grow and change from birth to old age	✓	✓	✓
Puberty as a stage of the human lifecycle	✓ broadly	✓ explicitly	✓
General physical changes during puberty	✓ broadly	✓	✓
Emotional changes associated with puberty	✗ Not specifically required by Science	✓	✓
Menstrual cycle / menstruation	✗ Not specifically required by Science	✓ explicitly	✓
Physical and emotional changes associated with menstruation	✗	✓ explicitly	✓
Correct anatomical terms: penis, vulva, vagina, testicles, scrotum, nipples	Science covers main external body parts, but doesn't specify this complete list	✓ explicitly	✓
Personal boundaries relating to private body parts	✗	✓ explicitly	✓
Personal hygiene during puberty	✗ as specific puberty content	Health curriculum supports this area	✓
Conception/human reproduction	Not the same as statutory puberty content	Not listed within the primary Health "Developing bodies" requirements	Jigsaw includes it in later primary
Birth of a baby/how conception leads to birth	Not simply a statutory puberty requirement	Not within the three primary "Developing bodies" requirements	Jigsaw includes this in later primary

Definitions

Relationships Education

- “Relationships education” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

22. Everyone has **relationships** with others, and most pupils will develop sexual **relationships** at some point in their lives. **Relationships** education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their **relationships** as they grow into adulthood, to enjoy their **relationships**, and to keep themselves and others safe.

23. **Relationships** education will focus on how to form and sustain positive **relationships** but will also help children identify risks and harms. **Relationships** education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. This can be provided as part of health education in primary, without describing any detail of sexual activity.



Health Education

- “Health education” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.



Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

- Alongside the Jigsaw programme we are lucky enough to have a mentor in school who supports individual children and classes in understanding how to keep safe and how to be good citizens in the wider community.

2.30 to 3.10 – Class visits	2.30 to 3.10 – Class visits
Mon 14th Sept (Year 4) Mobile phones	16th Sept (Year 4) Mobile phones
21st Sept Year 3 Role models – Good and bad	22nd Sept Year 3 Role models – Good and bad
28th Sept year 1 Seat belt and law	30th Sept Year 1 Seat belt and law
5th Oct Year 2 Bullying / Peer on Peer / Racism	7th Oct Year 2 Bullying / Peer on Peer / Racism
Mon 12th Oct Year 5 Y4A Derogatory language / Misogynism	Mon 14th Oct Year 5 Y4B Derogatory language / Misogynism
Y5A 19th Oct Year 6 Derogatory language / Misogynism	21st Oct – Year 6 Y5A Derogatory language / Misogynism

Developing bodies

Curriculum content:

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Sex Education

“Sex Education” is defined as teaching pupils about the reproduction of humans and how this takes place via sexual intercourse.

What is Relationship, Health and Sex Education (RHSE)?

Relationship, Health and Sex Education (RHSE) provides age-appropriate knowledge and understanding of the human body, its changes during puberty and the processes of human reproduction, within the context of relationships based on respect, care and love.

RHSE teaches children in a safe and age-appropriate manner about growing up into healthy citizens, who maintain good relationships with those around them.



Why does Relationship, Health and Sex Education (RHSE) matter?

Whether we like it or not, our children **DO** learn about relationships and sex from a young age, even if we don't talk with them (for example, TV, internet, social media and friends).

Some of the things they learn can be incorrect, confusing and if not learnt in a safe way, frightening.



As educators, we should talk to our children to help them make sense of it all at an age-appropriate manner.

RHE at Featherstone Primary School

RHE is taught by classroom teachers, supported by teaching assistants where necessary and if appropriate, outside visitors such as a nurse, workshops or specialists.

A range of teaching methods are used to teach RHE, just like any other subject. These include use of discussion, books, looking at case studies or news programmes, drama and role-play. **All** teaching is sensitive to the needs of the children.



Delivery of Equality Content, including protective characteristics, within RHE Lessons

In teaching RHE, schools must ensure that all pupils understand the importance of equality and respect, including the nine protected characteristics under the 2010 Equality Act, which are:

- Age
 - Disability
 - Gender Reassignment
 - Marriage and Civil Partnership
 - Pregnancy and Maternity
 - Race
 - Religion or Belief
 - Sex
 - Sexual Orientation
-
- All nine protected characteristics receive adequate and appropriate teaching content within RHE.



- LGBT content is integrated into our RHE curriculum from Reception up to Year Six.
- Through age-appropriate and child-friendly picture books, we teach LGBT content from Reception, where children learn about same-sex families, so that respect for differences and equality is encouraged and instilled in children from an early age. This is taught in an age-appropriate way through images/ books etc.
- We always consider the development and maturity of pupils before teaching any theme within RHE, including LGBT.

What is Jigsaw- PSHE?

The Jigsaw scheme is a comprehensive PSHE (Personal, Social, Health and emotional) curriculum for schools.



Why have we chosen Jigsaw?

- It covers all aspects of PSHE including RHE (Relationship Health Education) which is a statutory requirement in schools. It also teaches the British Values.
- It is clear what, how and when we are teaching it.
- Whole school approach – everyone is doing the same puzzle/topic at the same time. It is introduced with an assembly at the start of each term. Everything is brought together with a learning goal at the end.



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We do not teach Sex Education

- Chosen to cover statutory elements of reproduction through science and PSHE.
- Our pupils learn about Relationships and Health Education which focuses on friendships, families and growing up in an age-appropriate way in line with government guidance.
- We **do not** teach the lessons on intercourse and how babies are made.

Right of Withdrawal from RHE Lessons

We at Featherstone Primary School have set out a policy that is based on a sequentially developmental practice of teaching RHE, in a safe environment, and firmly believe that we have catered for the needs and ages of our children. Relationships and Health Education are statutory at primary and parents **do not** have the right to withdraw their child from the subject.

Reproduction through our Science curriculum

Year	Unit	Reproduction content
Year 2	Animals including humans	Children build earlier understanding that animals, including humans, have offspring which grow into adults.
Year 3	Plants	Plant life cycles provide earlier foundations for reproduction.
Year 5	Living things and their habitats	“How do living things reproduce?” This is a 6-lesson unit.
Year 5	Animals including humans	“How do we change as we grow older?” This is a 4-lesson unit and covers human growth/change rather than being labelled reproduction.

How is Jigsaw- PSHE taught?

There are six Puzzles (units) in Jigsaw:

Autumn 1: **Being Me in My World**

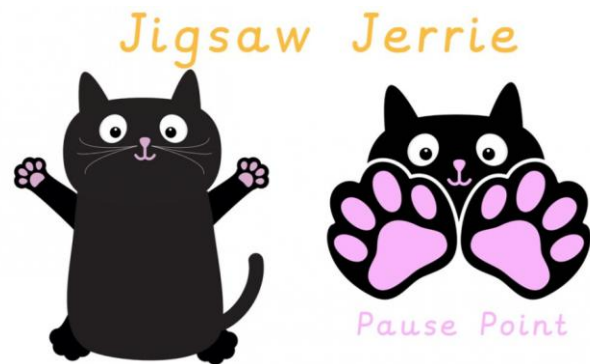
Autumn 2: **Celebrating Difference (including anti-bullying)**

Spring 1: **Dreams and Goals**

Spring 2: **Healthy Me**

Summer 1: **Relationships**

Summer 2: **Changing Me (including Puberty)**



The **Jigsaw friends (Jiggies)** are used in every lesson, a specific Jiggie for each year group to support the delivery of the lessons. The Jiggie is used as a talking tool and a distancing tool so that children can talk about potentially more sensitive issues without referring directly to themselves.

The **chime** is used in every lesson during the 'calm me' time to help children relax, practise breathing techniques calm their minds reaching an optimum state for learning.



Topics covered

Being Me in My World Puzzle – Autumn 1 (EYFS-Y6)

- Caring friendships
- Respectful relationships
- Online relationships
- Mental wellbeing



Being Me in My World

Celebrating Differences – Autumn 2 (EYFS-Y6)

- Families and the people who care for me
 - Caring friendships
 - Online relationships
 - Respectful relationships
 - Online relationships
 - Being safe
 - Mental wellbeing
 - Internet safety and harms
- * EYFS, Y2,Y3,Y5,Y6



Celebrating Difference

Puzzle overview Celebrating Difference	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	In this Puzzle (unit), the children explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied.	In this Puzzle (unit), the children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.	In this Puzzle (unit), the children learn about families, that they are all different and that sometimes they fall out with each other. The children practise methods to calm themselves down and discuss the 'Solve it together' technique. The children revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the feelings associated with this.	In this Puzzle (unit), the children consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children share their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.	In this Puzzle (unit), the children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. The children consider happiness regardless of material wealth and respecting other people's cultures.	In this Puzzle (unit), the children discuss differences and similarities and that, for some people, being different is difficult. The children learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. The children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.

Vocabulary	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2
	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value	Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,	Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed	Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name- calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights

Topics covered

Dreams and Goals Puzzle – Spring 1 (EYFS-Y6)

- Respectful relationships
- Being Safe
- Mental Well-being



Dreams & Goals

Healthy me Puzzle – Spring 2 (EYFS-Y6)

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs /alcohol
- Health and prevention
- Basic first aid



Healthy Me

Topics covered

Relationships – Summer 1 (EYFS-Y6)

- Families and the people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness



Changing me – Summer 2 (EYFS-Y6)

- Families and the people who care for me
- Caring friendships
- Respectful relationships
- Being safe
- Mental wellbeing
- Changing adolescent body



Puzzle Overview Changing Me		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.	Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.	In this Puzzle, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.	This Puzzle begins learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.	In this Puzzle, bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.	In this Puzzle, the children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail, explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.	In this Puzzle, the children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.
LGBT Including pictures								
Gender/ body parts								
Reproduction/Sex/Pregnancy								
Puberty								

Vocabulary	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2
	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping	Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy	Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge	Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance	Body image, Self- image, Looks, Personality, Perception, Self- esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights	Negative body- talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement
LGBT Including pictures							
Gender/ body parts							
Reproduction/Sex/Pregnancy							
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