



RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

Rationale

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

RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about relationships, feelings, sexuality and sex. The subject is infinitely wider than a few lessons about the 'birds and bees'. Puberty and human reproduction are taught within the wider framework of learning about relationships. Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain happy, meaningful relationships. It also enables young people to make responsible, informed decisions and choices, both now and in the future. These choices relate to their health, happiness and general well-being. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school.

We are alive to everyday issues such as: sexism, homophobia, misogyny and gender stereotype and take positive action to build a culture where these are not tolerated and any occurrences are identified and tackled.

This policy should be read in conjunction with:

- [Relationships Education, Relationships and Sex Education and Sex Education \(RSE\) and Health Education](#) (statutory guidance)
- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including appropriate behaviour between pupils)
- [Equality Act 2020 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)

What is Relationship and Sex Education?

At Barnes Primary School we teach RSE in an age appropriate and develop mentally appropriate, sensitive and inclusive manner, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need by law.

Relationships education is learning about the physical, social and emotional aspects of human relationships including friendships, family life and relationships with other children and adults. It



supports children to be safe, happy and healthy in their interactions with others now and in the future. It is compulsory in all primary schools in England and Wales.

Statutory **science teaching** (that links with RSE) focuses on the biological aspects of the body (such as puberty and the feelings around this) and reproduction.

Sex education is the cross-over of relationship education with science education. In addition to the above, children learn about the laws around sex, that sex should only be had in trusted and respectful relationships, that there are a variety of ways to have a baby and that sex can be for reproduction or pleasure. More details about what is outlined in our curriculum can be found on page 4 and in Appendix 4.

RSE is not about the promotion of sexual activity. Sex education does not result in earlier sex. Research shows the opposite is true.

RSE is taught in conjunction with our wider Personal Development curriculum, concerning the ways in which individuals relate to each other. It is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable, loving relationships, including marriage, that value respect, love and care. It is also about the teaching of sex, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

RSE should equip students with the building blocks for healthy relationships, such as what it looks like and how to nurture one, consent, boundaries and emotionally healthy communication. All this teaching should be LGBT inclusive, starting with teaching of LGBT families in primary schools as part of the diversity of all families.

Intent: Why teach RSE?

Britain has one of the highest teenage pregnancy rates in Europe. In developing the Teenage Pregnancy Strategy beyond 2010 (www.education.gov.uk) the government commissioned a review of the evidence regarding what works in RSE. This review provides a research base from which to develop RSE for all children and young people. Conclusions aimed at reducing unintended conceptions in young people clearly indicate that high quality sex and relationship education should, amongst other things:

- empower pupils
- offer a positive and open view of sex and sexuality, and support sexual self-acceptance
- be sustained by working within a theoretical framework
- meet local needs
- ensure the entitlement of all children to sex and relationship education and undertake specific work to meet the needs of vulnerable and marginalised children and young people
- be provided early, before puberty, before feelings of sexual attraction and before young people develop sexual relationships
- reinforce value messages
- focus on risk reduction
- use active learning and participatory techniques
- avoid focusing too heavily on biological issues
- ensure that children and young people have a critical awareness of the messages that are portrayed in the media



Aims

We aim to provide the basis for an ongoing programme of RSE that begins in Reception and continues through to Year 6 that will assist children to:

- provide a safe framework in which sensitive discussions can take place
- develop positive values and a moral framework that will guide their decisions, judgements and behavior
- help pupils develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships
- teach pupils the correct vocabulary to describe themselves and their bodies
- understand the consequences of their actions and behave responsibly within all relationships
- have the confidence and self-esteem to value themselves and others, and to have respect for individual conscience and the skills to judge what kind of relationships they want
- communicate effectively
- avoid being exploited, or exploiting others
- avoid being pressurised into behaviours, or situations, they do not feel comfortable with
- understand the processes of puberty, conception and birth
- show respect for their own bodies and other people's and understand they have rights over their own bodies
- recognise their emotions and express them effectively and appropriately
- understand the importance of family life for all, and in particular in the development of a child
- recognise and respect that different people make different decisions about the relationships they choose to enter into
- Know how to report concerns and seek advice where they suspect or know that something is wrong

The objectives of our RSE programme are to:

- enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision making
- guide pupils to understand the impact of external factors, such as the media, Internet or peer groups and remain independent decision-makers
- enable pupils to develop the ability to form positive, non-exploitative relationships
- enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others
- teach pupils about the process of human reproduction
- emphasize the role and the value of family life



- inform pupils what is and what is not legal in matters relating to sexual activity
- inform pupils of where they can go for further information and advice

Values framework

RSE is always taught with due regard to moral and legal considerations and within the explicit values of family life and committed, supportive relationships. It is taught by teachers who are experienced and have been specifically trained - through our continuing professional development programme - in this aspect of education. Children will be given frequent opportunities to explore the values below and our school values (integrity, creativity, curiosity, empathy, positivity, resilience, responsibility and self-belief).

Values we will promote are:

- respect for oneself and other people (treating others as you would like to be treated)
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others, especially those different to one's own
- to recognise the physical, emotional and moral implications and risks of certain types of behaviour
- to accept that different people are entitled to hold different views and to respect this right

British values (democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs) are taught and promoted.

Our curriculum

The school has created a curriculum which builds upon children's knowledge and understanding year by year, introducing new elements (at age appropriate stages) from the Early Years Foundation Stage to Key Stage 2. Clear parameters of what is appropriate and inappropriate will be established within the ground rules that are established for all personal development lessons to ensure children feel comfortable and safe in their learning environment.

Statutory **relationship education** focuses on the teaching the fundamental building blocks and characteristics of positive relationships including:

- what a relationship is
- what friendship is
- what family means
- who are the people who can support you
- how to take turns
- how to treat people with kindness, consideration and respect
- the importance of honesty and truthfulness
- the importance of permission seeking and giving
- the concept of personal space and privacy
- families and people who care about me
- caring friendships



- respectful relationships
- online relationships
- being safe.

See Appendix 1 for statutory teaching of relationship education in primary schools.

Statutory **science teaching** (that links with RSE) focuses on the biological aspects of the body and reproduction, including:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense
- notice that animals, including humans, have offspring which grow into adults
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- learn about the changes experienced in puberty
- recognize that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

See Appendix 3 for statutory teaching of science that links with RSE in primary schools.

See Appendix 4 for when we teach different aspects of science, relationship, health and sex education at Barnes Primary School.

See Appendix 5 for information on what we teach children on puberty and changes.

Sex education is strongly linked to the topics above, but will also include other aspects:

- age of consent
- need for consent from both people
- sex should only take place in a trusted and respectful relationship
- sex can be for reproduction or pleasure - we focus and teach about reproduction
- having a baby is a large responsibility and should only happen when people are ready
- there are other ways to have a child, such as adopting, sperm donors, IVF and fostering

When discussing sexual intercourse, staff will present it as part of a committed and respectful relationship. At no time will children explore or learn issues of a sexual nature free from a context that supports this.

As with all lessons, children are able to, and encouraged to, ask questions to help further their learning.

Pupils will not see boundaries between science, health, safeguarding, relationships and sex. Children and young people are naturally curious and will ask questions that flow from any line of inquiry. It is important to accept that there is a natural overlap between subjects. Staff will manage this ensuring child feel safe to ask questions, whilst being mindful that parents may wish to withdraw their child from sex education. If a question asked in a lesson that should not be answered in front of a child as their parents/carers wish for them to be withdrawn from sex education lessons, the teacher will let the class know that they will answer that question in a different lesson which is linked to that question.



Staff will operate a three-level approach to answering questions.

Level 1 – If a child asks a question that relates to the curriculum for RSE for that year, it will be answered there and then in front of other children who may be present.

Level 2 - If a child asks a question that relates to the curriculum for RSE for the school but not for their year, the member of staff will let the child know that they will learn this in subsequent years. The staff member may mention the year or phase they learn it in.

Level 3 - If the child asks the question that is not covered by the curriculum for RSE in the school they will either be encouraged to ask their parent the question, or if the staff member is willing to answer they may offer to get permission from the parent to answer the question on an individual basis away from the hearing of any other child.

Questions will be answered using simple, accurate and straightforward language. The answers given will always be honest but may not be, on occasion, everything there is to know. The age of the child will always be taken into consideration as will their level of maturity.

It is generally good practice when asked a question to try and find out a little about why this question has arisen. Any question that leads a staff member to suspect an inappropriate knowledge, curiosity or experience will be reported immediately to the Designated Safeguarding Lead (DSL).

See Appendix 6 for questions children in different age groups may be asking.

In line with recognised good practice for RSE, our curriculum will continually address the following three areas:

A) Skills

If RSE is going to be effective, it needs to include opportunities for children to develop skills, as it can be hard for them to act on the basis of only having information. The kinds of skills children develop as part of RSE are linked to more general life-skills and will be common to other areas of the Personal Development curriculum. For example, being able to communicate, listen, take turns, negotiate, ask for and identify sources of help and advice, are all useful life-skills and can be applied to matters connected with relationships. Effective RSE develops children's skills in:

- negotiation
- making choices based on probable outcomes
- assertion
- listening
- recognising pressures from other people and how to resist them
- dealing with and challenging prejudice
- seeking help from adults - including parents, carers and professionals
- differentiating between accurate and inaccurate information
- empathising with others

B) Attitudes and beliefs

Children can be exposed to a wide range of attitudes and beliefs in relation to sex and sexuality. These sometimes appear contradictory and confusing. Most children as they get older are very interested in the moral and cultural frameworks that bind sex and sexuality. They often welcome opportunities to talk about issues where people may have strong views. At Barnes Primary School we are always aware that talking in a balanced way about differences in opinion does not promote one set of views over another, or mean that one agrees with a particular view. Part of exploring and



understanding cultural, religious and moral views is finding out that you can agree to disagree.

Among the attitudes and values, we will explore are:

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage and stable, loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making

C) Knowledge and understanding

Children get information about sex and sexuality from a wide range of sources including each other, through the media including advertising, television, music (and music videos) and magazines, as well as leaflets, books, websites and social media which are intended to be sources of information about sex and sexuality. Providing knowledge through RSE is therefore about finding out what children already know and adding to their existing knowledge and correcting any misinformation they may have. We will help children to develop a critical awareness of images portrayed by the media.

See Appendix 1 – 5 for details on the specific knowledge the children will be learning.

RSE delivery

Staff will use a variety of learning approaches and teaching methods which encourage pupils to participate, question and communicate. There is an emphasis upon discussion throughout all units.

It is vital that pupils are able to engage in learning activities in a safe climate of trust, cooperation and support. In appropriate lessons, teachers will work with pupils to establish ground rules about how they will behave towards each other in discussion. Teachers use distancing techniques (stories, case studies) to stimulate discussion whilst 'de-personalising' the topic. This allows pupils to engage more objectively with the lesson content.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The most recent consultation and policy development process involved the following steps:

1. Review - the headteacher pulled together all relevant national and local guidance (including from the PSHE Association)
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
3. Governors - once amendments were made, the policy was shared with teaching, learning, access and inclusion committee (TLA&I) of the governing body
4. Parents/Carers – parents and carers were given the opportunity to read and give feedback on the draft policy through a form and newsletter article
5. Pupil consultation - we investigated what exactly the Key Stage 2 Pupil Council wanted from RSE
6. Ratification - once all feedback had been taken on board, the final policy was shared with TLA&I



committee. Once ratified this was made available to all staff and put on the school website

Roles and responsibilities:

TLA&I committee of the governing body: will approve the RSE policy for ratification of the full governing body and hold the headteacher to account for its implementation.

Headteacher: is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science and non-relationships components of RSE.

All staff: are responsible for:

- delivering RSE in a safe, supported and sensitive way
- modelling positive attitudes to RSE
- monitoring progress
- responding to the needs of individual pupils and ensuring the content is accessible to all pupils including those with SEND
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE
- staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher

Pupils: are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

The Legal Position

In accordance with the Learning and Skills Act 2000, through RSE children learn about the nature of marriage and its importance for family life and the raising of children. They are helped to appreciate the importance of loving and lasting relationships. Finally, they learn that not all people make the same choices about the kinds of relationships they want and the different choices people make about entering into loving, committed relationships should be respected. Primary schools are required to teach health and relationship education and elements of sex education contained in the science curriculum. As a primary school we follow guidance from Department of Education's 2025 curriculum: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

The right to withdraw

Parents/carers are not allowed to withdraw their children from health and relationship education as it is a compulsory subject as of September 2020. This includes the teaching of puberty. **Parents/Carers cannot withdraw their child from science teaching.**

Parents/carers have the right to withdraw their child from the non-statutory and non-science components of sex education, delivered as part of statutory RSE. Please see Appendix 4 for specific lessons this includes.

Requests for withdrawal should be put in writing using the form found in Appendix 7 of this policy and addressed to the headteacher. Alternative school work will be given to pupils who are withdrawn from sex education.



In our school we take the approach that Relationships and Sex Education are best approached in an integrated way. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

Monitoring arrangements

- The delivery of RSE is monitored by the Senior Leadership Team (SLT) through learning walks and pupil questionnaire
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment system

Our approach to specific issues:

Using outside speakers

When working with outside speakers and facilitators a partnership approach is used, though the school remains responsible for all aspects of provision. In particular:

- teachers will clearly explain the ethos and approach of the RSE programme to visitors
- the input of visitors will be integrated into the programme and jointly planned with teachers
- the approach used by visitors will complement the philosophy and aims of the school programme. In all cases teachers will be present, so that they can follow up the input with pupils at a later stage
- pupils will be told that visitors are coming in beforehand and spend time preparing for the session (for example, discussing with them what they will be doing, deciding what questions they want to ask them)

The role of parents

We hope and expect that our programme will support the initiation of dialogue at home. Parents and teachers both need to engage with children about the messages that they get from the media, and give them opportunities for discussion. Therefore, parents will be informed and supported to understand the programme delivered at Barnes Primary School and the part they can play in this. We have an important role to play in helping and supporting parents to talk to their children and we will do so by providing a clear outline of our work in school newsletters, curriculum maps, on the website, through this policy, and by request.

Confidentiality

Confidentiality cannot be guaranteed for children or their parents. Should any individual be in possession of information that they feel may indicate a child is at risk of harm in any way they will always report this, in confidence, to the school's Designated Safeguarding Lead (DSL) who will deal with it in line with school policy. Other information, views or beliefs will be kept within the confines of the classroom where they are discussed, or between the individuals who are discussing them.

Child protection

RSE may sometimes bring about disclosures of child protection issues and staff should always inform the DSL if they have any concerns (see safeguarding policy for more information).



Sexual identity and sexual orientation

We know that the children at our school will, when they mature, demonstrate the full range of human sexuality and identity. We will seek to provide every child with an equally supportive view of themselves and their choices and beliefs, without prejudice or bias.

When discussing families and relationships, all contributions from children will be equally valued. Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. Care needs to be taken to ensure that there is no stigmatization of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers. Children will all be encouraged to share what is positive about their family and to feel those contributions have equal weight. We teach about healthy, loving relationships. The school will not actively promote any sexual orientation over another. Care will be taken to use inclusive language wherever possible. For example, when talking about forming a lasting and stable committed relationship, children will not be told *“men will want to find a wife and women will want to find a husband”*. Rather we will say that when they are grown up *“people may want to find a partner to share their life with”*. Inclusive terminology will always be used. Teachers must take great care at all times to avoid propagating any of their personal beliefs. What they believe must be left behind in RSE lessons.

Supporting difference and diversity to ensure inclusivity

The RSE programme, as with other areas of the curriculum will comply with the Equality Act (2010) and be delivered to reflect the multicultural nature of modern British society. Through stories, music, pictures and real-life examples diversity will be explored in relation to race, belief and faith, ethnicity and culture and sexual orientation. The programme will actively encourage respect for diversity and any display of prejudice through actions or words will be dealt with by explanation, the demonstration of appropriate behaviour and words and, when needed, discussions with the child's family to support.

Some children will have specific education learning needs (SEND) in relation to RSE as with any other area of the curriculum. Teachers will honour the specific needs of individuals in their planning. This will happen by ensuring a range of opportunities, careful consideration to the levels of differentiation needed and the learning environment that is appropriate (including whole class, small groups and one-to-one teaching).

Monitoring and evaluation

Evaluation enables teachers to plan future work from a more informed perspective. Four useful questions teachers can ask themselves and the children are:

- Skills - what have you/they learnt to do?
- Information - what do you/they now know?
- Attitudes and values - what do you/they think, feel, believe?
- What do you/they need to learn next?

Where additional support is required, the school uses interventions, such as circle of friends, resilience groups, mindful art, social thinking groups, support from staff members including our wellbeing mentor (and the school dog), and Lego therapy. The school also works closely with



external agencies, such as the Mental Health Support Team (MHST), Education Inclusion Support Service (EISS) and Speech and Language teams.

Status

- Reviewed by: TLA&I Committee
- Last reviewed: Autumn 2024
- Next Review: Autumn 2026



Appendix 1 – Statutory guidance on Relationship Education that school pupils should know by the end of primary school

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.



Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.



4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix 2 – Statutory guidance on Health Education (linked to RSE) that school pupils should know by the end of primary school

Changing adolescent body

- 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 3 – National Curriculum (2014) Science programme of study – Life processes and living things

Key Stage 1

Pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense*
- notice that animals, including humans, have offspring which grow into adults**

Key Stage 2

Pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- learn about the changes experienced in puberty
- recognize that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. ***

*The science programme of study does not list parts of the body to teach and does not prohibit teaching any parts. Pupils need a basic knowledge about the privacy of their bodies and genitalia in particular to support safeguarding. Schools may choose to adopt a school-wide policy on consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.

**Notes and guidance suggest that children ‘should also be introduced to the process of reproduction and growth in animals. The focus at this stage should be on the questions that help pupils recognise growth; they should not be expected to understand how reproduction occurs’.

***Notes and guidance suggest that pupils should learn about the stages of growth and development of humans. They could learn about gestation periods of other animals and compare them to humans, by finding out the mass and length of a baby as it grows.



Appendix 4 – Barnes Primary School teaching of RSE and related science and health education by age

For more details of this please see the Personal Development (PD) subject map or the curriculum map for the year you'd like to know more about. These are available on the school website.

Nursery	- To form positive attachments with adults and friendships with peers - To verbally communicate when someone does something they don't like - To identify themselves as a boy or a girl - To ask questions about differences - To talk about their feelings - To know what safe and unsafe behaviour is - To know the parts in your pants are private and only for you - Name body parts but not private parts. (If asked about private part names, will tell the children the accurate names - penis, scrotum, vulva, anus, bottom)
Reception	- Words and body language show how people are feeling - Kind words can be used to share feelings and needs - Using kind words or hands make others feel happy - A conversation involves listening as well as well as talking - People have different strengths and weaknesses - Feelings can feel different - There are ways to get ourselves back into the green zone - To know the parts in your pants are private and only for you - Name body parts but not private parts. (If asked about private part names, will tell the children the accurate names - penis, scrotum, vulva, anus, bottom)
Year 1	- Private parts are the areas your underwear cover and should not be shown in public - Parts of the body, including private parts, e.g. vulva, testicles and penis. - Friendships are important and respectful and caring ones make us feel happy - Friends have ups and downs and issues can usually be resolved - Families support and love each other - Families all look different - Everyone is different and that's what makes us special
Year 2	- Private parts are the areas your underwear cover and should not be shown in public - Parts of the body, including private parts, e.g. vulva, testicles and penis - Our bodies change as we get older - Everyone has similarities and differences and we are all special - The things we like and care about make up our identity and values - Everyone needs caring for - Working in a team can be tricky but learning to collaborate is important - People can love or be attracted to people, and it doesn't matter if they are men or women, (including terminology gay, straight, lesbian, bi-sexual) - Girls and boys both like similar things and we shouldn't judge what each other like based on gender - Animals, including humans, have offspring which grow into adults - Describe the main stages of the human lifecycle
Year 3	- A citizen is part of a community - We include everyone and treat people with respect. It is not okay to exclude



	someone due to their race, gender or age • Some secrets are okay to keep but it's not right to keep a secret if they relate to being safe • Everyone is entitled to personal space • Ways to deal with unwanted touch including talking to a trusted adult • To recognize the characteristics of a healthy family life and to seek advice if we feel unsafe or unhappy • All families are different and we should show respect to our own families and others' • Stereotypes are often unfair and unhelpful and should be challenged
Year 4	• Describe the main stages of the human life cycle • Learn about how the body changes from a child into a young adult during puberty. Many physical and emotional changes happen during this time • As children go through puberty they need to look after their personal hygiene more • Correct terminology for reproductive organs • There are many positive characteristics of a good friend • Respecting others, being kind and showing manners and courtesy to one another is important • Everyone is different and unique • Being assertive will allow you to call out behavior that you do not think is okay, in a respectful way • Stereotypes are often unfair and unhelpful and should be challenged
Year 5	• Citizenship is protected by law and there are many ways to be a good citizen • Being a good citizen is linked to the British Values • Healthy friendships are positive and welcoming and do not make others feel excluded • Talking about someone's body or looks can make them feel uncomfortable, even if you're complimenting them • Describe the main stages of the human life cycle from egg to death, including how a baby is born • Gestation is the development during the carrying of an embryo and later a fetus inside animals and is a different length for different animals • Learn about how the body changes from a child into a young adult during puberty. Many physical and emotional changes happen during this time • As children go through puberty they need to look after their personal hygiene more • Puberty prepares the body for reproduction, but emotional readiness for parenthood comes much later in life. • There are many options for a girl to use when they are menstruating • Correct terminology for reproductive organs



Year 6 Non-statutory Sex Education is in green	• Describe the main stages of the human life cycle from egg to death • Gestation is the development during the carrying of an embryo and later a fetus inside animals and is a different length for different animals • Learn about how the body changes from a child into a young adult during puberty. Many physical and emotional changes happen during this time • As children go through puberty they need to look after their personal hygiene more • There are many options for a girl to use when they are menstruating • Correct terminology for reproductive organs • Understand what skills are needed to be in a loving and trusting relationship • To know what forms of touching is appropriate • Sex can be for reproduction or pleasure (but we focus and teach about reproduction) • Sex should only happen when people are in a trusted and respectful relationship and both people feel ready • There are other ways to have a child, such as adopting, IVF and fostering • The age of consent is 16 • There are ways to have sex and not get pregnant which they will be taught about by parents/carers or once they are in secondary school
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Appendix 5 – Puberty terminology and definitions for parents to use to start or continue dialogue at home

Changes in puberty

The following provides an overview of the main physical and emotional changes which take place during puberty. Changes with a * next to them have a more detailed description below.

Changes for both males and females

- The body starts to grow, quite fast at times
- Private parts (genitals) grow and develop*
- Moods and feelings can change a lot
- The body sweats more and smells differently
- Body hair grows darker and stronger (on arms and legs)
- Pubic hair grows
- Armpit hair grows
- Spots can appear on the face and shoulders
- Skin can become oily
- Hair may become greasy
- Sexual feelings can develop*
- Masturbation may start* (This is not currently mentioned in class, but you may want to discuss it at home.)

Female changes

- Periods start*
- Breasts and nipples grow
- Nipples may darken in colour
- Hips get broader
- A white discharge comes out of the vagina *
- The voice deepens a little
- Bones get heavier
- Ovaries begin releasing eggs (ovulation)

Male changes

- Shoulders and chest grow and develop
- Muscles get thicker
- Facial hair grows
- The voice deepens and 'breaks'
- Chest hair grows
- Sperm and semen start being produced *
- Erections happen *
- Wet dreams may start *
- The testicles 'drop' *

Sexual feelings can develop

Being attracted to other people, 'fancying' them, having exciting feelings about someone that go beyond friendship – this can all start in puberty. Feelings become intense and affect the body in different ways. People can be attracted to others of the same sex/ gender or a different sex/ gender.



Masturbation (This is not currently mentioned in class, but you may want to discuss it at home.)

Masturbation is when a person touches, strokes or stimulates their own private parts because it feels nice. It is quite common for all genders to explore their own private parts and masturbate during puberty. There have been all sorts of myths about masturbation – such as, it will cause blindness or insanity or, in males, it will use up all of their sperm. However, there is no evidence for this. Masturbation can provide a way for someone to understand their own body. However, not everyone likes to masturbate and some people would not feel comfortable doing so.

Periods Start / Ovulation

At some point during puberty, girls will start having periods (menstruation). This is when they bleed from their vagina for 2-7 days, usually once a month. Once a month the female sex hormones trigger the release of an egg from the ovary (ovulation) and the sides of the womb thicken and form a soft, blood-filled lining. If the egg is not fertilized by a sperm it will dissolve while the womb lining breaks down and passes out of the vagina as blood. Breasts can become tender before and during a period and women often experience cramping pains. Feelings can be influenced by the menstrual cycle, especially when a period is due – this is called premenstrual tension.

There are a wide variety of products that people can use to help manage their periods; tampons, pads, menstrual cups and other reusables. They are used to absorb or hold the menstrual fluid. Pads are used externally and placed in the underwear. Tampons and cups are internal products and go inside the vagina. Whatever the product is, it needs to be changed or cleaned regularly. They all have helpful information in the packaging. When changing tampons and pads, always dispose of the used product in a bin rather than flushing it down the toilet. There is an animation of the menstrual cycle at: <https://kidshealth.org/en/teens/menstruation.html>

A white discharge comes out of the vagina

During puberty girls may notice a white creamy fluid in their knickers. This is a healthy vaginal discharge which starts before a girl's first period and often precedes the period. The fluid comes from glands inside the vagina and helps to keep it healthy.

Sperm and semen start being produced

During puberty, the testicles grow and start to produce sperm, which are tiny – invisible to the human eye. The sperm mixes with fluids to form a milky liquid called semen. Semen contains a sugary substance, which helps the sperm to move faster. The male body can produce millions of sperm every day. Semen comes out of the body in an ejaculation. This is when the male has an erection and after a time the muscles at the base of the penis contract and push the semen out of the penis quite fast. An average ejaculation produces about a teaspoonful of semen and can contain millions of sperm. Semen and urine cannot come out of the penis at the same time.

Erections happen

An erection, sometimes called a 'boner' or a 'hard on', is when the penis goes stiff and hard and sticks out from the body (instead of being soft and hanging down). Physically, this happens because blood rushes into the tissue of the penis and the muscles around the penis tighten to hold it. A penis can go hard and soft from quite an early age. During puberty, however, erections can happen a lot, sometimes because of growing sexual feelings and sometimes at random and at quite inconvenient and embarrassing times. This normally should settle down in time. It's very common to wake up with an erection.

Wet dreams may start

During puberty, boys may get an erection and ejaculate some semen during their sleep – this is called a 'wet dream'. A wet dream may be caused by an exciting dream or may not be connected to



a dream at all. All this is normal. It's not possible to stop wet dreams from happening – they happen unconsciously during sleep. (Adult men sometimes have wet dreams.) There are different theories about why wet dreams happen but they definitely start at puberty when sperm production begins and are linked to increased hormonal activity. Another way that semen can come out of a penis is through masturbation. Boys may touch or rub their penis, get an erection and ejaculate.

Testicles 'drop'

Boys' testicles do not strictly 'drop' during puberty. Before a boy is born, the testicles are inside the body and shortly before birth they descend into his scrotum. What is noticeable during puberty is that the penis, scrotum and testicles get bigger. As this happens the testicles get heavier and hang lower, becoming more obvious than they were before. That is why people say that a boy's 'balls drop' but they have already dropped into the scrotum long before puberty. The testicles hang outside of the body to keep the sperm cooler than normal body temperature. Often, one testicle hangs a bit lower than the other – again this protects the sperm by stopping the testicles from bumping into each other.

Definitions taken from the Christopher Winter Project.



Appendix 6 - Questions to ask children during RSE lessons

The Sex Education Forum developed these questions to help parents, carers, schools and other educators understand what children and young people want to learn about in relation to growing up, relationships and sex organized by age. These were made in 2018.

Age 3-6 questions:

At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

- Who is in my family?
- How are other families similar or different to mine?
- What does my family do for me?
- What do I like about my friend?
- What does my friend like about me?
- What can other people do to make me feel good?
- Who do I look after?
- Why shouldn't I tease other people?

My body

- Why are girls' and boys' bodies different?
- What do we call the different parts of girls' and boys' bodies?

Life cycles

- Where do babies come from?
- How much have I changed since I was a baby?
- How are other children similar and different to me?

Keeping safe & looking after myself

- Which parts of my body are private?
- When is it OK to let someone touch me?
- How can I say 'no' if I don't want someone to touch me?
- Who should I tell if someone wants to touch my private parts?

People who help me

- Who can I ask if I need to know something?
- Who can I go to if I am worried about something?



Age 7-8 questions:

Relationships

- How have my relationships changed as I have grown up?
- Why do friendships change?
- How can I be a good friend?
- Why can it be fun to have a friend who is different to me?
- What are some of the bad ways people can behave towards one another?
- How do I know when I am being bullied?
- What do I do if I am being bullied?
- How can I make up with my friend when we have fallen out?
- Why are some parents married and some not?

My body

- How has my body changed since I was a baby?
- Why is my body changing?
- Why are some children growing quicker than others?
- Why are some girls in my class taller than the boys? How do girls and boys grow differently?
- Why are we all different? Is it ok to be different?
- What are similarities and differences between boys and girls?
- Should boys and girls behave differently?

Feelings

- What makes me feel good?
- What makes me feel bad?
- How do I know how other people are feeling?
- Why are my feelings changing as I get older?
- How do I feel about growing up and changing?
- How can I cope with strong feelings?

Life cycles

- Why does having a baby need a male and a female?
- What are eggs and sperm?
- How do different animals have babies?
- How do different animals look after their babies before and after birth?
- What happens when people get older?

Keeping safe & looking after myself

- What are good habits for looking after my growing body?
- What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?
- When is it good or bad to keep secrets?

**People who help me**

- Who can I talk to if I feel anxious or unhappy?
- Where can I find information about growing up?

Age 9-10 questions:**Relationships**

- What are the important relationships in my life now?
- What is love? How do we show love to one another?
- Can people of the same sex love one another? Is this ok?
- What are the different kinds of families and partnerships?
- What do the words 'lesbian' and 'gay' mean?
- Why does calling someone 'gay' count as bullying?
- What should I do if someone is being bullied or abused?
- Are boys and girls expected to behave differently in relationships? Why?
- Can some relationships be harmful?
- Why are families important for having babies and bringing them up?

My body

- What is puberty?
- Does everyone go through it? At what age?
- What body changes do boys and girls go through at puberty?
- Why are some girls 'tomboys' and some boys a bit 'girly'?
- Is my body normal? What is a 'normal' body?
- How will my body change as I get older?

Feelings and attitudes

- What kinds of feelings come with puberty?
- What are sexual feelings?
- What are wet dreams?
- What is masturbation? Is it normal?
- How can I cope with these different feelings and mood swings?
- How can I say 'no' to someone without hurting their feelings?
- What should I do if my family or friends don't see things the way I do?
- What do families from other cultures and religions think about growing up?
- Can I believe everything I see on the TV about perfect bodies/ relationship/girls and boys... to be true?

Lifecycles/ human reproduction

- What is sex?
- What is sexual intercourse?
- How many sperm does a man produce?
- How many eggs does a woman have?
- How do sperm reach the egg to make a baby?



- Does conception always occur or can it be prevented?
- How do families with same-sex parents have babies?
- How does the baby develop?
- How is the baby born?
- What does a new baby need to keep it happy and healthy?

Keeping safe & looking after myself

- How can I look after my body now I am going through puberty?
- How can girls manage periods (menstruation)?
- How can people get diseases from sex and can they be prevented?
- What is HIV, how do you get it and how can you protect yourself from it?

People who help me/getting help and advice

- Who can I talk to if I want help or advice?
- Where can I find information about puberty and sex?
- How can I find reliable information about these things safely on the internet?


Appendix 7 – Parent/ carer form: withdrawal from sex education within RSE

To be completed by parents/ carers and emailed to the headteacher			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents/ carers	Include notes from discussion with parents/ carers and agreed actions taken. E.g.: <i>Joe Bloggs will be taking part in all relationships' lessons and during the sex education lessons, he will be working independently on a project in the intervention room.</i>



Concepts for young people - simple definitions

We've included these definitions to refer to **as and when they come up in natural conversation** with your young people.

Accompanying the definition with an example can help bring it to life, especially with young children.

For primary pupils, the most basic definition will usually be the most appropriate. We've included more complex definitions for your reference.

A - D

Concept	Ally
Most basic definition	An ally (pronounced al-eye) is a friend and supporter of the LGBT+ community.
Standard definition	Allies are people who are not LGBT+ themselves but still actively support and stand up for the LGBT+ community.
More nuanced definition	Allies are people who are not necessarily LGBT+ themselves but still support and fight for the rights of the community. This may be by supporting LGBT+ people through coming out, learning about the community, being mindful of using correct language and standing up to HBT (homophobic, biphobic and transphobic) discrimination.

Concept	Biphobia
Most basic definition	Discrimination towards people who are bisexual.
Standard definition	Discrimination towards bisexual people. This may be in the form of biphobic language or behaviour.
More nuanced definition	Discrimination towards people who are bisexual. This may be in the form of biphobic language and behaviour. Biphobia could also mean denying someone's bi identity or treating it as invalid (bi-erasure).

Concept	Cisgender
Most basic definition	Someone whose gender is the same as the one they were given at birth.
Standard definition	Someone whose gender aligns with the one they were assigned at birth e.g. someone assigned female at birth who grows up to identify as female.
More nuanced definition	Someone whose gender aligns with the sex they were assigned at birth e.g. someone assigned female at birth who continues to identify as female. This is the opposite trans where someone identifies as a different gender to the sex they were assigned at birth.

Concept	Diversity
Most basic definition	Diversity means difference. For example, a room full of diversity would mean a room full of lots of different kinds of people.
Standard definition	Diversity describes there being a lot of difference in one place. For example diversity on a tv show might mean there are gay, lesbian, trans or bisexual characters or people of different races and nationalities.
More nuanced definition	Diversity means that people of different groups and characteristics are represented in any given situation. Diversity

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Concept	Asexual
Most basic definition	Someone who isn't sexually attracted to other people.
Standard definition	Someone who doesn't feel sexual attraction to others. This doesn't necessarily mean they won't want relationships, for example they may still have romantic attraction.
More nuanced definition	Someone who doesn't desire to be with anyone sexually. Asexual people may still experience romantic attraction to others, unless they are aromantic (don't feel romantic attraction). Asexuality exists on a spectrum. Some people feel they lie somewhere between sexual and asexual.

Concept	Attraction
Most basic definition	A desire to be with someone, perhaps sexually or emotionally, or both.
Standard definition	A desire to be with someone sexually, romantically and/or platonically.
More nuanced definition	Attraction is a desire to be with someone on a sexual, romantic, platonic and/or emotional level

Concept	Bisexual
Most basic definition	Someone who feels attracted to both men and women
Standard definition	Someone who feels attraction to more than one gender and at different points in their life may be in relationships with either.
More nuanced definition	Someone who feels attraction to more than one gender. Someone who is bisexual may be in a relationship with people of the same or a different gender. If someone who identifies as bisexual enters into a relationship with someone of a different or the same gender it does not then mean they have become straight or gay.

	can come in the form of including people of different sexual orientations, gender identities, disabilities, races, faith, and so on.
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E - H

Concept	Equality
Most basic definition	When everyone is treated with the same level of fairness.
Standard definition	When everyone is treated with fairness and respect and has the same rights.
More nuanced definition	When people are treated fairly and granted the same rights as others regardless of gender identity, sexual orientation, race, religion, age or disability.

Concept	Gay
Most basic definition	Two people of the same gender (usually men) who want to be together. Some people have two mums or two dads.
Standard definition	Someone who is attracted to or wants to be with someone of the same gender. 'Gay' is usually used to refer to men but it can also be used to describe a woman who is attracted to other women.
More nuanced definition	Someone who is exclusively attracted to people of the same gender. This may include sexual and romantic attraction.

Concept	Gender fluid
Most basic definition	People who don't see themselves as a boy all the time, or a girl all the time.
Standard definition	Someone whose gender identity changes across a spectrum. Their identity may change daily, monthly, yearly, and so on - it

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	doesn't have a fixed period as one thing or another.
More nuanced definition	Someone whose gender identity is not static. Someone who is gender fluid may identify differently across different days, months or years and this may be reflected in their outward gender expression.

Concept	Gender identity
Most basic definition	Whether you feel like a boy, a girl, or neither.
Standard definition	Whether you feel male, female, or neither - this may or may not be in line with your biological sex.
More nuanced definition	Your perception of having a particular gender, which may or may not correspond with your biological sex and your gender expression (how you choose to present your gender).

Concept	Homophobia
Most basic definition	Being unfair or mean towards people who are gay or lesbian.
Standard definition	Discrimination towards gay and lesbian people. This may be in the form of homophobic language or behaviour.
More nuanced definition	Discriminating against a person or group in reaction to them being gay or lesbian. This can be in person or online and can take the form of words, actions or both. Homophobia is unacceptable and is against the law.

I - L

Concept	Identity
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Most basic definition	How you see and describe yourself.
Standard definition	The things which make up who a person is, and how they see and describe themselves. Some things are more important to an individual, and some things are less important.
More nuanced definition	Who a person is, or the qualities of a person or group that make them different from others. Your identity is formed throughout your life and can change over time. It is often influenced by factors such as where you live, culture, religion, class and whether or not you're LGBT+. Some things are more and less important. You may identify as gay, but it may not be a large part of your identity.

Concept	Inclusion
Most basic definition	Making others feel included.
Standard definition	The act of making sure others feel accepted and involved in different places and situations.
More nuanced definition	The act of ensuring that different groups of people are accepted and welcomed in different situations and places, regardless of identity.

Concept	Lesbian
Most basic definition	A woman who wants to be with other women. Some people have two mums instead of a mum and a dad.
Standard definition	A woman who wants to be with other women sexually, emotionally or both.
More nuanced definition	Someone who identifies as a woman and is sexually and/or romantically attracted to other women.

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Concept	Non-binary
Most basic definition	Someone who does not see themselves as male or female.
Standard definition	Someone who does not identify with the gender binary (the idea that there is only male or female). They may feel like their gender does not align to either at all or they may feel like they are somewhere in between the two.
More nuanced definition	The gender binary is the idea that there are only two genders. This excludes other gender identities such as non-binary. Non-binary people may not feel like they align with simply male or female. They may feel like their identity lies somewhere on a spectrum between the two or is completely outside the spectrum.

Concept	Pansexual
Most basic definition	Someone who can feel attraction to all genders.
Standard definition	Someone who is attracted to all genders and/or gender doesn't factor into their attraction to others.
More nuanced definition	Someone who does not consider gender a factor in their sexual or romantic preferences. This is different to bisexuality which generally encompasses attraction to two genders. Pansexual people feel attraction to people of all gender identities.

Concept	Pronouns
Most basic definition	Small words used to refer to people instead of their name: he, she, they.
Standard definition	Words that replace a name in a phrase, which can sometimes indicate gender.
More nuanced definition	Words that replace names, and can be (but aren't always!) important signifiers of gender for trans people.

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Concept	Relationship
Most basic definition	A relationship is when two people are together. There are different kinds of relationships. For example, being friends, being brothers or sisters. However the word relationship is used most of the time to talk about people who are together and attracted to each other.
Standard definition	A relationship is what connects two or more people. Platonic relationships include friendships and siblings for example. Sexual and/or romantic relationships are between people who are attracted to each other. Heterosexual relationships are between two people of different genders. Homosexual relationships are between two people of the same gender.
More nuanced definition	What connects two or more people. This can include friendships, siblings, parents and children. These are known as platonic relationships. Usually the word is used to mean two people who are together romantically and/or sexually for example boyfriends, girlfriends or partners. The people these relationships are made up of depend on sexual and/or romantic orientation.

Q - T

Concept	(Biological) Sex
Most basic definition	Whether your body has male or female features. (Biological) sex is different from gender - it's to do with your body, and gender is to do with your mind and how you see yourself.
Standard definition	Any one of the three main categories (male, female or intersex) into which humans are divided on the basis of their body's reproductive functions, such as anatomy, hormones and genes. Your biological sex does not determine your gender.
More nuanced definition	Either of the three main categories (male, female or intersex) into which humans and most other living things are divided on the basis of their reproductive functions, such as anatomy, hormones and genes. Once you begin to break down

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Concept	Non-binary
Most basic definition	Someone who does not see themselves as male or female.
Standard definition	Someone who does not identify with the gender binary (the idea that there is only male or female). They may feel like their gender does not align to either at all or they may feel like they are somewhere in between the two.
More nuanced definition	The gender binary is the idea that there are only two genders. This excludes other gender identities such as non-binary. Non-binary people may not feel like they align with simply male or female. They may feel like their identity lies somewhere on a spectrum between the two or is completely outside the spectrum.

Concept	Pansexual
Most basic definition	Someone who can feel attraction to all genders.
Standard definition	Someone who is attracted to all genders and/or gender doesn't factor into their attraction to others.
More nuanced definition	Someone who does not consider gender a factor in their sexual or romantic preferences. This is different to bisexuality which generally encompasses attraction to two genders. Pansexual people feel attraction to people of all gender identities.

Concept	Pronouns
Most basic definition	Small words used to refer to people instead of their name: he, she, they.
Standard definition	Words that replace a name in a phrase, which can sometimes indicate gender.
More nuanced definition	Words that replace names, and can be (but aren't always!) important signifiers of gender for trans people.

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Concept	Relationship
Most basic definition	A relationship is when two people are together. There are different kinds of relationships. For example, being friends, being brothers or sisters. However the word relationship is used most of the time to talk about people who are together and attracted to each other.
Standard definition	A relationship is what connects two or more people. Platonic relationships include friendships and siblings for example. Sexual and/or romantic relationships are between people who are attracted to each other. Heterosexual relationships are between two people of different genders. Homosexual relationships are between two people of the same gender.
More nuanced definition	What connects two or more people. This can include friendships, siblings, parents and children. These are known as platonic relationships. Usually the word is used to mean two people who are together romantically and/or sexually for example boyfriends, girlfriends or partners. The people these relationships are made up of depend on sexual and/or romantic orientation.

Q - T

Concept	(Biological) Sex
Most basic definition	Whether your body has male or female features. (Biological) sex is different from gender - it's to do with your body, and gender is to do with your mind and how you see yourself.
Standard definition	Any one of the three main categories (male, female or intersex) into which humans are divided on the basis of their body's reproductive functions, such as anatomy, hormones and genes. Your biological sex does not determine your gender.
More nuanced definition	Either of the three main categories (male, female or intersex) into which humans and most other living things are divided on the basis of their reproductive functions, such as anatomy, hormones and genes. Once you begin to break down

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8