



Bellevue Place
E D U C A T I O N T R U S T



WATLING PARK SCHOOL
**Relationships and Sex Education
and Health Education (RSE)
Policy**

Signed:	
Chair of Local Advisory Board:	S Ruddock
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1. Aims

Our broad, balanced and enriching curriculum is designed to ensure that every pupil achieves confidence and success through high quality, stimulating and ambitious educational experiences, that emphasises core learning, celebrates diversity and has a key focus on Information and Communication Technology (ICT).

We aim to provide our children with the skills, knowledge and cultural capital to develop as independent, confident and successful learners, with high aspirations, who know how to make positive contributions to the local community and wider society as responsible future citizens. It ensures that academic success, creativity and problem solving; reliability, responsibility and resilience; as well as physical development, well-being and mental health are key elements that support the development of the whole child and promotes a positive life-long love and thirst for learning.

The aim of Relationships and Sex Education and Health Education (RSE) at Watling Park is to:

- Help pupils be healthy, happy and safe;
- Explore the opportunities, rights and responsibilities we have as members of society;
- Teach children to be kind, understanding and respectful of others (even if they are perceived as different);
- Promote spiritual, moral, social, cultural, emotional, mental and physical development and wellbeing;
- Provide a framework and structure in which sensitive discussions can take place;
- 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;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

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

(DfE, 2019, Relationships Education, Relationships and Sex Education and Health Education)

2. Statutory Requirements

The [Relationships Education, RSE, and Health Education \(England\) Regulations 2019](#) have made Relationships Education and Health Education compulsory in all primary schools. Although Sex Education is not mandatory,

we follow the national curriculum and will therefore teach the statutory elements of sex education outlined within the science curriculum.

As required by our funding agreements, we have taken into regard the guidance issued by the secretary of state as outlined in [Section 403 of the Education Act 1996](#).

At Watling Park, we understand that there is a statutory requirement for us to have in place a Relationships and Sex Education and Health Education (RSE) Policy and this document fulfils that requirement. We teach RSE as set out in this policy.

3. Policy Development

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

1. **Review** – RSE Lead pulled together all relevant information, including national and local guidance, to develop a policy.
2. **Staff Consultation** – all school staff were given the opportunity to read the policy and make recommendations.
3. **Parent/Stakeholder Consultation** – all parents/carers were invited to read the policy and complete a survey, which included opportunities to suggest amendments as well as request a meeting with the RSE Lead to discuss any concerns further.
4. **Pupil Consultation** – Pupils asked to reflect on current PSHE curriculum and what they understand of RSE learning (Age-appropriate).
5. **Ratification** – once appropriate amendments were made, the policy was shared with governors and ratified. *This policy will be reviewed by the SLT every two years. At every review, the policy will be approved by the Local Advisory Board (LAB) and Headteacher.*

4. Definitions

Relationships and Sex Education and Health Education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is about respect, love and care, and the benefits of making and maintaining a stable relationship.

We recognise that to be human is to experience feelings, seek connections with other people and develop relationships. It involves a combination of sharing information, and the exploration of issues and values.

In primary schools, Sex Education consists of 'Human Reproduction', as 'Puberty' is included within the statutory Health Education. RSE is not about the promotion of sexual activity.

Please see **Appendix A** for a glossary of terms. These terms are for reference purposes, and will only be used if and when appropriate.

5. Delivery of RSE

We believe Relationships and Sex Education and Health Education (RSE) should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education (PSHE) programme, supplemented by science and other subjects within our taught curriculum.

Our teaching will reflect current law as it applies to relationships and health. We will ensure that the approach we take is age-related in order to meet the needs of our children and young people as they grow and mature, but will also be differentiated and personalised for pupils based upon factors such as physical and emotional maturity, religious backgrounds and special educational needs and disabilities (SEND).

Visitors may be invited to deliver aspects of the RSE programme. Where this happens, we will ensure that all safeguarding requirements are met. Visitors will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

Sensitive and controversial issues are certain to arise, as, by its nature, the subject area has political, social and personal themes, as well as deals with values and beliefs. These themes may include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that may contradict those held by others.

Primary-age pupils will often ask their teachers or other adults difficult questions, some outside the scope of the RSE curriculum for their age. Teachers will respond to relevant questions in an appropriate factual manner according to the age and maturity of the pupil(s) concerned, so they do not seek answers from inappropriate sources online. Some questions may not be answered directly, but addressed individually later. If the question is 'beyond' the curriculum content and not appropriate for the age and ability of the pupils, the adult will explain that "in this year group we do not cover this content" and the question will not be answered. If the teacher is unsure how to answer, or whether it is appropriate to answer, the adult will respond with "I cannot answer that right now, but I will get back to you." After further exploration of the question after the lesson with the RSE Lead and/or Designated Safeguarding Lead (DSL), an appropriate response (which maybe an explanation that it will not be answered) will be shared with the pupil(s).

Please see **Appendix B** for some common questions, that are often asked by pupils during RSE lessons, along with some sample answers. These questions would only be answered within the appropriate year group.

Teachers will be prepared to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. They use their skill and discretion in this area; referring to the Designated Safeguarding Lead (DSL) where and when appropriate.

7. Curriculum

Our teaching of Relationships and Sex Education and Health Education (RSE) will help pupils to be understanding and tolerant of differences and similarities between people that arise from a number of factors, including cultural, ethnic, racial and religious diversity, family type, gender and disability.

School (and wider society) is a place where all children should feel safe and respected. There are a variety of family situations in British society; some children will have parents who are separated, some may live with a mum and a dad, some may have step-parents, and some may be fostered or adopted. Some may have other family arrangements; and some will have LGBTQ parents or other LGBTQ family members. Any child who lives in a family that is different from the stereotypical household of mum, dad, and children should not be made to feel less accepted, or that their family is any less loving and caring. Children who feel unaccepted or isolated are more vulnerable to the effects of mental and emotional stigma. At Watling Park School, we value every child as a unique human being and do not discriminate but supports them all to achieve the best they can be.

RSE does not 'promote' LGBTQ lifestyles. However, it does raise children's awareness that some people in society are LGBTQ.

We teach children that any word used as an insult is hurtful and unkind. Within lessons, children may raise racist, homophobic or transphobic words they know or have used themselves. This provides teachers with an opportunity to explain that using these words, in this way, is unacceptable. We are teaching children that respect and kindness are important values.

Our Relationships and Sex Education and Health Education (RSE) curriculum is outlined below, but it may require adjusting as and when necessary. By the end of primary, it is expected that all pupils MUST know:

Relationships Education

Families and People Who Care for Me

- That families are important for children growing up because they can give love, security and stability;
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;

- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Please Note: *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

- How important friendships are in making us feel happy and secure, and how people choose and make friends;
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded;
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right;
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;
- Practical steps they can take in a range of different contexts to improve or support respectful relationships;
- The conventions of courtesy and manners;
- The importance of self-respect and how this links to their own happiness;
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority;

- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help;
- What a stereotype is, and how stereotypes can be unfair, negative or destructive;
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

- That people sometimes behave differently online, including by pretending to be someone they are not;
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous;
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met;
- How information and data is shared and used online.

Being Safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe;
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;
- How to recognise and report feelings of being unsafe or feeling bad about any adult;
- How to ask for advice or help for themselves or others, and to keep trying until they are heard;
- How to report concerns or abuse, and the vocabulary and confidence needed to do so;
- Where to get advice, for example family, school or other sources.

Health Education

Mental Wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health;
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings;

- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate;
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness;
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests;
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support;
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing;
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet Safety and Harms

- That for most people the internet is an integral part of life and has many benefits;
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing;
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private;
- Why social media, some computer games and online gaming, for example, are age restricted;
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health;
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted;
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

- The characteristics and mental and physical benefits of an active lifestyle;
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise;
- The risks associated with an inactive lifestyle (including obesity);
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

- What constitutes a healthy diet (including understanding calories and other nutritional content);
- The principles of planning and preparing a range of healthy meals;
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, Alcohol and Tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Prevention

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body;
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer;
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn;
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist;
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing;
- The facts and science relating to allergies, immunisation and vaccination.

Basic First Aid

- How to make a clear and efficient call to emergency services if necessary;
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing Adolescent Body

- 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.

These expectations will be taught through a planned curriculum of work that follows the Jigsaw PSHE programme. Jigsaw brings together PSHE Education, emotional literacy, social skills, mindfulness and spiritual development in a comprehensive scheme of learning. The expectations of RSE are woven throughout, but are specifically covered in the Healthy Me, Relationships, and Changing Me units. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

Please Note: *Since the opening of the school (2015), we have been utilising the Jigsaw PSHE programme. Due to this, most of the statutory expectations outlined above within Relationships Education and Health Education have already been a part our curriculum.*

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

We also aim to cover aspects of PSHE through special theme days and weeks e.g. Healthy Living week.

For children in Reception, the lesson plans clearly identify the Early Learning Goal (ELG) and the Development Matters levels (D4 - D6) that will be that session's focus. Every plan has child initiated and Adult-led activity ideas for both the indoor and outdoor learning environment.

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase (including RSE), as the table below shows:

Term	Puzzle Name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work.
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events.
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills.
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of looking at change.

The following grid shows a brief summary for each year group in the 'Changing Me' Puzzle (unit). This unit primarily focuses on human reproduction and puberty, which is statutory under Health Education (Changing Adolescent Body). **The content in red outlines the aspects linked to the statutory Science curriculum.**

EYFS	Growing Up	How we have changed since we were babies?
1	My Changing Body	Understanding that growing and changing is natural, and happens to everybody at different times.
	Boys' and Girls' Bodies	Appreciating the parts of the body that make us different and using the correct names for them.
2	The Changing Me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and Girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?
3	Outside Body Changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them.

	Inside Body Changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them.
4	Having a Baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens.
	Girls and Puberty	How a girl’s body changes so that she can have a baby when she is an adult – including menstruation.
5	Puberty for Girls	Physical changes and feelings about them, and the importance of looking after yourself.
	Puberty for Boys	Developing understanding of changes for both genders, and the reassurance and exploration of feelings.
	Conception	Understanding the place of sexual intercourse in a relationship, and how it can lead to conception and the wonder of a new life.
6	Puberty	Consolidating understanding of physical and emotional changes, and how they affect us.
	Girl Talk / Boy Talk	A change to ask questions and reflect.
	Conception to Birth	The story of pregnancy and birth.

7. Roles and Responsibilities

The Local Advisory Board (LAB)

The LAB will approve the Relationships and Sex Education and Health Education (RSE) policy, and hold the school to account for its implementation.

The Headteacher/Senior Leadership

RSE Lead: Elizabeth Renouf Crotty (Deputy Head – Curriculum and Assessment)

The senior leadership team is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring development and progress, as part of our internal assessment system;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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 and/or RSE Lead.

Pupils

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

8. Parents' Right to Withdraw

At Watling Park, we are committed to working in close partnership with parents and carers who are key to teaching their children about relationships and sex. Interested parents/carers will be invited to discuss the RSE programme, and to view the teaching materials and resources that will be used.

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, can and should discuss their feelings with the Head and/or RSE Lead.

Parents have the right to withdraw their children from the non-statutory parts of the Relationships and Sex Education and Health Education (RSE) programme. However, parents cannot withdraw their children from the newly compulsory Relationships Education, Health Education or aspects of RSE which fall within the statutory science curriculum. In cases of withdrawal requests, which should be made in writing and addressed to the headteacher, parents will be invited to meet with the Headteacher, the RSE lead or a member of SLT to discuss such requests in person.

If requested, alternate arrangements will be made for individual pupils, but it is hoped that this will not be necessary. A copy of the withdrawal request will be placed in the pupil's educational record.

9. Training

Staff are trained on the delivery of Relationships and Sex Education and Health Education (RSE) as part of their induction, and it is included in the school's continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Appendix A - Glossary of Terms

Abortion	The deliberate termination of a pregnancy.
Adoption	The act of legally taking another's child and raising them as your own.
Alcohol	An ingredient/drug in many adult drinks—for example, beer, wine, and liquor.
Anti-Semitism	Dislike or prejudice against Jewish people.
Bisexual	Sexually attracted to both men and women.
Bullying	Seek to harm, intimidate or coerce (someone perceived as vulnerable).
Bystander	A person who is present at an event or incident who does not take part.
Civil Partnership	A legally recognised union of a same sex couple, with rights similar to those of marriage.
Coerce/Coercion/ Coercive	The action or practice of persuading someone to do something through force or treats.
Conflict	A serious disagreement or argument often extended over a long period of time.
Consent	Permission for something to happen.
County Lines	When criminals from major cities expand their drug networks to other areas of the country.
Cyberbullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
Democracy	A system of government by the whole population typically through elected representatives.
Depression	Feelings of severe despondency and dejection.
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex or religion.
Domestic Abuse	Incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour including sexual violence, in the majority of cases by a partner/ex-partner, family member or carer.
Drug	Any substance, legal or illegal, that causes a change in a person's body or mind.
Extremism	The holding of extreme political or religious views.
Fertility	The ability to conceive children.
Gay	Homosexual person (often referred to as a man).
Hate Crime	A crime, typically involving violence, that is motivated by prejudice on the basis of race, religion, sexual orientation, or other grounds.
Heterosexual	Attracted to the opposite sex.
Homophobia	Dislike or prejudice against homosexual people.
Homosexual	Attracted to people of your own sex.

Illegal	Contrary to or forbidden by law.
Immunisation	Action of making a person or animal immune to infection.
Intimacy	Close familiarity/friendship.
Islamophobia	Dislike or prejudice against Islam or Muslims.
Legal	Something that is permitted by law.
Lesbian	Homosexual woman.
Marriage	A legally recognised union of two people as partners in a personal relationship.
Medication	A legal drug used to treat or prevent disease.
Menopause	The ceasing of menstruation (typically 45-50).
Menstruation	The process in a woman of discharging blood and other material from the lining of the womb/uterus at intervals of a month.
Mental Wellbeing	A state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and is able to make a contribution to his/her community
Miscarriage	The spontaneous or unplanned expulsion of a foetus from the womb before it is able to survive independently.
Non-consensual	Without the willing agreement of the people involved.
Pregnancy	The state of carrying a developing embryo or foetus.
Prejudice	Preconceived opinion that is not based on reason or actual experience.
Puberty	The period during which adolescents reach sexual maturity and become capable of reproduction.
Racism	Dislike or prejudice against people based upon their skin colour or background.
Radicalisation	The action or process of causing someone to adopt a radical position on political or social issues.
Self-Examination	The study of one's own behaviours and motivations; the action of examining one's own body for signs of illness.
Sexual Attraction	Attraction on the basis of sexual desire; emotional response where you find someone sexually appealing.
Sexual Harassment	Behaviour characterised by the making of unwelcome or inappropriate sexual remarks or physical advances.
Sexual Orientation	A person's sexual identity in relation to the gender to which they are attracted – homosexual, heterosexual, bisexual.
Stereotypes	A widely held, fixed or oversimplified image or idea of a particular person or thing.
Stress	A state of mental or emotional strain resulting from adverse or demanding circumstances.

Surrogacy	An arrangement, often supported by a legal agreement, whereby a woman agrees to become pregnant and give birth to a child for another person.
Tobacco	The sticky leaves of a tall plant that are dried and usually made into cigarettes (smoking). It can also be ingested through chewing or as snuff (powder). Tobacco contains the addictive drug nicotine.
Terrorism	The unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims.
Transgender	Sense of identity and gender that does not correspond with their birth sex.
Vaccination	Treatment with a vaccine to produce immunity against a disease.

11. Appendix B - Common Questions with Sample Answers

Questions	Answers
Why do some children have two mummies or two daddies?	Families are all different. Not all families have a mum and a dad. Some families have one mum, or one dad. Some families have two mums or two dads. Some families live with grandparents or aunts and uncles. It doesn't matter what your family looks like, what is important is the love and care families show to one another.
What is being gay?	Being gay is when a man loves/fancies another man in a romantic way, or a woman loves/fancies a woman. They may go out together as boyfriend and girlfriend, or girlfriend and girlfriend. They may also choose to get married.
Someone I know says it's wrong to be gay – is this true?	No this is not true. Gay refers to a relationship between two men. This is not wrong; this is someone's family. It may look different to your family, but it is not wrong. We should be respectful of all types of families. The word gay should never be used as an insult.
Why do boys have willies and girls have vaginas?	The private parts of girls and boys help doctors and nurses tell our parents that we are a boy or a girl. When a baby is born, if it has a penis, then the parents know they have a son and if the baby has a vagina they know they have a daughter.
What is an erection?	An erection is a common change that happens to boys during puberty. An erection happens when extra blood flows to the penis. This causes the penis to harden and lengthen. Most erections are not straight and tend to either curve upwards or to either side. Erections can happen at any time. This is not an unusual change and happens to boys.
What is a wet dream?	Wet dreams are a normal change that happen during puberty. Sometimes sperm will leave the body, through the urethra when a boy is asleep. This is called a nocturnal emission, more commonly known as a "wet dream." It happens without you knowing about it. You may notice that your pyjamas or sheets feel wet or sticky when you wake up. Most males experience wet dreams between the ages of 12 to 18. You will experience wet dreams less frequently as you grow older, as you will have more control over your body.
Why can't children have babies?	Puberty is the time when our bodies are getting ready for becoming an adult. Explain that children's bodies have not gone through all the correct changes to have children.
Do you have to be married/live with someone to have children?	No, some families have parents who are married and some families have parents who are not married. Some parents live in the same house; some parents live in different houses or even different countries. All families look different. It doesn't matter what your family looks like, what is important is the love and care families show to one another.
How do girls know if they going to have a period?	It's hard to tell when your first period will arrive. It can be different for every girl. It usually happens about two years after the first signs of puberty (usually breast development), and about a year after you begin growing pubic hair, but this can vary for every girl. You may also notice some white or yellow discharge in the few months leading up to your period. This is nothing to worry about and is a normal change.

Why don't girls bleed to death when they have their period?	During your period, you lose a very small amount of blood, on average around 2.4 tablespoons. The blood you lose during your period is waste blood, i.e. your uterus shedding its lining because it is not needed. This is not the same as the blood in your circulatory system. Therefore, we are shedding a small amount of waste blood not blood that is needed in our body.
How old do girls have to be to wear a bra?	Lots of girls start wearing a bra around age 11. Some girls need one by age 8, and some girls don't need one until they are 14. Every girl is different. If you feel uncomfortable or feel like you would like extra support you can speak to someone at home about wearing a bra.
How do gay people make a baby?	Gay couples can't make a baby themselves because a baby needs both a woman's ovum and a man's sperm to be made. Some gay people choose to adopt children. Some might get help from a doctor/science (e.g. IVF) to make a baby, in the same way that male/female couples do whose bodies can't have children.
