



# PSHE RSE

Personal, social, health,  
relationships and sex education

# RSE and health

Since 2020, it has become compulsory for primary schools to teach relationships and health education. According to government guidance, there is no right to withdraw your child from relationships or health education. We have highlighted the parts in yellow which you are able to withdraw your child from in each year if necessary.

# RSE and health

You do have a right to withdraw your child from any sex education which falls outside of the criteria of the Science curriculum. However, withdrawal is not advised due to the following reasons:

- There is no guarantee that the children will not get this information from their peers, it is best that it comes first hand through the teacher, rather than second hand.
- The child may feel excluded.
- These children are preparing for high school.

# How the RSE and health curriculum is structured

From Reception to Year 6, children will learn about RSE and health via 6 categories:

- My feelings
- My body
- My relationships
- My beliefs
- My rights and responsibilities
- Asking for help



## Year group R

<b>My feelings</b>	<b>My body</b>	<b>My relationships</b>	<b>My beliefs</b>	<b>My rights and responsibilities</b>	<b>Asking for help</b>
How feelings are expressed, words to describe feelings and simple strategies for managing feelings.	Basic personal hygiene.	Celebrating similarities and differences.	Likes, dislikes and making choices.	Personal privacy. The right to keep some things private. Respecting other people's privacy.	Special people, what makes them special and how special people care for one another.

# Lesson 1: My Feelings

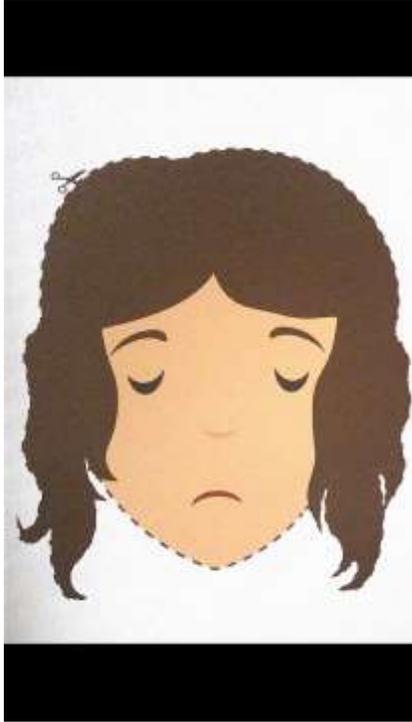
## Objectives

- To identify comfortable and uncomfortable feelings
- To be able to describing feelings
- To be able to manage uncomfortable feelings

Key vocabulary: feelings, comfortable, uncomfortable

Key images/resources: children will be exposed to pictures of faces portraying different emotions/feelings

Examples of uncomfortable feelings include sadness, worry, anger and embarrassment.



# Lesson 2: My Body

## Objectives

- To identify ways to keep clean
- To know when it is important to wash hands
- To know how to wash hands correctly

Key vocabulary: hygiene

Key images/resources: diagrams of hand washing

1 Use soap



2 Rub palm to palm with fingers



3 Rub back of hands



4 Rub each wrist



5 Rinse your hands



6 Dry your hands



# Lesson 3: My Relationships

## Objectives

- Knowing that some people are the same and some are different
- Knowing that everyone should be OK to be themselves

Key vocabulary: same, similar, different

Key images/resources: a selection of toys

Differences include 'girls' and 'boys' toys and different things that children enjoy doing.

Item (rice, jelly, etc)		



# Lesson 4: My Beliefs

## Objectives

- Understanding and learning about likes and dislikes
- Listening to opinions in order to make decisions

Key vocabulary: like, dislike, difficult

Key images/resources: none

# Lesson 5: My rights and responsibilities

## Objectives

- To know what private means
- To know that some things are done in private
- To know that sometimes, people need privacy

Key vocabulary: private

Key images/resources: public and private areas

In this lesson, children will be taught that there are some things that should be done in privacy such as: going to the toilet, bathing, picking nose and touching your private parts.



# Lesson 6: Asking for help

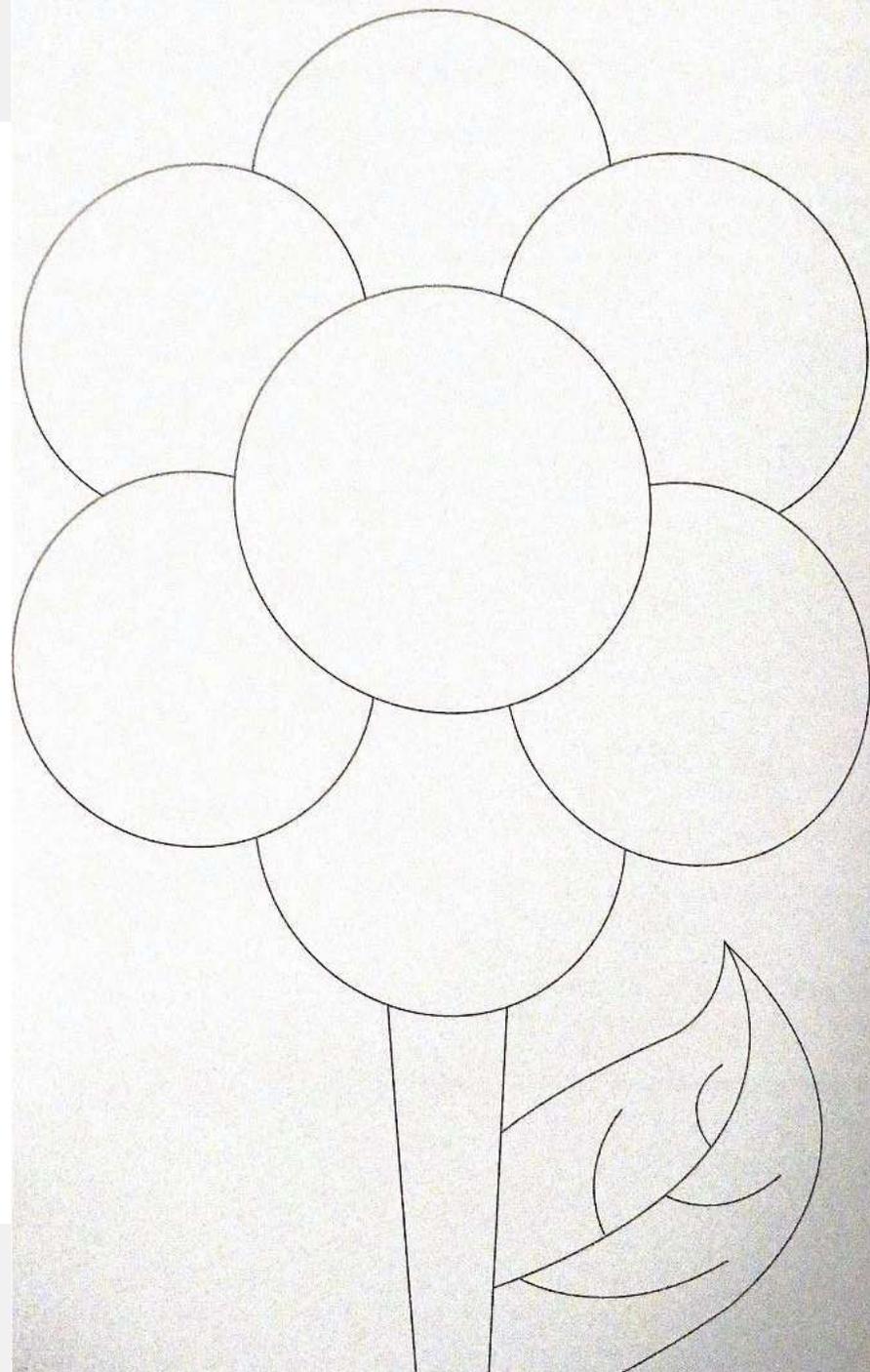
## Objective

- To know the people that are special to me
- To know what makes people special to each other
- To know how special people look after each other

Key vocabulary: special

Key images/resources: flower template to decorate for a special person.

Special people are considered to be the people that take care of us and consider our feelings.





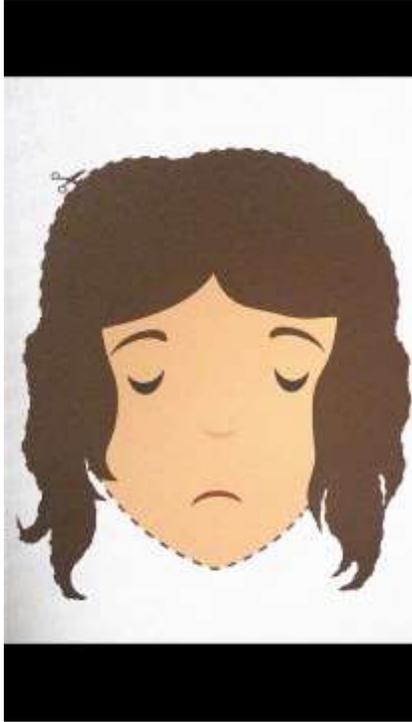
## Year group one

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Recognising how others show feelings and how to respond.	Naming the main parts of the body, including external genitalia using scientific terms.	Listening to other people, playing and working cooperatively. Resolving simple arguments through negotiation.	Celebrating similarities and differences between people.	The right to be protected from diseases, and the responsibility to protect others.	The people who look after us. Who to go to if you are worried, and how to attract their attention.

# Lesson 1: My Feelings

## Objectives

- To be able to describe feelings
- To understand that people may react differently to their feelings
- To know that feelings are okay but some behaviours are not
  
- Key vocabulary: emotions, feelings
  
- Key images/resources: faces with different emotions



# Lesson 2: My Body

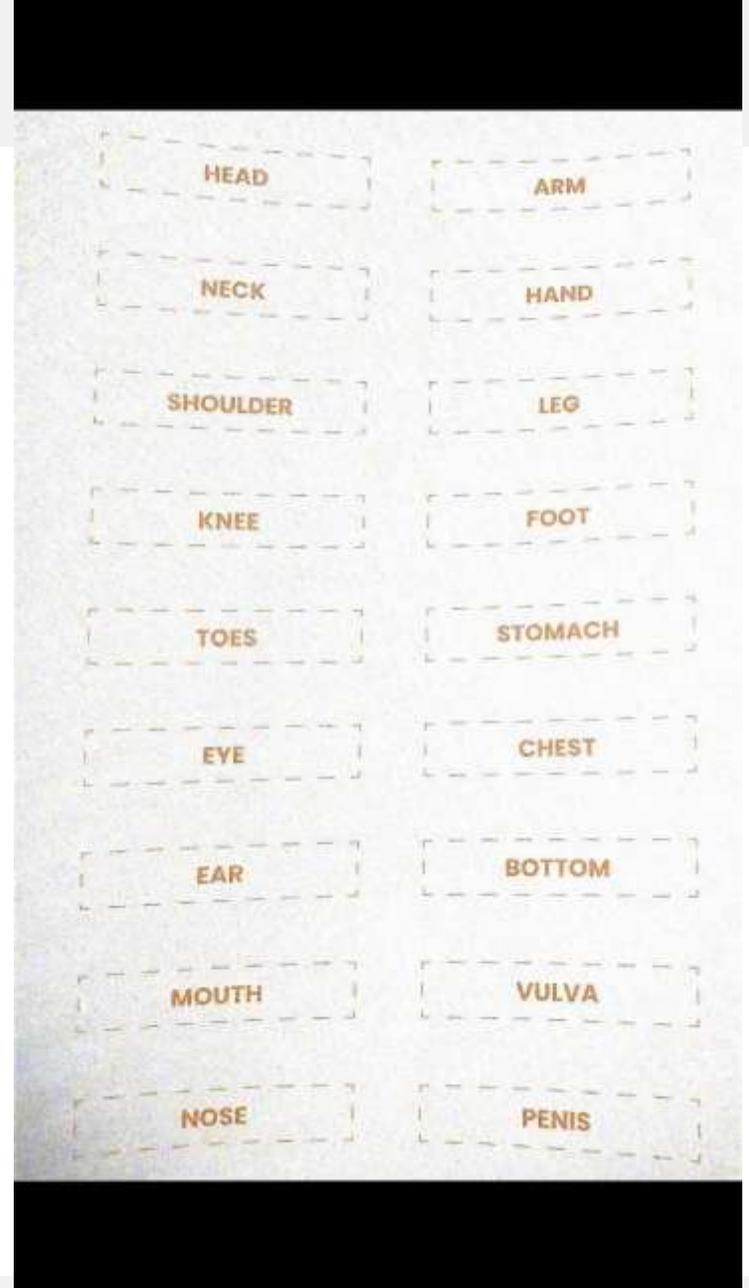
## Objectives

- To correctly name parts of the body
- To know the names of the female and male private parts

Key vocabulary: penis, vulva

Key images/resources: body part labels, cartoon pictures of a male and female child (in underwear), genitalia of a cartoon baby

Although children seem young to be learning this scientific terminology, knowing the correct terminology is crucial in enabling the disclosure of sexual abuse.





# Lesson 3: My Relationships

## Objectives

- To be able to listen to other people
- To know how to communicate effectively
- To know ways to resolve a disagreement

Key vocabulary: communication

Key images/resources: images of conflicts to resolve



# Lesson 4: My Beliefs

## Objectives

- To know that not everyone is the same
- To celebrate differences and not see differences as a bad thing

Key vocabulary: similarities, differences

Key images/resources: none

Differences include hair colour, disability, beliefs, language spoken, abilities and anything that may come up from class discussion about themselves

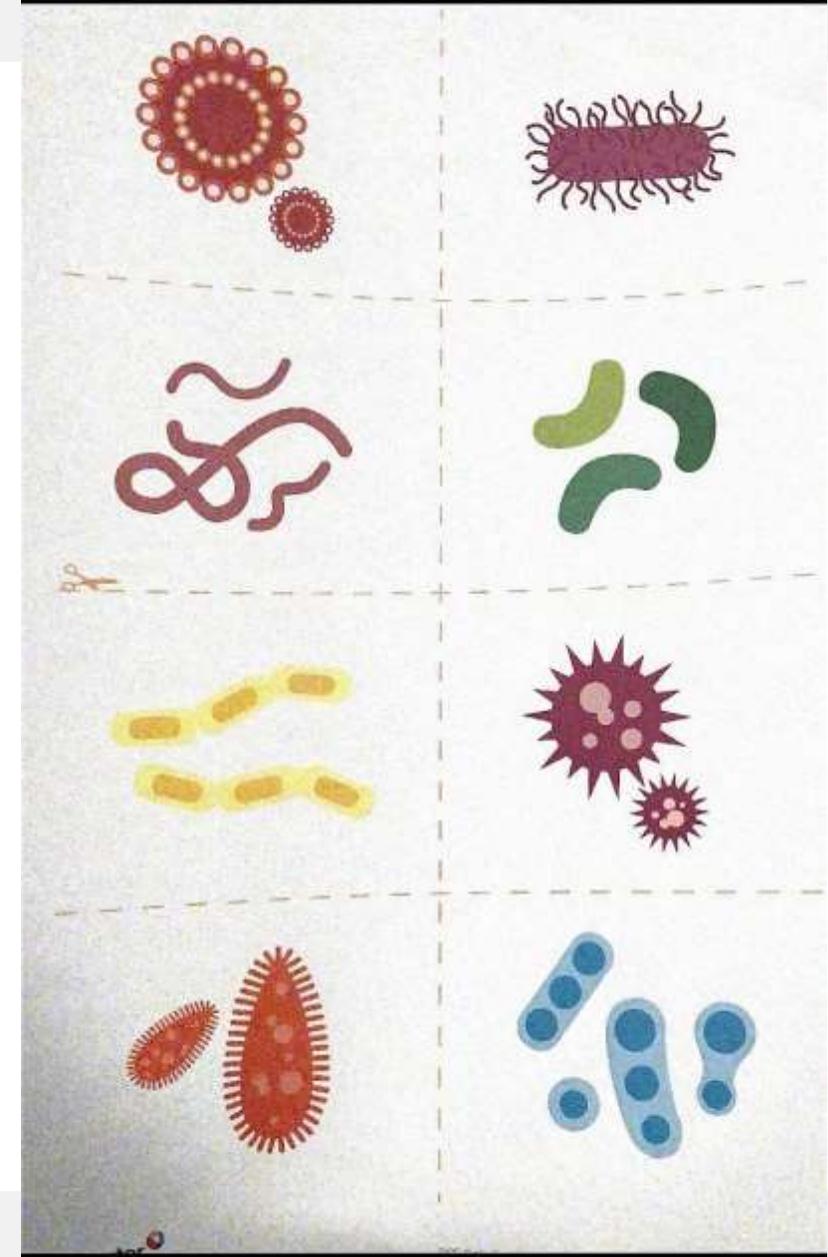
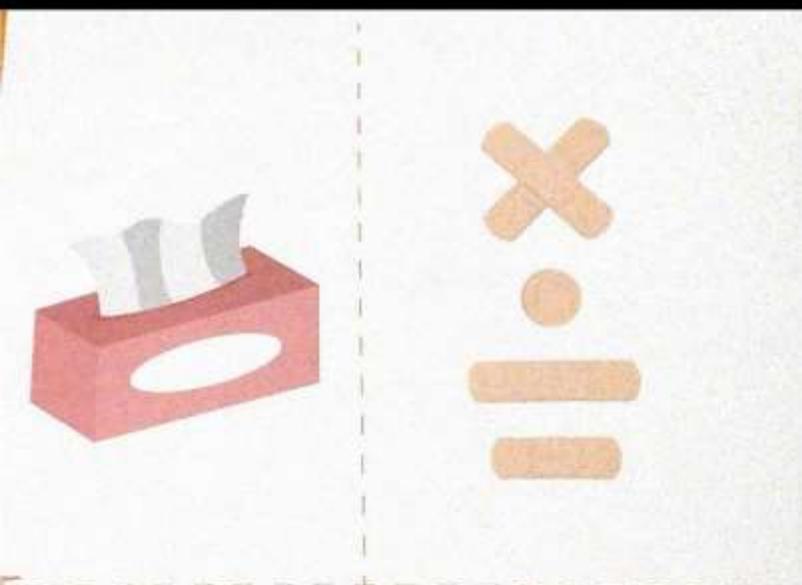
# Lesson 5: My rights and responsibilities

## Objectives

- To know how diseases spread
- To know how to protect myself and others from diseases

Key vocabulary: disease, bacteria

Key images/resources: images of poorly people, images of preventing spreading, images of bacteria



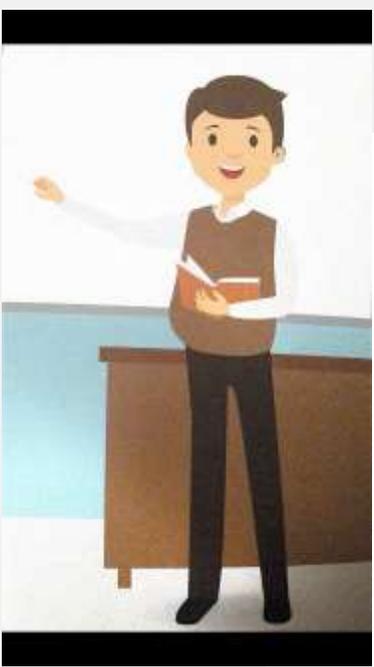
# Lesson 6: Asking for Help

## Objective

- To know the people that can help look after me
- To identify people that I can ask for help
- To know that asking for help is okay

Key vocabulary: problem, help

Key images/resources: pictures of people that could help (teacher, doctor, police etc.)





## Year group two

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
<p>Recognising and celebrating strengths and achievements.</p> <p>Setting simple but challenging goals.</p>	<p>Growing and changing throughout life.</p>	<p>Understanding that bullying is wrong and unacceptable.</p>	<p>Different families.</p> <p>Understanding there has never been and will never be another them.</p>	<p>Judging what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond.</p>	<p>The difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p>

# Lesson 1: My Feelings

## Objectives

- To know about self-esteem
- Recognising and celebrating my strengths
- To know what goals are

Key vocabulary: self-esteem

Key images/resources: none

# Lesson 2: My Body

## Objectives

- To know how a baby grows
- To know how I have grown and changed
- To know how I might change as I get older

Key vocabulary: vagina

Key images/resources: foetal development cards

Children do not learn how the baby is made or born.



**one month**



**two months**



**three months**



**four months**



**five months**



**six months**



**seven months**



**eight months**



**nine months**

# Lesson 3: My Relationships

## Objectives

- To know what bullying is
- To know how bullying can make someone feel
- To know what to do if I am bullied or see someone else being bullied

Key vocabulary: bullying

Key images/resources: none

# Lesson 4: My Beliefs

## Objectives

- To know that I am unique and special
- To know that there are different types of families
- To not feel pressure to be different

Key vocabulary: unique

Key images/resources: family tree

The different types of families covered will depend of the family situations in class at that time. This is important as some children are looked after by relatives other than their parents, are looked after or adopted or some may live with only their mum or dad.



# Lesson 5: My rights and responsibilities

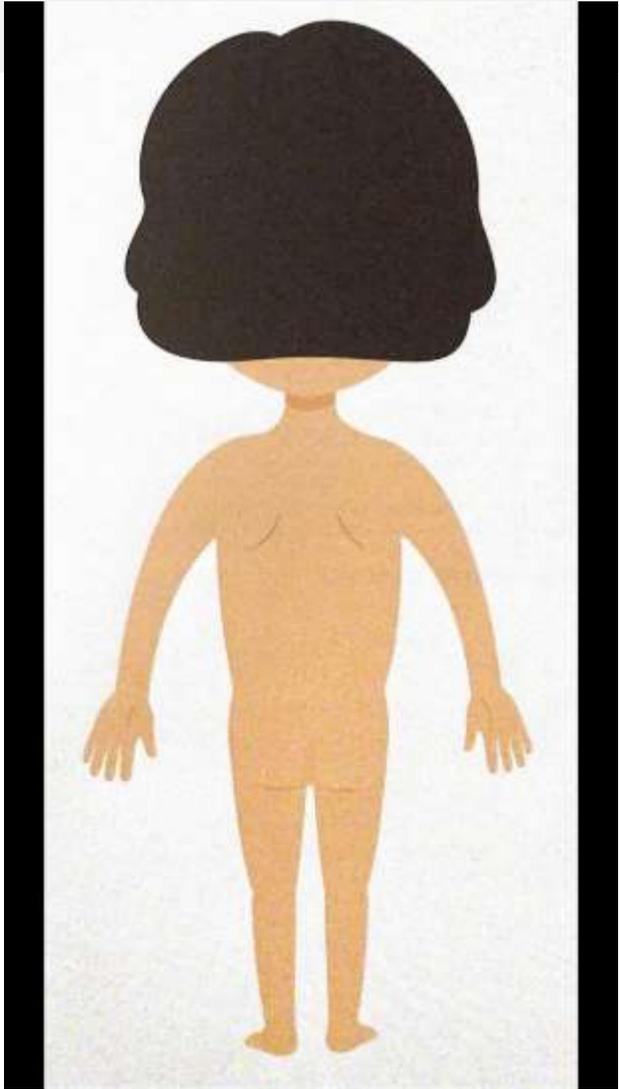
## Objectives

- To know that there are different types of touch
- To understand that people need personal space
- To understand that some touches are unsafe and to know how to respond to these

Key vocabulary: personal space, privacy

Key images/resources: cartoon unclothed child

This lesson teaches children about who is allowed to touch certain areas of their bodies and when this is okay.



# Lesson 6: Asking for Help

## Objectives

- To know what a secret is compared to a surprise
- To know that some secrets shouldn't be kept

Key vocabulary: secret, surprise

Key images/resources: share or keep the secret cards

This lesson teaches children that a surprise is a secret that will eventually be shared and that a secret can be uncomfortable to keep.



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	<b>My feelings</b>	<b>My body</b>	<b>My relationships</b>	<b>My beliefs</b>	<b>My rights and responsibilities</b>	<b>Asking for help</b>
	Identify personal strengths and set aspirational goals, understanding how this builds high self-esteem.	How their body may change as they grow and develop.	The attributes of positive, healthy relationships.	Challenging gender stereotypes.	The right to protect their body from unwanted touch.	The differences between secrets and surprises, knowing when it is right to break confidence and share a secret.

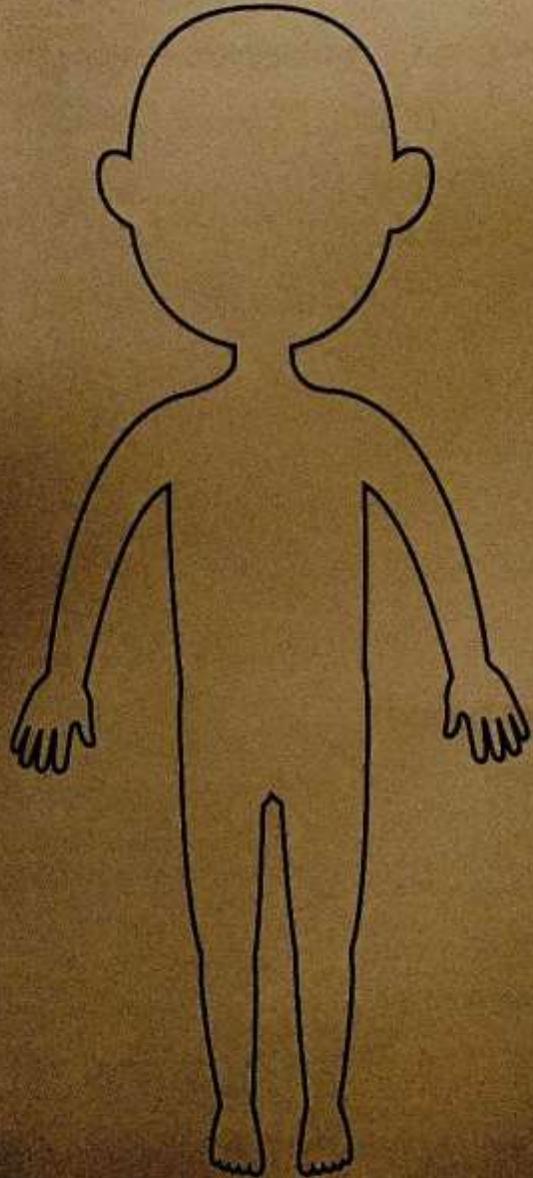
# Lesson 1: My Feelings

## Objectives

- To understand the term self-esteem and know that it is important to have high self-esteem
- To recognise my strengths
- To set aspirational personal goals

Key vocabulary: aspiration, compliment, self-esteem

Key images/resources: certificate, body outline



# Self Esteem Certificate

Name.....

I am good at.....

I like the way I.....

I am special because.....

My compliment.....



# Lesson 2: My Body

## Objectives

- To know how my body might change as I grow
- To be able to celebrate people's physical uniqueness
- To know how to keep my body clean
  
- Key vocabulary: hygiene
  
- Key images/resources: hand washing guide, characters to guess ages

Body changes refers to how you may look as you age, a game will be played where the children will guess people's ages. Physical differences include disability, height, skin colour, hair colour and anything else that the children see fit to mention.

1 Use soap



2 Rub palm to palm with fingers



3 Rub back of hands



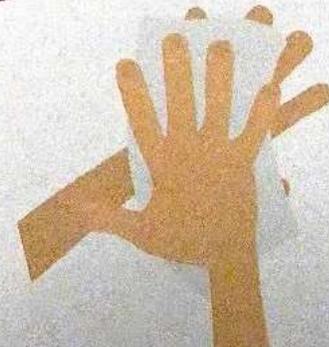
4 Rub each wrist



5 Rinse your hands



6 Dry your hands



# Lesson 3: My Relationships

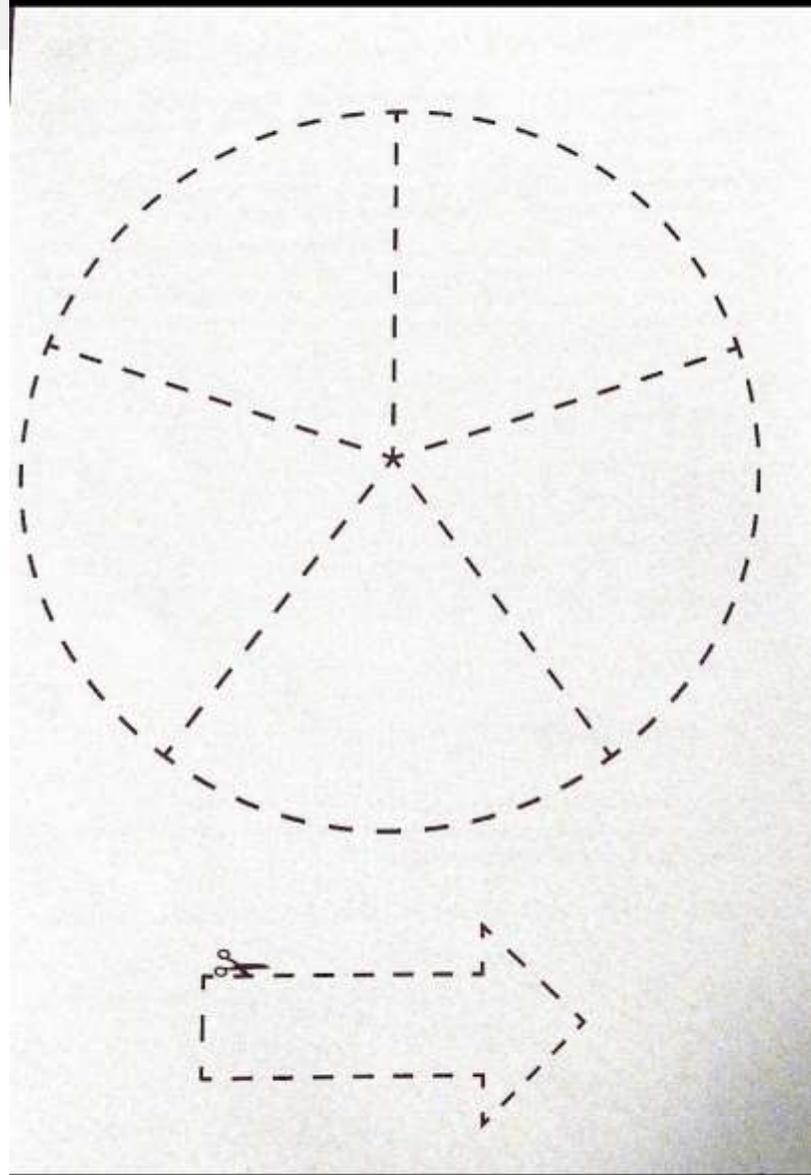
## Objectives

- To know what a relationship is and the different types of relationship
- To identify my relationships
- To think about how people show each other they care for each other

Key vocabulary: relationship

Key images/resources: spinner wheel with characters

Types of relationship will include any family relations, pets, friends, marriage and whatever else the children come up with.



# Lesson 4: My Beliefs

## Objectives

- To understand that people believe that girls and boys should behave certain ways
- To recognise that boys and girls have lots of similarities
- To know that I can follow my aspirations regardless of gender

Key vocabulary: gender, stereotype

Key images/resources: images of boys and girls in the media and how they are portrayed

# Lesson 5: My rights and responsibilities

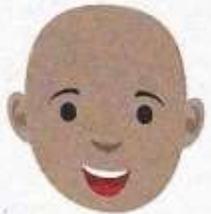
## Objectives

- To know that it is my right to decide who can touch my body
- To think about the reasons some people may need to touch my body
- To know how to respond if someone touches my body without permission

Key vocabulary: penis, testicles, vulva, vagina

Key images/resources: body parts with labels

It is important to teach that any unwanted touch that makes someone feel uncomfortable is responded to, not just inappropriate touching of the genitalia.



Face



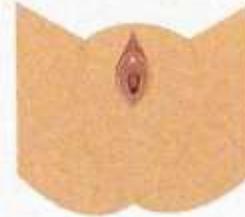
Nose



Back



Testicles



Vulva



Penis



Stomach



Hair



Vagina



Buttocks



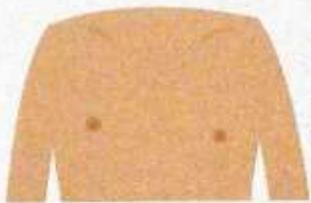
Hands



Breasts



Arms



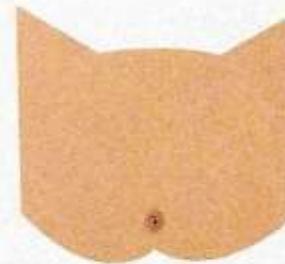
Chest



Mouth



Legs



Anus



Ear

# Lesson 6: Asking for Help

## Objectives

- To understand the difference between secrets and surprises
- To know that secrets shouldn't be kept
- To consider ways to share a secret appropriately

Key vocabulary: none

Key images/resources: none

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4

<b>My feelings</b>	<b>My body</b>	<b>My relationships</b>	<b>My beliefs</b>	<b>My rights and responsibilities</b>	<b>Asking for help</b>
Recognising a wide range of emotions. Responding to their own, and other people's emotions.	Anticipate body changes, understanding that some are related to puberty.	Acceptable and unacceptable physical behaviours and how to respond.	That differences and similarities between people arise from a number of factors including family types and personal identity.	That marriage is a commitment freely entered into.	Knowing when to ask for help to manage a situation, and how skills to ask for help.

# Lesson 1: My Feelings

## Objectives

- To recognise a range of emotions
- To consider strategies to help manage emotions
- To think of ways to recognise and respond to other people's emotions

Key vocabulary: emotions, empathy

Key images/resources: scenario cards

### Scenario one

Yaz has just been told that his grandad has died. His mum asked him to visit his grandad last night, but he wanted to stay at home and play Xbox instead. He was due to go fishing with his grandad at the weekend.

### Scenario two

Jasmine doesn't know how to tell the time. They have been learning about it this week at school but she cannot understand it. Her Dad bought her a new watch to help, which she really likes. The teacher has just told her off for not coming to the library at the right time during lunch break. When Jasmine explained she didn't know the time, her teacher said she could have looked at her watch.

### Scenario three

Toby's mum got in trouble with the Police. He has just found out that his mum is going to prison for 10 months and will miss both his birthday and Christmas. He is going to live with his nanna.

### Scenario four

Lucy has just been told that she has not been selected to play on the school's football team even though she practices all the time and everyone says she is the best player. Her teacher says it is because she shouted unkind words at the other players in the last tournament.

### Scenario five

Harrison has arrived to school late as his Dad was crying this morning. His Dad is often late up and cries so doesn't help him get ready for school. Harrison hasn't had any breakfast and is feeling hungry. The person he usually works with is already paired up with someone else for the learning task. As Harrison sits down he realises that he hasn't got his pencil case or lunchbox in his bag.

### Scenario six

Jake's mum and dad got divorced last year. His dad has got a new boyfriend who Jake likes. Jake was called a 'gay weirdo' on his way to school today.

# Lesson 2: My Body

## Objectives

- To know how a baby develops
- To know how a baby is born
- To understand how my body has changed and how it will continue to change (puberty predictions)

Key vocabulary: foetus, puberty

Key images/resources: tape measure, I started as an egg worksheet

This lesson does not address conception. Children will learn about how they change from a foetus to puberty.

This is the size I started off as.	The single cell doubles into two cells.	The cells keep doubling: 4, 8, 16, 32 and so on. These cells are called a foetus.
At approximately 8 weeks, the foetus is the size of a kidney bean and has a head, little arms and legs.	At approximately 24 weeks, the mother will look pregnant and be able to feel the baby moving around inside her.	At approximately 40 weeks, the baby is ready to be born. Draw a picture of who was excited to welcome you into the world!

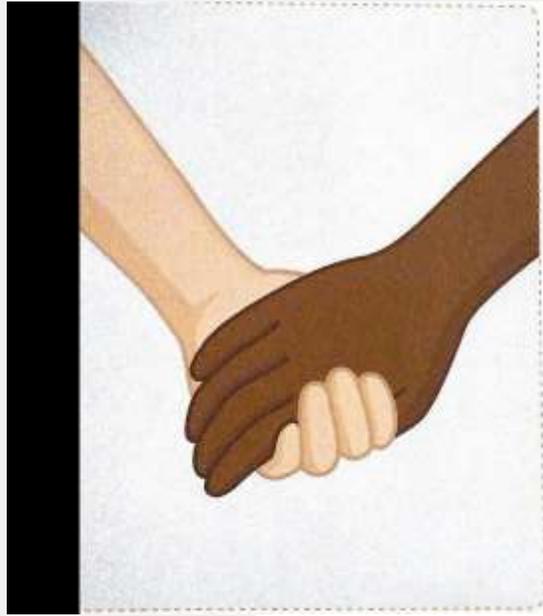
# Lesson 3: My Relationships

## Objectives

- To recognise that some things can be done in public and some should be done in private
- To think about different types of touch within relationships and how to respond
- To think about types of behaviour in relationships and how to respond

Key vocabulary: public, private

Key images/resources: scenarios (public and private)





# Lesson 4: My Beliefs

## Objectives

- To know that everyone has similarities and differences
- To think about how my family are unique
- To identify things that are unique about me and to celebrate these

Key vocabulary: similar, different, identity

Key images/resources: internal and external identity labels

Differences may include difference experiences, gender, favourite things, different family situations and anything else that the children suggest if appropriate



**Name**



**Favorite colour**



**Gender**



**Internal identity**



**External identity**

# Lesson 5: My rights and responsibilities

## Objectives

- To understand what marriage is
- To understand why some people do not wish to get married
- To know that marriage should always be a choice

Key vocabulary: marriage, arranged marriage, forced marriage

Key images/resources: wanted poster

**WANTED**

# Lesson 6: Asking for Help

## Objectives

- To recognise situations that I will need help managing
- To know who to ask for help if needed

Key vocabulary: peer pressure

Key images/resources: board game

Y5

	<b>My feelings</b>	<b>My body</b>	<b>My relationships</b>	<b>My beliefs</b>	<b>My rights and responsibilities</b>	<b>Asking for help</b>
	How emotions may change as they approach, and move through puberty.	Anticipate how their body may change as they approach, and move through puberty.	Healthy relationships, including the skills to manage and maintain healthy relationships.	Correct terms to describe gender and sexual orientation, including the unacceptability of homophobic and transphobic bullying.	Strategies for keeping safe online; knowing personal information can be shared easily.	How to manage accidental exposure to upsetting online material, including who to talk to about this.

# Lesson 1: My feelings

## Objectives

- To understand how puberty may affect my emotions
- To consider how my changing emotions may affect me
- To know how to respond to overwhelming emotions

Key vocabulary: puberty

Key images/resources: none

# Lesson 2: My Body

## Objectives

- To know how both the male and female bodies can be affected by puberty
- To think about how these changes might make people feel about themselves

Key vocabulary: puberty, penis, erection, wet dream, period, menstruation, vagina

Key images/resources: cartoon images of puberty changes, cartoon diagrams of female and male parts



White, sticky vaginal discharge.



Growth spurt – growing taller by approximately 5-7.5cm every year for the next 2 years.



Grow taller



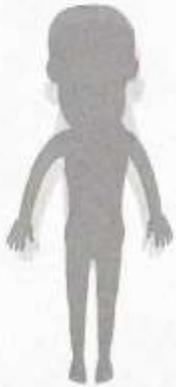
Sweat



Under arm hair



Girls start their periods



Gain weight and body changes shapes (Develop more body fat along their upper arms, thighs and upper back; their hips grow rounder and their waist gets narrower).



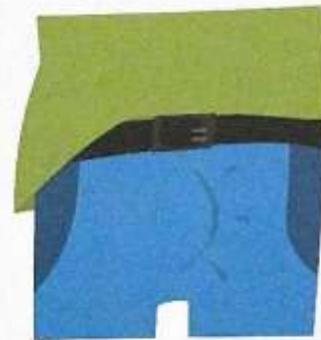
Start periods, which is when blood comes from inside the body out through the vagina and this lasts a few days every month.



May get spots



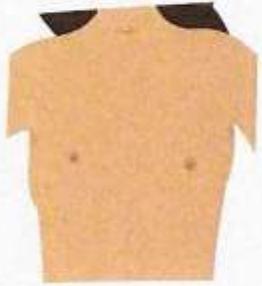
Breasts grow



Boys get erections and ejaculate



Voice breaks



Breasts grow and become fuller (It is normal for one breast to grow larger than the other, and for the breasts to feel painful, lumpy or uncomfortable at this time).



Public hair grows; under arms; legs and around the vulva. May also notice hair growing on the top lip.



Develop different types of spots (blackheads, whiteheads and pus-filled spots called pustules).



Growth spurt - grow taller by approximately 7-8cm per year.



Sweat more.



Develop different types of spots (blackheads, whiteheads and pus-filled spots called pustules).



Body shape changes as shoulders broaden and the body becomes more muscular.



The penis and testicles grow and the scrotum gradually becomes darker.



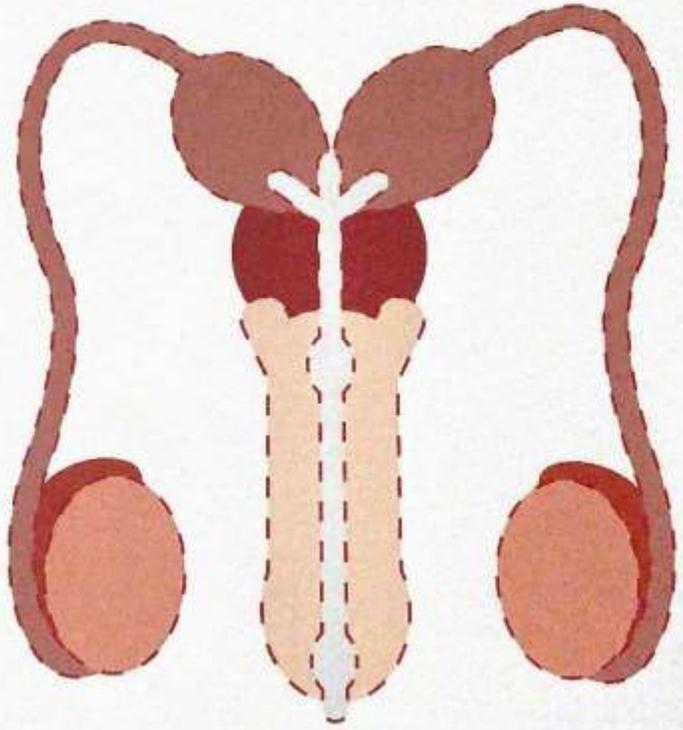
Public hair grows, underarm, legs, arms, chest, back and around the penis.



Sweat more.



Breasts can temporarily swell slightly.



# Lesson 3: My Relationships

Objectives:

- To identify the relationships that I am in
- To recognise healthy and unhealthy relationships and how this can make me feel
- To recognise the skills to respond to an unhealthy relationship

Key vocabulary: relationship

Key images/resources: none

# Lesson 4: My Beliefs

## Objectives

- To know the terms associated with gender identity and sexual orientation
- To know that using these terms to bully someone is unacceptable
- To consider ways to respond to identity bullying

Key vocabulary: gender, sex, intersex, transgender, gay, lesbian

Key images/resources: terminology cards

**Sex**

**Girl**

**Boy**

**Intersex**

**Transgender**

**Gay**

**Lesbian**

Being born with the 'private parts' of a boy, or a girl.

Someone born with the 'private parts' of a girl (vagina and vulva).

Someone born with the 'private parts' of a boy (penis and testicles).

Someone born with some of the 'private parts' of both a boy and girl.

Someone born with the 'private parts' of a boy, who feels like a girl. Someone born with the 'private parts' of a girl, who feels like a boy.

Two men who love each other or two women who love each other.

Two women who love each other

# Lesson 5: My rights and responsibilities

## Objectives

- To identify personal information that is shared online
- To understand how quickly information and photos can be shared online
- To know that I have a responsibility not to share my own or others' photos online

Key vocabulary: personal information

Key images/resources: none

# Lesson 6: Asking for help

## Objectives

- To know that the internet can contain images and information that I find upsetting
- To understand that people can be upset by different things
- To feel confident to talk to a trusted adult about something that I found online

Key vocabulary: online

Key images/resources: emotion cards

**Excited**



**Curious**



**Frightened**



**Funny**



**Upset**



**Anxious**



**Disgusted**



Y  
6

<b>My feelings</b>	<b>My body</b>	<b>My relationships</b>	<b>My beliefs</b>	<b>My rights and responsibilities</b>	<b>Asking for help</b>
That images in the media, including online do not always reflect reality, and can affect how people feel about themselves.	That sexual intercourse leads to reproduction. The scientific terms to describe the male and female sexual organs.	The nature and consequences of discrimination, including the use of prejudice based language.	That some cultural practices are against British law, including Female genital mutilation (FGM).	That some infections can be shared during sexual intercourse, and that a condom can help to prevent this.	Knowing when, who and how to ask for help independently or with support.

# Lesson 1: My Feelings

## Objectives

- To recognise that images in the media do not always reflect reality
- To understand that media images can have a negative impact on how people feel about themselves
- To consider ways to feel positive about myself

Key vocabulary: body image

Key images/resources: barbie/ken doll

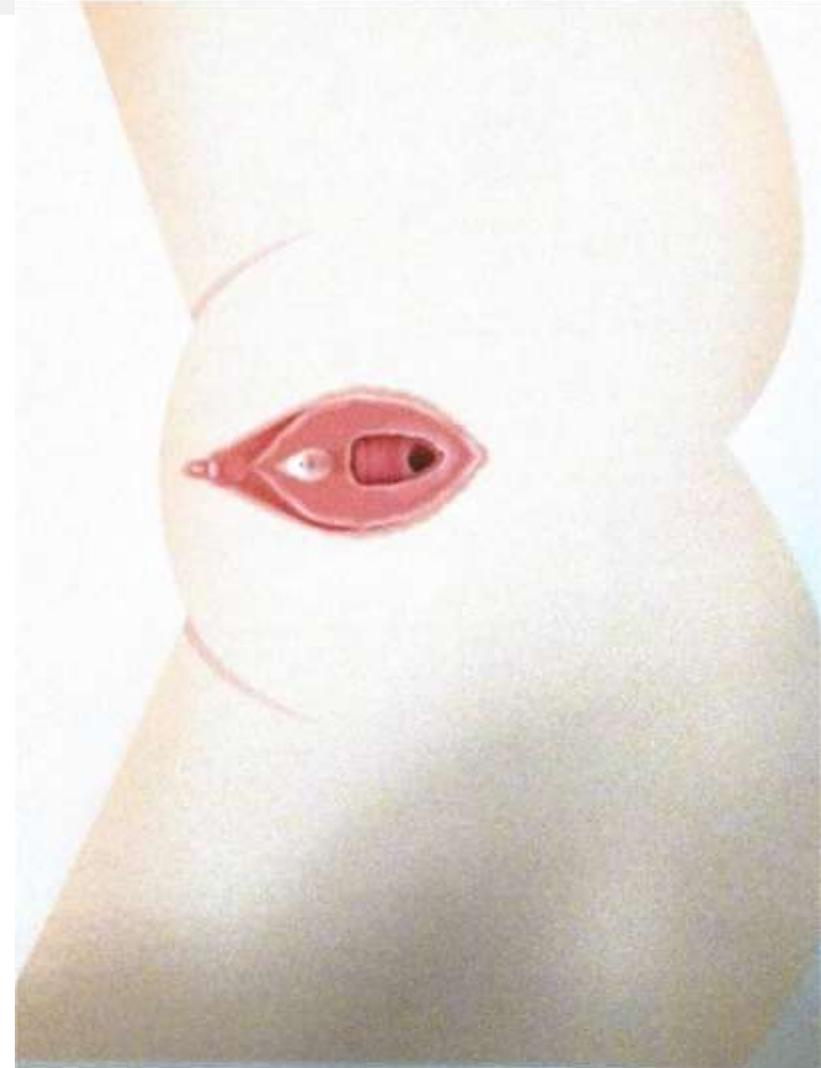
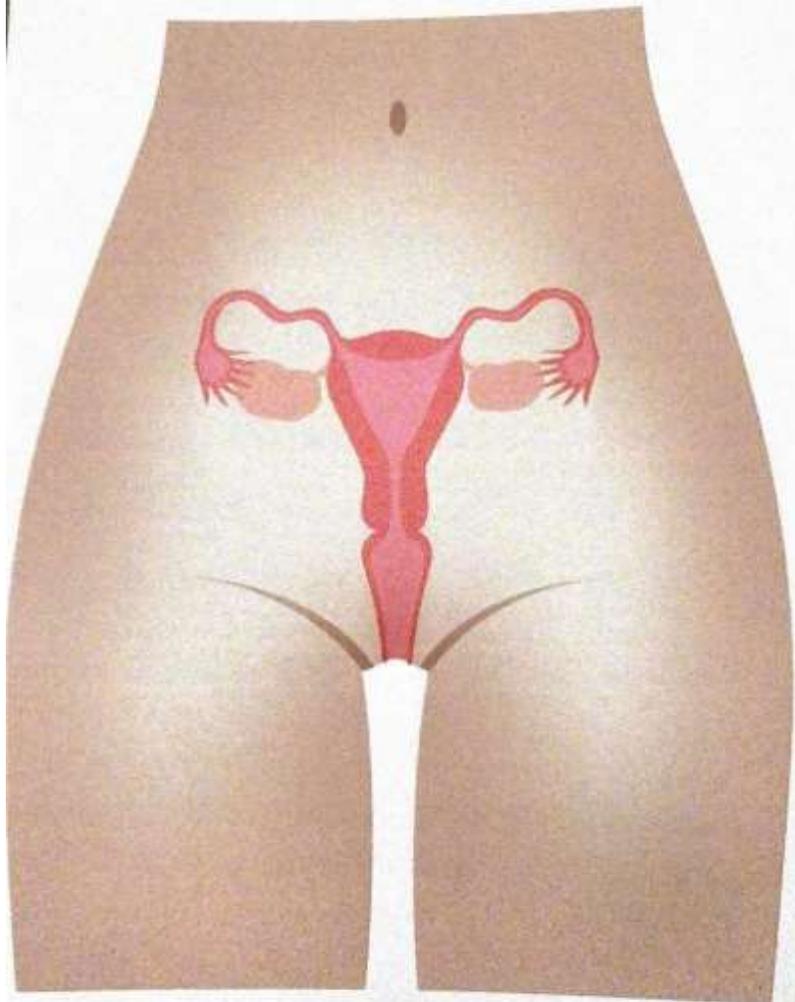
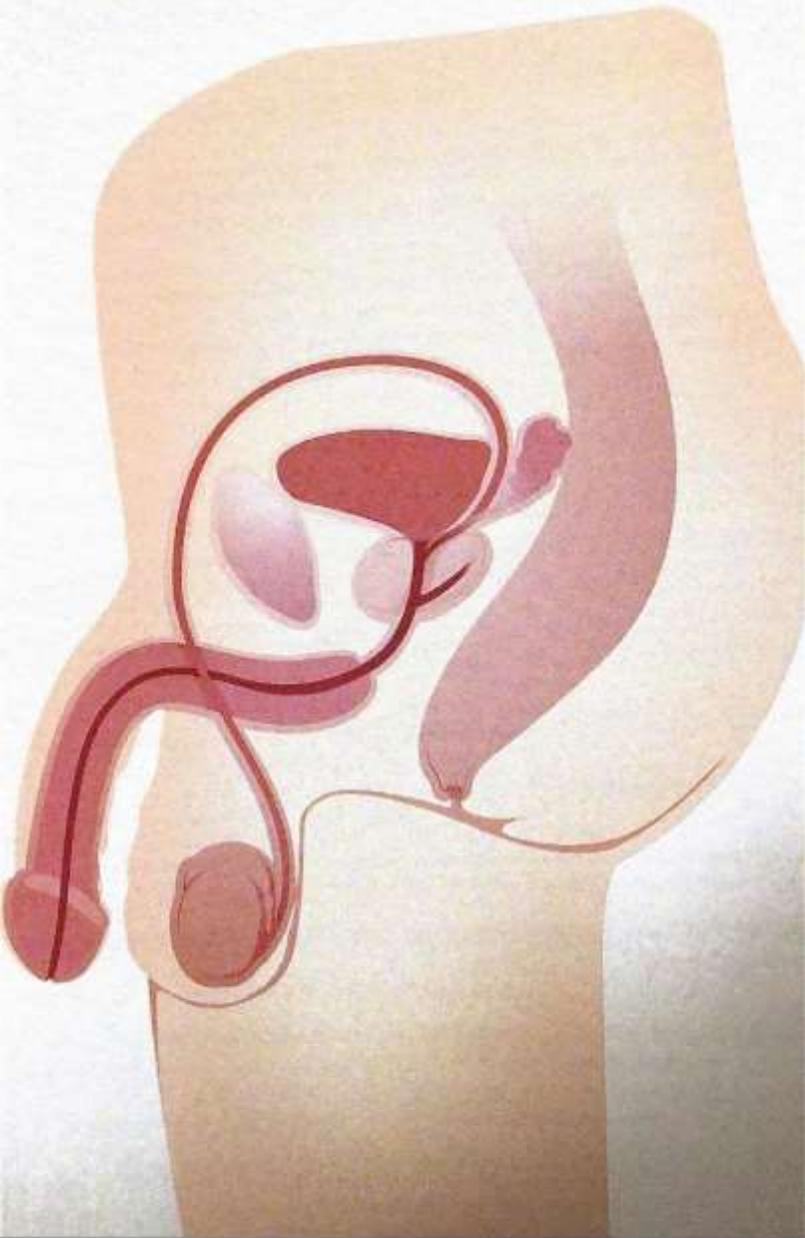
# Lesson 2: My Body

## Objectives

- To name the sexual organs of a man and a woman
- To understand what sexual intercourse is
- To understand how sexual intercourse can lead to reproduction

Key vocabulary: sexual intercourse, conception

Key images/resources: male and female organs, conception cars, vocabulary cards



## Penis

The penis is made of soft spongy tissue and hangs down. Sometimes it fills with blood creating an erection. This is where the penis grows longer, wider and sticks out from the body. Sperm is released from the tip of the penis.

## Foreskin

Loose skin, covering the tip of the penis. When the penis is erect, the foreskin stretches so the end of the penis is exposed.

## Testicles

Two balls, that hang in a bag outside the body, just behind the penis. Sperm is made inside the testicles.

## Scrotum

Protective sacks of skin that hold the testicles.

## Epididymis

Each testicle is connected to its own epididymis. This is where the sperm that has been made is stored.

## Sperm ducts

Narrow flexible tubes that take the sperm from the epididymis to the urethra.

## Urethra

A thin tube inside the penis that is used for sperm to travel from inside the body to the tip of the penis. This is the same tube that is used for urine to pass from inside the body to the tip of the penis, but it is not possible for the body to mix up the sperm and urine.

## Vulva

A word used to describe all of the soft skin (clitoris, labia, opening to vagina).

## Labia

Two sets of soft folds of skin (labia is the Latin word for lips) that cover the clitoris and opening to vagina.

## Clitoris

A small pea sized lump that can feel sensitive to touch.

## Vagina

A stretchy tube-shaped muscle. The penis slides into the vagina during sexual intercourse. A baby is born out of the mother's body, through the vagina.

## Ovaries

Two small sacks, inside the body that are roughly the size of a large strawberry. They contain the eggs.

## Fallopian tubes

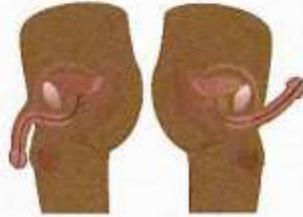
The tubes that lead from the ovaries to the uterus. Once a month when an ovary releases an egg, it travels down the fallopian tube to the uterus.

## Uterus

The uterus looks like a small, upside down pear. It is made of strong muscles and is hollow inside. The uterus leads to the vagina.



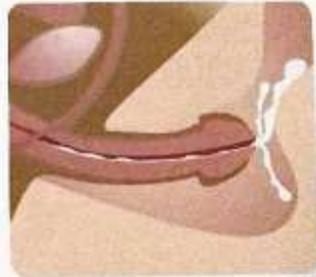
Sexual intercourse begins with a man and a woman touching each other's bodies, they may be naked and they may touch their own and each other's bodies, including their sexual organs (penis/testicles and vulva/vagina). This should feel comfortable and enjoyable.



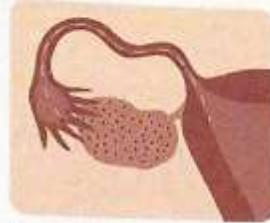
The woman's vagina becomes wet and her clitoris may become hard. The man's penis changes from being soft to being hard, this is called an erection.



The man slides his erect penis inside the woman's wet vagina. This should not hurt as the vagina is wet and stretches to accommodate the penis. The man and woman move their bodies so that the penis slides backwards and forwards inside the vagina.



After the man and woman have had sexual intercourse for a while, the man's penis ejaculates a white sticky fluid called semen, which contains sperm.



A woman releases an egg from her ovary every month. It travels down the fallopian tube and into the womb.



Sperm is ejaculated from the erect penis, into the vagina. The sperm swims from the vagina to the womb.



If the sperm reaches an egg, one sperm will fertilise the egg to make a baby.



The fertilised egg starts to grow inside the uterus.



After approximately nine months the baby is ready to be born. It leaves the body through the vagina, which stretches to allow for the baby to pass through.

# Lesson 3: My Relationships

## Objectives

- To know the correct terms to describe gender and sexuality
- To know that treating someone as 'wrong' because of their gender or sexuality can constitute as homophobic, biphobic or transphobic bullying
- To consider appropriate ways to communicate about gender and sexuality

Key vocabulary: homophobic, biphobic, transphobic, gay, lesbian, bisexual

Key images/resources: vocabulary cards

Gender	Cisgender	Transgender	Pangender	Sex
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Intersex	Sexuality	Gay	Lesbian	Bisexual
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Whether you describe yourself as a boy, or a girl	<p>Feeling the same gender as the sex you were born:</p> <p>Being born with a penis and feeling like a boy</p> <p>Being born with a vagina and feeling like a girl</p>	<p>Feeling a different gender to the sex you were born:</p> <p>Being born with a penis and feeling like a girl</p> <p>Being born with a vagina and feeling like a boy</p>	Someone who does not feel like a boy or a girl	<p>The sexual organs you were born with:</p> <p>Male (penis and testicles)</p> <p>Female (vulva and vagina)</p>
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Being born with features of both male and female sexual organs. This can be either internally and/or externally	Who you are attracted to	Being attracted to someone of the same gender as you	A woman who is attracted to women	Someone who is attracted to both men and women
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# Lesson 4: My Beliefs

## Objectives

- To know that the cultural practise of FGM is against British law
- To know that FGM is abuse and a crime
- To know how to support a friend who may be at risk of FGM

Key vocabulary: vulva, clitoris, circumcision, female genital mutilation

Key images/resources: vocab cards, FGM truth and myth cards

People have FGM for religious reasons.

The clitoris will continue to grow if it is not cut.

The clitoris will harm the man during sexual intercourse.

Without FGM the woman will smell.

FGM heals quickly.

FGM is a matter of personal choice.

FGM has to be done using pain relief.

FGM is not required by any religion.

The clitoris stops growing after puberty.

The clitoris gives the woman sexual pleasure. It does not cause harm to anyone.

FGM makes the vagina less hygienic. It can be harder for urine and menstruation fluids (period) to pass out of the body.

FGM can take up to 7 weeks to heal. In some cases it can become infected and never completely heal.

FGM is illegal in the UK and many other countries.

FGM is conducted without any pain relief. It can be very painful.

# Lesson 5: My rights and responsibilities

## Objectives

- To know that infections can be spread during sexual intercourse
- To know that infections are spread easily
- To know how to protect against diseases

Key vocabulary: infection, STI, condom

Key images/resources: infection true or false, condom

### Card 1

STI stands for sexually transmitted infection.

True → 8

False → 3

### Card 2

STI's are spread through sexual activity.

True → 2

False → 8

### Card 3

An STI might have no symptoms so it can be hard to know you have one.

True → 7

False → 1

### Card 4

An STI can always be treated with anti-biotics.

True → 2

False → 3

### Card 5

People only have sex to have a baby.

True → 3

False → 6

### Card 6

A condom is a type of contraception that can help to prevent against STI's.

True → 4

False → 7

### Card 7

A condom is a type of contraception that can help to prevent against pregnancy.

True → 5

False → 1

### Card 8

STI's can only be caught by women.

True → 3

False → 1

# Lesson 6: Asking for help

## Objectives

- To consider a range of problems that may affect people of my age
- To identify sources of help, advice and support
- To feel confident to ask for help

Key vocabulary: problems, support, help, trust

Key images/resources: none