

# RELATIONSHIPS & SEXUALITY EDUCATION

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## Tool 5.a **Classroom Practice**

Relationships and sexuality education (RSE) aims to develop the ability of children and adolescents to make informed personal choices. These choices are based on accurate information and are shaped by their own values. To support students in this process, sexuality educators should, 'strive to be *value-fair*, offering a balanced perspective and acknowledging diversity' (Gourlay 1996).

FPV defines best practice in sexuality education as: a comprehensive, whole school approach to increasing health literacy of children and young people. It provides sex positive, accurate and non-judgemental information and opportunities to explore values and to build communication and decision making skills in the many aspects of sexuality. It acknowledges the diversity of all individuals and is inclusive of different sexualities, genders, cultures and ways of living.

Effective RSE requires different pedagogical approaches than those traditionally employed in other academic studies. Evidence suggests that student-centred, active learning approaches are best suited to RSE.

## Teaching Strategies

### **Group rules**

Before discussing group rules, teachers need to ensure effective listening skills are established as much of the teaching of RSE is discussion based.

At the beginning of each unit, one of the suggested activities is to establish group rules to use throughout the program. These rules are crucial when dealing with sensitive topics. They help ensure RSE is conducted in a safe manner where students understand their responsibilities to each other. Examples of groups rules to include:

- respect other people's opinions and ideas
- no put downs
- don't use people's names when telling a story (instead say "someone I know")
- everyone has the right to pass if they don't wish to answer
- everyone has different values and this is ok

### **Setting Up Your Classroom**

When teaching RSE, an effective lesson usually involves students communicating with each other and participating in small group activities. Therefore the physical structure of the classroom will play an important part in students being able participate in the lesson. This may mean changing the usual floorplan of the classroom.



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When teaching RSE, teachers may consider:

- having an open area where students can sit in a circle for delivery of information or group discussion.
- creating multiple open spaces for students to do group work in.
- placing posters in the classroom to prompt or remind students of topics covered in class.

## Sharing Personal Information

Due to the sensitive nature of RSE, students may be tempted to share private or personal details about their (or their families) lives. Teachers need to model how to talk in the third person to ensure students know how to contribute without exposing personal information.

When exploring possible outcomes of case studies or moral dilemmas, it is important to use conditional language: such as "...this might happen" or "...this could happen", never use "this will happen".

## Protective Interrupting

What is protective interrupting?

It is a strategy to prevent a child disclosing sensitive information about themselves or others in front of other students. It is followed up by providing them with the opportunity to disclose in a safe and confidential manner.

Your procedures should include provisions in line with the mandatory reporting laws relevant to the state or territory in which your organisation operates.

[http://www.communitydirectors.com.au/files/ICDA/Child\\_Protection\\_Toolkit\\_2016\\_Online.pdf](http://www.communitydirectors.com.au/files/ICDA/Child_Protection_Toolkit_2016_Online.pdf)

Recommendations from <http://www.det.wa.edu.au/childprotection/detcms/navigation/recognising-child-abuse/?page=4&tab=Main> are as follows:

1. Interrupt the child by acknowledging them and preventing further disclosure e.g. "Thank you, it sounds as though you have something important to talk about, why don't we have a chat at recess?"
2. Be supportive and gently indicate that the child can talk in a more private situation.
3. Quietly arrange to see the child as soon as possible.
4. Listen attentively in a private location within the school and reassure the child that telling was the right thing to do.
5. If abuse is disclosed, explain to the child that because they are being harmed you need to make sure they are safe and gain some help for them. Do not promise the child you will keep it secret.



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6. Reassure the child that the abuse was not their fault.
7. Explain what is likely to happen next.
8. Follow school procedure re: mandatory reporting as soon as possible

## **Inclusive RSE**

Teachers need to challenge gender stereotypes e.g. challenge masculinity and femininity, deal with sexual harassment as they would any other form of bullying, encourage students to value themselves as individuals and the positives in being diverse and challenge the negative aspects of stereotypical views of masculinity and femininity.

From Catching on Early

<https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingoneyrsv.pdf>

The simplest strategy to ensure the teaching is for all is to have a selection of images that accurately represent the community we live in, including the range of masculinities and femininities, ethnicities, faiths, relationships, sexual orientation, and family composition.

## **Working with Culturally and Linguistically Diverse Students and Communities**

All students have a right to basic information about how their bodies work and what the parts of their bodies are called, about impending puberty changes and about appropriate sexual behaviour. Nevertheless, some families and students may have concerns about the culturally sensitive nature of this information.

Some strategies for working with these families include:

- explaining the goals and content of the sessions.
- addressing fears that RSE is all about having sex, rather than about bodies, health, respectful behaviour, relationships and looking after ourselves.
- addressing any fears that health education promotes permissiveness, and is taught without reference to morals and values. Rather it is an opportunity to critically interrogate popular culture and discuss the application of different values to the issues. Teachers aim to be values fair but not values free in their delivery.
- teaching in single-sex groups which, regardless of the ethnicity of the students, is useful for some students and for some topics.
- involving a community leader to be present in some sessions to support the education program.

## **Sexual Orientation and Gender Diversity**

RSE policies and materials play a lead role in demonstrating an inclusive approach to sexual diversity and same-sex relationships in school policy and curriculum. Research shows that many young people know that they are attracted to others of the same sex from an early age, and we know that many students have gay and lesbian people in their family. We also have gay or lesbian people who are teachers and other school staff members. Many teachers talk about the challenge of dealing with 'that's so gay' and liken it to when



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students once used derisive comments such as ‘wog’ or ‘spastic’. Typically, students are not conscious of sexual identity and the phrase may seem unconnected to any meaning about sexuality. Nevertheless, we need to find ways to teach students – without humiliating them – that equating ‘gay’ with ‘bad’ can be hurtful and may cause distress. That is the easy part of dealing with sexual orientation in our schools. The more challenging requirement is that we begin to include and represent sexual diversity and gender identity more accurately in relationships. By continuing to include only some groups of people, we are ignoring a large part of our community and unwittingly reinforcing that some children, their families and some teachers, are ‘wrong’ and that it is OK to consider them ‘suspect’, or ‘second rate’ staff members.

## Answering Difficult Questions

Questions are central to RSE. The concept of sexuality is complex by nature, so students should be encouraged to share any uncertainties, fears or concerns they may have through the questions they ask. While teachers often tell us this is one of the most challenging parts of teaching RSE, it can also be the most rewarding. In many cases, students have very little access to information about sexuality, so they tend to appreciate honest, factual answers to their questions.

By avoiding or refusing to answer certain questions, you run the risk of sending negative messages to students, either in relation to themselves for asking the question, or about the issue itself. This approach can also make students less willing to ask questions in future and may encourage them to seek out other sources of information that may be less reliable

### Tips for answering difficult questions

- Listen carefully to what is being asked. If you are unsure, ask the student to explain their question.
- Validate questions with comments such as, “Thanks for asking’ or I’m glad you asked that’ or ‘your question is worth thinking about before I respond or repeat the question back to them.
- Give short, simple and specific age appropriate answers.
- Avoid giving too much information and allow the student to ask follow up questions if needed.
- Avoid using medical language or technical jargon that students may not understand. If the student uses slang, rephrase the question using the right language.
- Always give correct answers. Do not give false information because you think the student should not know the truth.
- Make sure the answer is developmentally appropriate. If the question is difficult, it is best to give the simplest answer, as students tend to ask follow-up questions if they need more information.



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- The answers you give should be not-judgemental and inclusive, reflecting a range of values, beliefs and lifestyles.
- Always remember to be honest. If you do not know the answer it is okay to say so and let students know you will do some research and come back with the answer at a later time. This is good modelling for students, as it shows them that none of us are experts when it comes to sexuality. It will also give you an opportunity to discuss possible answers with colleagues.
- Let students know you are always there to answer any other questions they may have.

### Question Box

The question box is simply any box with a slot cut in the top. Students can place anonymous questions in the box to be answered by teachers during the program, or preferably, throughout the school year. Outline how the question box will be used. Ensure students know that it is optional to use and that questions can be asked anonymously. You may also speak briefly about the need to respect how this box is used and to use it sensibly. Ensure that they understand what a great opportunity it is to be given honest, factual answers to their questions about RSE. Answers will be given in class with the author remaining anonymous.

The following strategies are sourced from

[http://www.curriculumsupport.education.nsw.gov.au/sexual\\_health/t\\_learn/questions.htm](http://www.curriculumsupport.education.nsw.gov.au/sexual_health/t_learn/questions.htm)

**Brainstorming** enables everyone to contribute without having to explain or justify his or her position. There are a few simple rules to follow:

- accept every idea without criticism and write it down at once
- the more ideas the better, don't worry too much about quality
- no discussion about ideas until after the brainstorm
- set a time limit: about ten minutes

It is best to ignore inappropriate concepts, language and so on during the brainstorm then follow up when processing the list. Accept all suggestions and use them as a starting point for processing the brainstorm. This can actually be a very useful way to set ground rules about appropriate language. Once the brainstorm is complete inform students that, although particular words and phrases may be used in other contexts, during class time they should use correct language that is not sexist, racist, homophobic or offensive.

The way lists are processed obviously depends on the purpose of the brainstorm. A useful way is to cross out ideas that are obviously inappropriate and follow these up if derogatory language has been used. Combine words or phrases that are similar, with consensus from the students. Then carry out a prioritising activity, which can easily be done with a show of hands, to reduce the list further



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## Role Play

Role-play is a useful technique to explore situations that involve examining values, attitudes and emotions that can be contradictory or in conflict. Importantly, by having the opportunity to practice potentially unsafe situations, young people may be more prepared with knowledge and skills to make informed decisions about their sexual health. There are a number of different role-play techniques which include freeze technique, role reversal, video play back, still images, hot seat. An excellent resource is the school's drama teacher.

Whatever techniques are used it is crucial that both briefing and debriefing is carried out. Closing a lesson in a positive way is critical when teaching about sensitive issues. Discussions need to be summarised. Case studies or moral dilemmas should be brought to some point of resolution.

Debriefing is the processing component of the role-play that not only has the purpose of drawing out ideas, implications and possible strategies but enables participants to leave their character or de-role. This can be achieved in a number of ways. One strategy is to ask participants to change seats or to give them a small prop in the briefing process such as a book and ask them to shed it whilst they state who they were in the other seat and who they are now. Each person should be given an opportunity to de-role or return their character and discuss how they felt during the role-play. Asking questions like, "What did you have to change about yourself to play this role?" or "How different are you to the character?" can be used to focus the debriefing and de-roling.

## Glossary of Terms (diversity)

**Identity** - the things that make one [person](#) or [group](#) of [people](#) different from [others](#)

**Gender** - the [state](#) of being [male](#) or [female](#), does not have to correlate to physical anatomy

**Sex**- the assignment and classification of individuals as male or female based on their physical anatomy at birth.

	Definition	Very simple definition
<b>Agender</b>	People who identify as having no gender or being without any gender identity. Not male or female	People who don't feel male or female on the inside.
<b>Androgyne</b>	A person whose gender identity is not totally male or female, and who may or may not have an intersex condition	People who feel not totally male or female but a bit of both. Sometimes their body has both female and male





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		parts too.
<b>Androgynous</b>	A person who does not exclusively identify as male or female, regardless of physical sex.	People who don't feel male or female on the inside even though their body might be male or female.
<b>Asexual</b>	People who do not feel sexual attraction to others or have a desire for sex. Different from celibate people, who choose to give up sexual activity.	People who don't feel sexy towards anyone. This is different from someone who has sexy feelings but decides not to have sex.
<b>Bigender</b>	People whose gender identity and/or expression encompasses both male and female.	People who feel both male and female at the same time.
<b>Bisexual</b>	People who are physically, romantically and/or emotionally attracted to both men and women	People who are attracted romantically to both men and women.
<b>Cis / Cis-gender</b>	A person who identifies with their birth assigned sex	People who feel the same gender as their body is. (their outside body and their brain gender match.)
<b>Come out / coming out</b>	May refer to the process by which one accepts one's own sexuality, gender identity, or status as an intersex person (to "come out" to oneself). May also refer to the process by which one shares one's sexuality, gender identity, or intersex status with others (to "come out" to friends, etc)	When a person decides to tell other people who they are on the inside. That is when they are same sex attracted, intersex, androgyne etc.
<b>cross-dressing</b>	A term predominantly used in the West to describe individuals who wear clothing, make-up and/or accessories not traditionally associated with the sex they were assigned at birth. Often applied to heterosexual men who occasionally wear clothes, make-up and/or accessories typically associated with women.	When a person dresses as the opposite of their body gender (what body they were born with).



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<b>Drag king</b>	Women who wear an unusually exaggerated form of male clothing for entertainment.	A woman who dresses up as a man (usually as part of entertainment) They are not trying to be natural. It's like fancy dress.
<b>Drag queen</b>	Men who wear an unusually exaggerated form of female clothing for entertainment.	A man who dresses up as a woman (usually as part of entertainment) They are not trying to be natural. It's like fancy dress.
<b>FTM / F2M</b>	Female to male, usually refers to a trans person who started as a biological female but present themselves as male.	A person born in a female body but lives as a male and wants to be accepted as a male.
<b>Gay</b>	A term used in some cultural settings to describe males who are attracted to males in a romantic, erotic and/ or emotional sense. Not all men who engage in same-sex sexual conduct identify as gay, and as such this label should be used with caution.	A man who is romantically attracted to men.
<b>Gender binary</b>	A system in which sex and gender are only classified into two categories - male and female. This system is considered oppressive by many LGBTI individuals.	When people are put into two groups only – male and female. Some people find this is too small a way to think about sex and gender.
<b>Gender dysphoria</b>	Previously known as gender identity disorder, this is a medical condition, believed to be of biological origin, which results in a mismatch between the gender a person believes themselves to be and the physical sex of their body.	When a person on the inside feels different to what their physical body is, when they don't match.
<b>Gender expression</b>	An individual's external manifestation of gender, e.g., through behaviour, voice and speech patterns, names and pronouns used to identify oneself, clothing, grooming and social	The way a person shows their gender e.g., Their name, voice, pronouns (him, her, she, he, zee, they)





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	interactions.	
<b>Gender identity</b>	An individual's own internal feelings and experiences of gender, which may or may not correspond to the sex that individual was assigned at birth.	A person's own feelings about what gender they are. Sometimes this doesn't match the body they were born with.
<b>Gender Queer</b>	Individuals whose gender identity and/or expression fall outside the gender binary of male and female. These individuals may identify their gender somewhere between male or female or entirely outside those categories.	A person whose feelings about their gender doesn't fit into either male or female.
<b>Reassignment surgery</b>	A surgical procedure whereby the sex organs of a person are refashioned to that of the gender in which they identify. Also known as sex reassignment surgery or genital reconstructive surgery	When a person has an operation to change their outside body parts to match their inside gender.
<b>Hermaphrodite</b>	(Derogatory) An out-of-date and offensive term for an intersex person.	An unkind way of saying a person's body is both male and female.
<b>Homophobia</b>	The irrational fear or hatred of persons who identify as same-sex attracted, or who engage in behaviour or hold beliefs that do not confirm to rigid sex role stereotypes.	When a person or people are scared of same sex attracted people or of people who don't fit or believe that gender is only male and female.
<b>Homosexual</b>	An out-of-date term that is sometimes broadly used to describe either a gay or a lesbian individual's attraction to the same gender. This term should not be used when interviewing or describing a LGBT individual.	An unkind way of describing a person who is same sex attracted.
<b>Hormone therapy</b>	The process of hormonally reassigning a person's biochemistry to match their gender identity.	When a person takes hormones (medicine) to change the look of their outside body to match their inside gender. e.g. facial and



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		body hair
<b>Intersex people/ variations</b>	<p>Favoured terms include: intersex, intersex people, intersex variation, intersex trait.</p> <p>People with intersex variations are those who are born with atypical sex characteristics that do not fit within the stereotypical binary definitions of male or female. Intersex is a spectrum term with at least 30 or 40 intersex variations currently identified. Intersex does not refer to a gender identity.</p> <p>Intersex variations can be identified prenatally, at birth, during the onset of puberty, when attempting to conceive, or by chance. They include a diverse range of hormonal, anatomic, genetic and chromosomal variations.</p>	<p>People with intersex variations are born with bodies that can have both male and female parts. There are lots of ways of being intersex. Sometimes these are on the inside and can't be seen.</p> <p>Sometimes people don't know they are intersex until puberty or when they are trying to have a baby.</p> <p>This is different from what they feel they are.</p>
<b>Intersex genital mutilation (IGM)</b>	Surgeries and other cosmetic medical treatments used to 'normalize' intersex	When an intersex person is operated on to remove some body parts to make them just female or male.
<b>In the closet</b>	Describes a person who keeps their sexual orientation or gender identity a secret from some or all people.	When a person keeps secret who they are attracted to or what their gender is on the inside. (their feelings and thoughts)
<b>LGBTI / LGBTIQ</b>	Lesbian, Gay, Bisexual, Transgender, Intersex, Queer and/or Questioning.	Lesbian, Gay, Bisexual, Transgender, Intersex, Queer and/or Questioning.
<b>Lesbian</b>	Term used to describe female-identified people attracted romantically, erotically, and/or emotionally to other female identified people.	A woman who is romantically attracted to other women.
<b>MTF / M2F</b>	Male-to-female, usually refers to a trans person who started as a	A person born in a male body but lives as a female and wants



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	biological male but present themselves as female.	to be accepted as a female.
<b>Non-Gendered person</b>	A person whose core identity is neither male nor female.	A person who does not feel male or female.
<b>Non-Gendered Identity</b>	The identity [of a person] is neither male nor female.	A person who does not call themselves male or female.
<b>Pansexual</b>	A person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions, not just people who fit into the standard gender binary (i.e. men and women).	A person who is attracted romantically to all types of people. e.g. male, female, intersex, trans, queer, bigender.
<b>PGPs</b>	Acronym for Preferred Gender Pronouns. Refers to the pronouns or set of pronouns that individuals would prefer others use to describe them. These are important when referring to LGBTI individuals whose gender identity and/or expression may fall outside the gender binary	It means the way people want to be referred to. E.g. his, her, him, her, zee
<b>Queer Questioning</b>	An umbrella term sometimes used to refer to the entire LGBTI community or otherwise someone who feels outside societal norms with respect to SOGII  The process of exploring and discovering one's own sexual orientation, gender identity, or gender expression.	A way of describing people who don't feel they fit into male /female gender groups or are exploring their gender.
<b>Sex</b>	The assignment and classification of individuals as male or female based on their physical anatomy at birth.	Naming a person male or female depending on how their body parts look at birth.
<b>Sexual Orientation</b>	An individual's physical, romantic and/or emotional attraction to a specific gender or genders.	Describes who a person is romantically / sexually attracted to by gender.
<b>SOGII</b>	Sexual Orientation, Gender Identity and Intersex.	Sexual Orientation, Gender Identity and Intersex.



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<b>Trans or Trans*</b>	This is the preferred umbrella term. Prefix or adjective also used as an abbreviation for transgender or transsexual.	Short for transgender or transsexual
<b>Transgender</b>	Individuals whose gender identity and/or expression is not typically associated with their assigned sex at birth. This is a gender identity, not a sexual orientation.	People whose outside body is not the gender they feel inside.
<b>Transsexual</b>	An older term that is no longer considered appropriate because like the term 'homosexuality' it was used by the medical and psychological communities to label it as a disorder.	An unkind / old-fashioned way of describing a person who is transgender.
<b>Transvestite</b>	(Derogatory) A term that has now been replaced with "cross-dresser". Usually refers to a man who dresses up for sexual pleasure and who does not necessarily identify with the gender they dress up as.	An unkind way of describing a person who is a cross-dresser.

## Glossary of terms - using simple language (general)

Term	Definition
Anal sex	When a person puts their penis into another person's bottom hole for sex. To have sex into someone's bottom (bottom sex)
Anus	Can be called bottom hole. The hole where poo comes out
Appropriate	When something is okay, the right thing to do or say
Arousal	Feeling sexy in your body
Breasts	The soft round bumps /lumps on a woman's chest
Cervix	The little hole out of the uterus. It is the hole that needs to stretch open for a baby to pass into the vagina and then out
Circumcision	A small operation a doctor does when he she snips the wrinkly skin off the end of a boys penis. Is often done when the boy is a baby.
Clitoris	A little bump of skin between the lips of the vulva. It feels very



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	sensitive and can make a girl /woman feel very sexy if it is rubbed, stroked or licked.
Coercion	When someone tries to trick or scare another person into doing something they wouldn't normally do.
Conception	When the sperm travels inside a woman after sex and meets the egg. The sperm goes into the woman's egg.
Condom	A thin rubber /latex cover for a man's penis. Like a glove for a hand but thinner and sometimes covered in slippery stuff. It is used for sex to make sure that the women doesn't get pregnant and to protect people for getting a sex infection /sickness
Consent	When a person agrees to something.
Contraception	Using something like a pill or a condom so that during sex, the woman doesn't get pregnant
Contractions	The special pains that women get when they are ready to give birth to a baby
Ejaculation	When sticky stuff comes out of the penis during sex or masturbation
Erection	When a man gets a stiff penis
Fallopian tubes	The tiny tubes that the egg travels down and the sperm travel up.
Fertilisation	What we call it when the egg and sperm meet and mix together to start a baby.
Foreplay	The sexy things people do together before intercourse. It doesn't have to lead to intercourse.
Foreplay	Sexy things people can do together before they have intercourse. Making sexy feelings happen in yourself or another person
Foreskin	The wrinkly skin on the end of a man or boys penis.
Gay/lesbian	A person who falls in love with or has sexy feelings for people of the same sex. Eg. A man who falls in love (attracted to) with men, a woman who falls in love (attracted to)with women
Getting consent	Asking someone if they would like to do something. Eg. Asking a person if they can kiss or touch them asking for permission
Give birth	When a woman is pregnant and the baby is getting ready to come out
Giving consent	When a person says yes they would like to do what was asked or have it done to them. Eg. Yes it is okay to kiss me, yes I will have sex with you
Inappropriate	When something is not the right thing to do or say.
Intercourse	When two people have sex, usually a man and a woman and the man puts his penis inside the woman's vagina.
Lubrication	Slippery stuff you can buy from the shop to use for sex. You can put it on a condom, penis vagina or bottom to make sex more slippery.
Masturbation	When a person touches or rubs their body (penis or vulva) in a way to make themselves feel sexy
Menstruation/period	When blood drips out of a woman or girls vagina once a month for a



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	few days. It is so someday the woman or girl can have a baby.
Mutual masturbation	When two people rub each other's penis or vulva in a sexy way.
Nipples	The round dark areas on a woman's breast or a man's chest.
Oral sex	A person uses their mouth and tongue to lick suck or kiss another person's vagina, penis or anus for the pleasure of both people.
Orgasm	The strongest sexy feeling a person can get when they are having sex.
Ovaries	The places (there are two) inside the woman or girl where they have all their eggs.
Placenta	The big round dark red tissue that grows inside the pregnant woman and is attached by a tube to help feed the baby. (food factory)
Pornography (porn)	Movies, DVDs, pictures, magazines that show people having sex or naked. Some people look at pornography to make them feel sexy.
Private	When something a person does or says cannot be shared with everyone and needs to be done alone or in a place where people can't see. Eg. Going to the toilet is private and people should not see that unless they are a helper.
Puberty	The time when a child starts to grow and change in their body and feelings so they can become an adult.
Pubic hair	The hair that grows around a person penis and testicles or vulva.
Public	A place where you can do things or say things that is okay if lots of people can see or hear you.
Rape	When a person forces another person to do sex/have sex when they don't want to.
Safer sex	A way of doing sexy stuff with another person where you are safe from getting a sex infection or pregnant
Scrotum	The soft wrinkly skin bag that the testicles /balls hang in.
Semen	The wet stuff that squirts out of a boy's penis when he has sex or masturbates. It has sperm in it.
Sexually transmissible infections (STIs)	The kinds of sickness you can catch when you have sex. You catch it from someone who has it already. Most can be fixed /cured with medicine or stopped by using a condom for sex.
Sperm	The little things that swim in semen that have a tail and come out of a boy /man's penis. Sperm mixes with an egg to make a baby.
Testicles	The round balls inside the skin bag under a boy /man's penis.
Umbilical cord	The tube that is attached to the baby's tummy at one end and the placenta (food factory) at the other end so the baby can breath and eat when it is growing inside it's mummy.
Uncircumcised	When a boy /man has not had the wrinkly skin cut off his penis
Urethra	The little hole at the end of a boy /man's penis or above a girls vagina that urine (wee) comes out of.
Urethra tube	The tube that the urine (wee) goes through to get from the bladder to the outside of the body.





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Uterus	The strong place inside a woman where a baby grows when she is pregnant. It is shaped like an upside down pear.
Vagina	The stretchy tube inside a woman or girl that has an opening between her legs.
Vaginal opening	The hole /opening between a girl /woman's legs that is attached to a stretchy tube which is also called the vagina.
Vaginal discharge	Slippery clear or creamy white stuff that drips out of the vagina.
Wet dreams	When boys have a sexy dream that causes their penis to get stiff, then a spurt of sticky stuff (semen) comes out.

