

Relationships and Sexuality Education (RSE) Policy



The Federation of Tavernspite and Templeton Schools

Next Review	September 2027
Name of RSE Leaders	Mrs Lauren Davies and Mr Oliver Furneaux

1. Policy Statement and Introduction

At Tavernspite and Templeton Schools, we recognise that Relationships and Sexuality Education (RSE) is a fundamental part of preparing children for life. It is a positive, protective and essential element of the Curriculum for Wales, supporting learners to develop the knowledge, understanding, skills and values required to build healthy, respectful and safe relationships throughout their lives.

RSE plays a central role in our safeguarding responsibilities. Through carefully planned, age-appropriate learning experiences, children are supported to understand themselves, respect others, recognise positive relationships, understand boundaries and develop the confidence to seek help when they need it.

At the Federation of Tavernspite and Templeton Schools, we believe that every child has the right to receive high-quality RSE which reflects their individual needs, supports their wellbeing and enables them to become ethical, informed and respectful citizens.

Our approach is rooted in:

- ☐ dignity and respect;
- ☐ children's rights;
- ☐ equality and inclusion;
- ☐ emotional wellbeing;
- ☐ safeguarding;
- ☐ developing healthy relationships;
- ☐ preparing learners for life in a diverse society.

Relationships and Sexuality Education is a statutory requirement within the Curriculum for Wales for all learners aged 3 to 16. In accordance with the Curriculum and Assessment (Wales) Act 2021 and the Welsh Government Relationships and Sexuality Education Code (2022), all learners must receive RSE that is:

developmentally appropriate;
inclusive;
rights-based;
pluralistic;
objective and factual;
responsive to learners' needs.

There is no right for learners to withdraw from RSE within the Curriculum for Wales. This reflects the importance of ensuring all children receive the knowledge and understanding they need to stay safe, make informed choices and develop respectful relationships.

Within Tavernspite and Templeton Schools, RSE will be taught through the Health and Well-being Area of Learning and Experience, alongside wider curriculum opportunities and whole-school approaches which promote wellbeing, respect and belonging.

2. Vision and Principles

Our vision for RSE is that every learner develops the confidence, knowledge and skills to understand themselves, respect others and build healthy relationships.

We believe that children who understand themselves, their emotions, their rights and their responsibilities are better equipped to:

develop positive friendships;
recognise safe and unsafe situations;
communicate effectively;
respect difference;
make informed decisions;
seek support when needed.

Our RSE curriculum reflects the wider vision of the Curriculum for Wales and supports learners to become:

Ambitious, capable learners

Learners will develop the knowledge and understanding needed to navigate relationships, personal development and wellbeing throughout their lives.

Enterprising, creative contributors

Learners will develop confidence, communication skills and the ability to respond positively to challenges.

Ethical, informed citizens

Learners will explore respect, equality, diversity, rights and responsibilities, developing understanding of themselves and others.

Healthy, confident individuals

Learners will develop emotional literacy, self-awareness and the ability to make healthy choices that support their wellbeing.

Rights-Based Approach

At Tavernspite and Templeton Schools, RSE is underpinned by the United Nations Convention on the Rights of the Child (UNCRC).

Learning opportunities will support children to understand and exercise their rights, including:

Article 2: The right to be treated fairly and without discrimination.

Article 3: Adults must always act in the best interests of the child.
Article 12: The right to express views and have them respected.
Article 13: The right to share ideas and information.
Article 14: The right to follow their own beliefs.
Article 16: The right to privacy.
Article 17: The right to access appropriate information.
Article 19: The right to protection from harm.
Article 24: The right to the highest attainable standard of health.
Article 29: The right to an education that develops respect for others.
Article 34: The right to protection from sexual exploitation and abuse.

Through RSE, children learn that rights come with responsibilities, including respecting the rights, dignity and feelings of others.

3. Legislative Framework and Guidance

This policy has been developed in accordance with:

Curriculum and Assessment (Wales) Act 2021
Curriculum for Wales Framework
Relationships and Sexuality Education Code (Welsh Government, 2022)
Welsh Government guidance: Curriculum for Wales – Health and Well-being Area of Learning and Experience
Keeping Learners Safe: Welsh Government guidance
Equality Act 2010
United Nations Convention on the Rights of the Child (UNCRC)
Estyn guidance relating to wellbeing, safeguarding and healthy relationships

The policy recognises that schools have statutory duties to:

safeguard children from harm;
promote equality and respect;
eliminate discrimination;
support learner wellbeing;
prepare children for life in modern Wales.

4. Links to Other Policies

RSE is a whole-school responsibility and is closely connected to many aspects of school life.

This policy should be read alongside:

Safeguarding and Child Protection Policy;
Anti-Bullying Policy;
Behaviour Policy;
Online Safety Policy;

Digital Competence Policy;
Equality and Diversity Policy;
Additional Learning Needs Policy;
Health and Wellbeing Policy;
Mental Health and Wellbeing Policy;
Attendance Policy;
Intimate Care Policy;
Curriculum for Wales Policy.

These policies work together to ensure children experience a consistent approach to:

safety;
respect;
relationships;
wellbeing;
inclusion.

5. Aims of Relationships and Sexuality Education

The aim of RSE at Tavernspite and Templeton Schools is to support children in developing the knowledge, skills and values needed to build healthy relationships and understand themselves as they grow.

Through RSE, we aim to enable learners to:

Develop healthy and respectful relationships

Children will learn about:

friendships;
kindness;
empathy;
trust;
cooperation;
respect;
recognising positive relationships.

They will develop an understanding that healthy relationships are based on respect, honesty, communication and care.

Understand themselves and their emotions

Children will develop:

self-awareness;
emotional vocabulary;

confidence;
resilience;
strategies for managing feelings.

They will learn that all emotions are important and that seeking help is a positive action.

Understand personal boundaries and consent

Children will learn:

that their body belongs to them;
the importance of personal space;
how to respect others' boundaries;
how to communicate choices;
how to seek help if something does not feel right.
Promote equality and respect for diversity

Learners will explore:

differences between people;
family diversity;
respect for beliefs and cultures;
challenging stereotypes;
fairness and inclusion.

We are committed to ensuring that all children feel valued, represented and respected.

Develop safeguarding knowledge

RSE supports children to:

recognise safe and unsafe situations;
understand appropriate and inappropriate behaviour;
identify trusted adults;
know how to seek support;
understand risks in both real-world and online environments.
Prepare learners for the future

Children will develop the understanding and skills required to navigate:

friendships;
changing relationships;
growing independence;
puberty and personal development;
life in a diverse society.
Prevent harm and promote wellbeing

The federation recognises Estyn's findings regarding the prevalence of peer-on-peer harassment and harmful behaviours experienced by children and young people.

Our RSE curriculum takes a preventative approach by ensuring children understand:

respect;
consent;
kindness;
appropriate behaviour;
equality;
how to challenge harmful attitudes.

6. Curriculum Design and Progression

At Tavernspite and Templeton Schools, Relationships and Sexuality Education is carefully planned to ensure that learning is **progressive, developmentally appropriate and responsive to learners' needs**. RSE is not delivered as a single lesson or topic but is woven throughout the curriculum and wider school experience. It forms part of our commitment to developing the whole child and supporting learners' physical, emotional, social and ethical development.

Our RSE curriculum builds progressively from Nursery to Year 6, ensuring that children revisit key concepts at increasing levels of depth and understanding.

Progression is based around the key strands identified within the Welsh Government RSE Code:

- ☐ **Relationships and identity**
- ☐ **Sexual health and wellbeing**
- ☐ **Empowerment, safety and respect**

6.1 Relationships and Identity

Learners will develop understanding of:

- ☐ friendships and family relationships;
- ☐ kindness, respect and empathy;
- ☐ recognising and celebrating differences;
- ☐ personal identity and belonging;
- ☐ diversity within families and communities;
- ☐ equality and fairness;
- ☐ challenging stereotypes.

Children will understand that every person is unique and deserves to be treated with dignity and respect.

6.2 Sexual Health and Wellbeing

Learning will be introduced sensitively and appropriately according to learners' age, maturity and individual needs.

This includes:

- ☐ understanding bodies and how they change;
- ☐ personal hygiene and self-care;
- ☐ puberty and growing up;

- ☐ emotional changes;
- ☐ healthy lifestyle choices;
- ☐ seeking appropriate support and advice.

Where appropriate, older learners will develop understanding of relationships, reproduction, sexual health and decision-making in line with the RSE Code.

6.3 Empowerment, Safety and Respect

Learners will develop the knowledge and skills to:

- ☐ understand personal boundaries;
- ☐ recognise consent and choice;
- ☐ understand that everyone has rights;
- ☐ identify trusted adults;
- ☐ recognise unsafe situations;
- ☐ seek help and support;
- ☐ respond appropriately to concerns.

This learning forms an important part of our safeguarding approach.

7. RSE within the Curriculum for Wales

RSE is primarily delivered through the **Health and Well-being Area of Learning and Experience**, but meaningful links are made across the curriculum.

At Tavernspite and Templeton Schools, RSE contributes to:

Health and Well-being

Learners develop:

- ☐ emotional awareness;
- ☐ confidence;
- ☐ resilience;
- ☐ healthy relationships;
- ☐ understanding of themselves and others.

Humanities

Learners explore:

- ☐ cultures;
- ☐ beliefs;
- ☐ communities;
- ☐ equality;
- ☐ human rights.

Languages, Literacy and Communication

Learners develop:

- ☐ communication skills;
- ☐ vocabulary to express feelings and needs;
- ☐ confidence in discussing sensitive issues respectfully.

Science and Technology

Learners develop understanding of:

- ☐ human development;
- ☐ bodies;
- ☐ health;
- ☐ biological processes.

Digital Competence

Learners explore:

- ☐ online relationships;
- ☐ digital footprints;
- ☐ privacy;
- ☐ online safety;
- ☐ respectful communication.

RSE also forms part of our wider whole-school approach through:

- ☐ assemblies;
- ☐ pastoral support;
- ☐ pupil voice;
- ☐ wellbeing activities;
- ☐ safeguarding education;
- ☐ community involvement.

8. Developmentally Appropriate Learning

The Federation of Tavernspite and Templeton Schools recognises that children develop at different rates and that RSE must reflect the age, maturity, experiences and individual needs of learners.

Staff carefully consider:

- ☐ the age of learners;
- ☐ their stage of development;
- ☐ their understanding and prior knowledge;
- ☐ additional learning needs;
- ☐ individual circumstances.

Developmentally appropriate does not mean avoiding important conversations. Instead, it means ensuring that children receive accurate information in a way that is suitable, accessible and supportive.

Examples of progression include:

Early Years

Children learn about:

- ☐ families and relationships;
- ☐ similarities and differences;
- ☐ naming body parts appropriately;
- ☐ personal hygiene;
- ☐ feelings and emotions;
- ☐ asking for help.

Progression Step 2 (Years 3–6)

Learners develop understanding of:

- ☐ respectful friendships;
- ☐ changing relationships;
- ☐ personal identity;
- ☐ body changes;
- ☐ puberty;
- ☐ stereotypes;
- ☐ online relationships;
- ☐ consent and boundaries;
- ☐ keeping safe.

Teaching approaches will always prioritise:

- ☐ sensitivity;
- ☐ respect;
- ☐ appropriate language;
- ☐ emotional safety.

9. Inclusive RSE and Equality

At Tavernspite and Templeton Schools, we are committed to ensuring that RSE is inclusive and reflects the diversity of our learners, families and communities.

Our RSE curriculum promotes:

- ☐ equality;
- ☐ respect;
- ☐ acceptance;
- ☐ belonging;
- ☐ dignity.

In accordance with the **Equality Act 2010**, we ensure that learning does not discriminate against learners on the basis of:

- ☐ age;
- ☐ disability;
- ☐ race;
- ☐ religion or belief;
- ☐ sex;
- ☐ gender reassignment;
- ☐ pregnancy or maternity;
- ☐ marriage or civil partnership;
- ☐ sexual orientation.

9.1 Representation and Diversity

Children will learn that:

- ☐ families can look different;
- ☐ people may have different beliefs and experiences;
- ☐ everyone deserves respect;
- ☐ difference is a positive part of society.

The aim is not to promote particular views, but to ensure learners understand and respect the diversity of the world around them.

9.2 Supporting Individual Needs

Staff will adapt learning to ensure accessibility for all learners, including pupils with Additional Learning Needs.

This may include:

- ☐ simplified language;
- ☐ visual resources;
- ☐ alternative communication methods;
- ☐ additional preparation;
- ☐ smaller group teaching;
- ☐ personalised support.

10. Safeguarding and RSE

RSE is an important part of our safeguarding provision.

Through RSE, learners develop the knowledge and confidence to:

- ☐ understand safe relationships;
- ☐ recognise inappropriate behaviour;
- ☐ understand boundaries;
- ☐ speak out about concerns;
- ☐ seek support.

10.1 Responding to Disclosures

All staff recognise that RSE discussions may lead children to share worries or experiences.

If a child makes a disclosure:

- ☐ staff will listen carefully;
- ☐ children will be reassured;
- ☐ concerns will be recorded appropriately;
- ☐ safeguarding procedures will be followed.

Staff will never promise confidentiality where a child may be at risk of harm.

10.2 Peer-on-Peer Harmful Behaviour

The federation recognises national concerns regarding peer-on-peer sexual harassment and harmful behaviours.

Our preventative approach supports children to understand:

- ☐ respectful relationships;
- ☐ kindness;
- ☐ equality;
- ☐ consent;
- ☐ appropriate behaviour;
- ☐ the impact of words and actions.

Any concerns will be addressed through:

- ☐ safeguarding procedures;
- ☐ behaviour systems;

- ☐ restorative approaches where appropriate.

10.3 Online Safety

RSE links closely with online safety education.

Learners are supported to understand:

- ☐ appropriate online communication;
- ☐ privacy;
- ☐ image sharing;
- ☐ online relationships;
- ☐ digital footprints;
- ☐ seeking help online.

11. Pupil Voice and Co-construction

At Tavernspite and Templeton Schools, pupil voice is central to our approach.

In line with the UNCRC Article 12, learners will have opportunities to:

- ☐ share views;
- ☐ ask questions;
- ☐ contribute ideas;
- ☐ evaluate learning experiences.

Pupil feedback will help staff:

- ☐ understand learners' needs;
- ☐ identify areas for further development;
- ☐ ensure teaching is relevant and meaningful.

Teachers will create safe environments where children feel able to ask questions respectfully.

12. Working with Parents and Carers

We recognise parents and carers as the first educators of children and value the important role families play in supporting relationships, wellbeing and personal development.

The school is committed to working in partnership with families by:

- ☐ communicating the purpose and content of RSE;
- ☐ sharing curriculum information;
- ☐ encouraging discussion at home;
- ☐ responding sensitively to questions.

Parents and carers are encouraged to speak with school if they have concerns or would like further information.

12.1 No Right to Withdraw

Under the Curriculum for Wales statutory requirements, RSE is mandatory for all learners.

There is no right to withdraw children from RSE provision.

This reflects the importance of ensuring every learner receives the knowledge and understanding needed to:

- ☐ stay safe;
- ☐ understand relationships;
- ☐ respect others;

- ☐ develop wellbeing.

13. Working with Visitors and External Agencies

External agencies may support aspects of RSE where they provide valuable expertise and enhance learning.

Before working with external providers, the school will ensure:

- ☐ the aims and content are agreed in advance;
- ☐ resources are reviewed;
- ☐ safeguarding procedures are followed;
- ☐ staff remain involved;
- ☐ sessions complement the school curriculum.

External visitors will:

- ☐ follow school policies;
- ☐ understand expectations;
- ☐ work alongside teaching staff;
- ☐ provide age-appropriate learning.

14. Supporting Learners with Additional Learning Needs

At Tavernspite and Templeton Schools, we recognise that all learners have the right to access high-quality RSE.

Staff will ensure that learning is adapted to meet individual needs.

This may include:

- ☐ considering developmental age rather than chronological age alone;
- ☐ using accessible resources;
- ☐ providing repetition and reinforcement;
- ☐ using communication approaches appropriate to the learner;
- ☐ working with families and professionals.

RSE for learners with ALN remains focused on:

- ☐ safety;
- ☐ relationships;
- ☐ communication;
- ☐ dignity;
- ☐ independence;
- ☐ wellbeing.

15. Monitoring, Evaluation and Review

RSE is a whole-school responsibility and is monitored through the federation's curriculum monitoring processes.

Responsibility for monitoring lies with:

- ☐ the Headteacher;
- ☐ Senior Leadership Team;
- ☐ RSE Lead;
- ☐ Governing Body representative;

- ☐ teaching staff;
- ☐ pupils.

Monitoring will include:

- ☐ reviewing curriculum planning;
- ☐ gathering pupil feedback;
- ☐ evaluating learner understanding;
- ☐ reviewing resources;
- ☐ considering staff confidence and training needs;
- ☐ responding to family feedback.

Staff Development

The federation will ensure staff have access to appropriate professional learning to support:

- ☐ confident delivery of RSE;
- ☐ safeguarding responsibilities;
- ☐ inclusive practice;
- ☐ sensitive conversations.

Policy Review

This policy will be reviewed annually initially and thereafter in line with the federation's policy review cycle.

The review process will involve:

- ☐ governors;
- ☐ staff;
- ☐ pupils;
- ☐ parents/carers where appropriate.

The policy will be updated where required to reflect:

- ☐ changes in legislation;
- ☐ Welsh Government guidance;
- ☐ Curriculum for Wales developments;
- ☐ emerging safeguarding priorities.

Appendix

- Curriculum map (code)

The code can be found [here](#). The three strands are:

- (a) Relationships and identity
- (b) Sexual health and wellbeing
- (c) Empowerment, safety and respect

Our curriculum plan takes account of the three phases of learning, as well as the developmentally appropriate needs of our pupils and is available to share on request.

The three phases of learning are:

1. Phase 1 – from age 3
2. Phase 2 – from age 7
3. Phase 3 – from age 11

- Resources and Services to Support RSE

- Pembrokeshire School Nursing Service – Contact your school nurse
- [Cross-cutting themes for designing your curriculum](#) – Welsh Government RSE Code and Guidance.
- [Brook Learn](#) - A range of high-quality, self-directed and mostly free-to-access courses to empower, support and encourage you to deliver effective relationships and sexuality education.
- [Spectrum](#) - Educating schools, pupils and parents in Wales about healthy relationships by taking a whole school approach to tackling domestic abuse.
- [VAWDASV](#) – legislation, duties and training provided by safer communities Wales.
- [Growing Up/Tyfu I Fyny Resource](#) – Supports delivery of RSE. Only available via HWB.
- [SENSE Interactive Resource](#) – Supports delivery of RSE. All schools have been provided with a copy.
- [SchoolBeat](#) - Providing information and resources for pupils, teachers, parents and partners to reinforce the key messages delivered by our School Community Police Officers in primary and secondary schools as well as alternative educational settings.
- [Frisky Wales](#) – NHS Wales Sexual Health Website.
- [NSPCC Learning](#) - Training and resources to help you protect children from neglect and abuse.
- [PANTS Resource](#) - Free resources for schools and teachers including a lesson plan, slide presentation, curriculum links, classroom activities and more.
- [Underwear Rule](#) - A simple conversation to help parents keep their child safe from sexual abuse.
- [Stonewall Cymru](#) - Supporting schools to become more LGBTQ+ inclusive.
- [ThinkuKnow Toolkit](#) - Information and guidance which is appropriate and relevant to the experiences of young people aged 11-18. The toolkit includes activities that can be delivered as one-off lessons or used as part of young people's relationships and sex education.
- [Kooth](#) - Kooth is a free, safe and anonymous online wellbeing service for children and young people.
- [Meic](#) – A free 24-hour helpline for children and young people in Wales. MEIC provides advice and support for a range of issues including bullying and sitting exams.
- [Agenda](#) - A downloadable resource for educational practitioners who want to support children and young people (aged 7 – 18) to make positive relationships matter in their school and community.
- [Crush](#) - CRUSH is a free downloadable resource designed to prepare teachers for the new RSE Code and Guidance.
- [Terrence Higgins Trust](#) – Information about HIV, other sexually transmitted infections and how to maintain good sexual health.
- [CAFOD](#) - Education resources for primary and secondary schools.
- [Amnesty International UK](#) – Ordinary people from across the world standing up for humanity and human rights.
- [Mentally Healthy Schools](#) - Learn without fear: girls' rights school pack.
- [Kaleidoscope Trust](#) – Freedom, safety and equality for LGBT+ people.
- [Barnardo's](#) - Resources to help identify and engage young people at risk of sexual abuse and exploitation.
- [HOME \(empathylab.uk\)](#) – Resources to support empathy education.
- [Let's Talk About It](#) - Relationships & Sex Education Support.
- [Repository - Hwb \(gov.wales\)](#)

- [Children's Commissioner for Wales](#) – Resources for schools.
- [Education and Training Foundation](#) - Useful resources – Prevent for Further Education and Training.
- [Swansea Bay RSE Teaching Pack](#) – Lessons from Reception to Year 6, includes School Nurse lessons on hand washing (Reception) and puberty (Year 5). Only available via HWB.
- Pembrokeshire Healthy Schools - [Healthy Schools / Ysgolion Iach - Personal Development & Relationships - All Documents \(sharepoint.com\)](#) Access via Cwmwl Addysg Sir Benfro – PCC drop down menu – Healthy Schools - A wide range of health information, local and national guidance, teaching resources and much more relating to RSE.

Glossary of common terms RSE (for school use ONLY)

This resource is for all staff in school to refer to, in order to further understand terminology and definitions. Not all these terms will be used in the primary school setting but a sound understanding of the terms is useful to build confidence in teaching staff. This is an organic document and will change over time as language and terminology changes.

The glossary is the result of collaboration with a number of colleagues across Swansea. It is not designed as a dictionary nor as a definitive list, but added as a professional learning resource for schools.

Keyword	Meaning
Abortion	An abortion is a procedure to end a pregnancy. It's also sometimes known as a termination of pregnancy. The pregnancy is ended either by taking medicines or having a surgical procedure. Most abortions in England, Wales and Scotland are carried out before 24 weeks of pregnancy. They can be carried out after 24 weeks in very limited circumstances – for example, if the mother's life is at risk or the child would be born with a severe disability.
Abro (sexual and romantic)	A word used to describe people who have a fluid sexual and/or romantic orientation which changes over time, or the course of their life. They may use different terms to describe themselves over time.
Ace / Aro	An umbrella term used specifically to describe a lack of, varying, or occasional experiences of romantic or sexual attraction.
Adoption	The act of fact of legally taking responsibility for another's child and bringing it up as one's own.
Allo (sexual and romantic)	Allo people experience sexual and romantic attraction, and do not identify as on the ace or aro spectrum. Allo is to ace and aro spectrum identities, as straight is to LGB+ spectrum identities. It is important to use words that equalise experience, otherwise the opposite to ace and aro becomes 'normal' which is stigmatising.
Antisemitism	Hostility or prejudice against Jewish people. A semite is a Jew.
Ally	A (typically) straight and/or cis person who supports members of the LGBT community.
Anti-racism	The active commitment to identify and challenge racism and discrimination at an individual, institutional and systemic level.

Arranged Marriage	A marriage in which the parents/family choose the person their son or daughter will marry.
Assigned Sex	The sex assigned to a person at birth.
Aromantic	A person who does not experience romantic attraction. Some aromantic people experience sexual attraction, while others do not. Aromantic people who experience

	sexual attraction or occasional romantic attraction might also use terms such as gay, bi, lesbian, straight and queer in conjunction with asexual to describe the direction of their attraction.
Asexual	A person who does not experience sexual attraction. Some asexual people experience romantic attraction, while others do not. Asexual people who experience romantic attraction might also use terms such as gay, bi, lesbian, straight and queer in conjunction with asexual to describe the direction of their romantic attraction.
Bias	A preference in favour of, or against, a person or a group based on personal characteristics or stereotypes.
Bisexual/ Bi	A term used to describe a romantic and/or sexual orientation towards more than one gender.
Biphobia	The fear or dislike of someone who identifies as bi based on prejudice or negative attitudes, beliefs or views about bi people. Biphobic bullying may be targeted at people who are, or who are perceived to be, bi.
Bullying	Seek to harm, intimidate or coerce (someone perceived as vulnerable).
Butch	Butch is a term used in LBT culture to describe someone who expresses themselves in a typically masculine way. There are other identities within the scope of butch, such as 'soft butch' and 'stone butch'. You shouldn't use these terms about someone unless you know they identify with them.
Bystander	A person who is present at an event or incident who does not take part.
Catfish	A person who sets up a false personal profile on a social networking site for fraudulent or deceptive purposes.

Child and Early Forced Marriage	Child and forced marriage (CFM) is a human rights violation and a harmful practice that disproportionately affects women and girls globally, preventing them from living their lives free from all forms of violence. CFM threatens the lives and futures of girls and women around the world, robbing them of their agency to make decisions about their lives, disrupting their education, making them more vulnerable to violence, discrimination and abuse, and preventing their full participation in economic, political and social spheres. Child marriage is also often accompanied by early and frequent pregnancy and childbirth, resulting in higher than average maternal morbidity and mortality rates.
	CFM may lead to women and girls attempting to flee their communities or commit suicide to avoid or escape the marriage. Child marriage is any marriage where at least one of the parties is under 18 years of age. Forced marriage is a marriage in which one and/or both parties have not personally expressed their full and free consent to the union. A child marriage is considered to be a form of forced marriage, given that one and/or both parties have not expressed full, free and informed consent.
Child Sexual Exploitation	Child sexual exploitation (CSE) is a type of <u>sexual</u> abuse.

Grooming	When a child or young person is exploited they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they're in a loving and consensual relationship. This is called <u>grooming</u>. They may trust their abuser and not understand that they're being abused. Children and young people can be <u>trafficked</u> into or within the UK to be sexually exploited. They're moved around the country and abused by being forced to take part in sexual activities, often with more than one person. Young people in gangs can also be sexually exploited. Sometimes abusers use violence and intimidation to frighten or force a child or young person, making them feel as if they've no choice. They may lend them large sums of money they know can't be repaid or use financial abuse to control them. Anybody can be a perpetrator of CSE, no matter their age, gender or race. The relationship could be framed as friendship, someone to look up to or romantic. Children and young people who are exploited may also be used to 'find' or coerce others to join groups.
Circumcision (male)	The cutting off of the foreskin of (a male). This is often practiced as a religious rite by Jews and Muslims and by others as a social custom or for potential health benefits (such as improved hygiene).
Circumcision (female)	The cutting off of the prepuce or clitoris and labia minora of (a female). See Female Genital Mutilation .
Cisgender or Cis	Someone whose gender identity is the same as the sex they were assigned at birth.
Civil partnership	A legally recognised union of a same sex couple, with rights similar to those of marriage.

Coercion/ coercive control	The action or practice of persuading someone to do something through force or threats.
Coming out	When a person first tells someone/others about their orientation and/or gender identity.
Conflict	A serious disagreement or argument often protracted over a long period of time.
Consent	Permission for something to happen.
Contraception	Deliberate use of artificial methods to prevent pregnancy.

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.
Deadnaming	Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.
Demi (sexual and romantic)	An umbrella term used to describe people who may only feel sexually or romantically attracted to people with whom they have formed an emotional bond. People may also use terms such as gay, bi, lesbian, straight and queer in conjunction with demi to explain the direction of romantic or sexual attraction as they experience it.
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/violence	Incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour in the majority of cases by a partner/ex-partner, family member or carer.
Equity	The process of ensuring fairness and impartiality, recognising that we do not all start from the same place and that adjustments need to be made to address imbalances.
Executive	The branch of government responsible for putting decision or laws into effect.
Extremism	The holding of extreme political or religious views.
FGM female genital mutilation	Procedure where the female genitals are deliberately cut, injured or changed for no medical reason. Also known as female circumcision (sunna, gudniin, halalays, tahir, megrez, khitan).

Femme	Femme is a term used in LGBT culture to describe someone who expresses themselves in a typically feminine way. There are other identities within the scope of femme, such as 'low femme', 'high femme', and 'hard femme'. You shouldn't use these terms about someone unless you know they identify with them.
Fertility	The ability to conceive children.
Fraser Guidelines	The guidelines applied to a child under the age of 16 who may be deemed mature enough to receive contraceptive advice without the knowledge of their parents/ carers.
Gaslighting	False narratives put forward that lead another person or group of people to doubt their own perceptions of reality, potentially causing them to become disoriented or distressed.
Gay	Refers to a man who has a romantic and/or sexual orientation towards men. Also, a generic term for lesbian and gay sexuality - some women define themselves as gay rather than lesbian. Some nonbinary people may also identify with this term.
Gender	Often expressed in terms of masculinity and femininity, gender is largely culturally determined and is assumed from the sex assigned at birth.
Gender dysphoria	Used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the sex they were assigned at birth. Social dysphoria- discomfort with presenting socially as your birth gender Body dysphoria- discomfort with your body being of a different gender Mind dysphoria- discomfort with your mind and emotions not lining up with your gender identity.
Gender expression	How a person chooses to outwardly express their gender, within the context of societal expectations of gender. A person who does not conform to societal expectations of gender may not, however, identify as trans.

Gender identity	A person's innate sense of their own gender, whether male, female or something else (see non-binary below), which may or may not correspond to the sex assigned at birth.
Gender reassignment	Another way of describing a person's transition. To undergo gender reassignment usually means to undergo some sort of medical intervention, but it can

	also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Gender Recognition Certificate (GRC)	This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply. You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport.
Gender Stereotypes	Gender stereotyping refers to the practice of ascribing to an individual woman or man specific attributes, characteristics, or roles by reason only of her or his membership in the social group of women or men.
Gillick competence	A term used in medical law to decide whether a child (under 16 years of age) is able to consent to their own medical treatment, without the need for parental permission or knowledge.
Hate crime	A crime, typically involving violence, that is motivated by prejudice on the basis of race, religion, sexual orientation, or other grounds
Hepatitis	Hepatitis (sometimes shortened to hep) is an inflammation of the liver. This large organ is on the right side of your body and has many functions, including turning your food into energy and filtering toxins such as alcohol out of your blood. Vaccines can help protect you from hepatitis A and B. There is no vaccine against hepatitis C. These are available free to men who have sex with men.
Heterosexual	Refers to a man who has a romantic and/or sexual orientation towards women or to a woman who has a romantic and/or sexual orientation towards men.

HIV & AIDS	HIV HIV stands for Human Immunodeficiency Virus. 'Immunodeficiency' refers to the weakening of the immune system by the virus. HIV has been passed on between humans for many decades but was only identified in the early 80s. AIDS AIDS stands for Acquired Immune Deficiency Syndrome. It is a collection of illnesses ('syndrome') caused by a virus people pick up ('acquire') that makes their immune system weak ('immune deficiency'). You can't get an AIDS diagnosis unless you're already HIV positive.
Homophobia	The fear or dislike of someone, based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Homophobic bullying may be targeted at people who are, or who are perceived to be, lesbian, gay or bi.
Homosexual	Attracted to people of your own sex.
HPV Vaccine	Girls and boys aged 12-13 in the UK are offered the HPV vaccine Gardasil. The second dose is offered 6 to 24 months after the first dose. It's important to have both doses of the vaccine to be properly protected. Gardasil protects against: • HPV types 6 and 11m, which cause the majority of cases of genital warts. • HPV types 16 and 18, which cause 70% of cervical cancer cases, and are linked to cancers of the anus, vulva, vagina and penis. People who've missed the HPV vaccine at school can still get it for free on the NHS up until age 25 if you're a girl born after 1 September 1991 or boy born after 1 September 2006. Men who have sex with men (MSM) can also get the vaccine at sexual health clinics, up to the age of 45. Some trans women and trans men are eligible for the HPV vaccine if they have sex with MSM and are aged 45 or under.
Immunisation	Action of making a person or animal immune to infection.
Inclusion	Enabling people to participate fully in what we do. Appreciating and using our unique differences in a way that shows respect for the individual.

Inclusive Education	Education that is based on the principles of acceptance and inclusion of all learners and young people. Ensuring learners and young people can see themselves reflected in the curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.
Individual racism	Individual racism refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism. Individual racism can be deliberate, or the individual may act to perpetuate or support racism without knowing that is what he or she is doing.
Infertility	The inability to conceive children.

Institutional racism	Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups.
Intersex	A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people may identify as male, female or nonbinary. Some people previously used the term hermaphrodite which many in the LGBTQ+ community consider should be classified as a dead word.
Intimacy	Close familiarity/friendship involving a physical or emotional relationship.
Islamophobia	Dislike or prejudice against Islam or Muslims, especially as a political force.
Judiciary	The part of a country's government that is responsible for its legal system, including judges, and the courts.
Legislature	Group of people who have the power to make and change laws.
Lesbian	Refers to a woman who has a romantic and/or sexual orientation towards women. Some non-binary people may also identify with this term.
LGBTQ+	The acronym for lesbian, gay, bi, trans, queer, questioning and ace.

Malicious Communication	Any indecent or grossly offensive or threatening letter, electronic communication or other article sent with the intention of causing distress or anxiety. (See also cyberbullying).
Marriage	A legally recognised union of two people as partners in a personal relationship.
Menopause	The ceasing of menstruation (typically 45-50 yrs old).
Menstruation/ periods	A period is where a quantity of blood passes from the vagina for several days once a month. Periods can last between three and eight days and happen around every 28 days. They happen because girls are born with millions of tiny eggs inside their bodies - the cells needed to make a baby. These are stored in the ovaries. During puberty and onwards, once a month rising levels of the hormone oestrogen cause the ovaries to develop and release an egg. The egg arrives in the womb, which prepares itself by building up the lining of its walls. If the egg is not needed to make a baby, the womb lining breaks down and the egg leaves the body along with a quantity of blood through the vagina. This is what is known as a period.

Mental well-being	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.
Microaggressions	Everyday, subtle verbal or nonverbal behaviour that is directed at a member of a marginalised group, and has a harmful, derogatory effect. This may be intentional or unintentional.
Monarchy	A form of government with the monarch (king/queen) at its head.
Monogamy	The state or practice of having only one sexual partner at a time or the state or custom of being married to only one person at a time.
MSM	Men who have sex with men.
Non-binary	An umbrella term for people whose gender identity doesn't sit comfortably with 'man' or 'woman'. Nonbinary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.
Non-consensual behaviour	Without the willing agreement of the people involved.

Online Abuse Sexting Online Sexual Exploitation	CSE can happen in person or <u>online</u>. An abuser will gain a child's trust or control them through violence or blackmail before moving onto <u>sexually abusing</u> them. This can happen in a short period of time. When a child is sexually exploited online they might be persuaded or forced to: • send or post sexually explicit images of themselves • film or stream sexual activities · have sexual conversations.
Open relationship	An open relationship means having more than one romantic or sexual partner at a time. It's an arrangement that both parties agree is non-exclusive or nonmonogamous. Also known as, "Non-monogamy," "polyamory," and "polyamorous relationship" also refer to an open relationship.
Outed	When a lesbian, gay, bi or trans person's sexual orientation or gender identity is disclosed to someone else without their consent.

Orientation	Orientation is an umbrella term describing a person's attraction to other people. This attraction may be sexual (sexual orientation) and/or romantic (romantic orientation). These terms refers to a person's sense of identity based on their attractions, or lack thereof. Orientations include, but are not limited to, lesbian, gay, bi, ace and straight.
Pan (Pansexual)	Refers to a person whose romantic and/or sexual attraction towards others is not limited by sex or gender. Another term for bisexual/bi.
Parliament (in the UK)	Highest legislature consisting of the Sovereign, House of Lords and House of Commons.
Platonic Relationship	People who are on the ace and/or aro spectrum may have platonic partnerships. These are relationships where there is a high level of mutual commitment which can include shared life decisions, shared living arrangements, and co-parenting of children. These partnerships can include more than two people. Like allosexual and alloromantic people, ace and aro spectrum people may be monogamous or polyamorous.

PEP / Prep	PrEP - PrEP is a drug taken by HIV-negative people before and after sex that reduces the risk of getting HIV. It is available free of charge in Wales to 'at risk' groups including men who have sex with men. PEP PEP (sometimes called PEPSE) is a combination of HIV drugs that can stop the virus taking hold. It can be used after the event if you've been at risk of HIV transmission. To work, PEP must be taken within 72 hours (three days), and ideally should be taken within 24 hours. PEP is not a 'morning after pill' for HIV, and it's not guaranteed to work. It's meant as an emergency measure to be used as a last resort, such as if a condom fails during sex. Taking PEP will not protect you from other sexually transmitted infections or unplanned pregnancy.
Pornography	Printed or visual material containing the explicit description or display of sexual organs or activity.
Pregnancy	The state of carrying a developing embryo or foetus.
Prejudice	Preconceived opinion that is not based on reason or actual experience.

Pronoun	Words we use to refer to people's gender in conversation - for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they/their.
Protected Characteristics	It is against UK law to discriminate against anyone on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
Protection	Methods that can be used to prevent sexually transmitted diseases/infections.
Puberty	The period during which adolescents reach sexual maturity and become capable of reproduction.
Queer	Queer is a term used by those wanting to reject specific labels of romantic orientation, sexual orientation and/or gender identity. Although some LGBT people view the word as a slur, it was reclaimed in the late 80s by the queer community who have embraced it. You shouldn't use this terms about someone unless you know they identify with them.

Questioning	The process of exploring your own sexual orientation and/or gender identity.
Race	A socially constructed system of categorising people, based on geographic, historical, political, economic, social and cultural factors, as well as physical traits.
Racialisation	The process by which societies construct races as real, different and unequal in ways that matter and affect economic, political and social life.
Racism	Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalised.
Radicalisation	The action or process of causing someone to adopt a radical position on political or social issues.
Romantic orientation	A person's romantic attraction to other people, or lack thereof. Along with sexual orientation, this forms a person's orientation identity. Stonewall uses the term 'orientation' as an umbrella term covering sexual and romantic orientations.
Sex	Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are interchanged to mean 'male' or 'female'.
Sexting	Sharing nudes is when someone sends a naked or semi-naked image or video to another person. Sharing nudes is sometimes called 'sexting', however this term is often used by young people to talk about sharing sexual messages and not imagery.

	Young people can send nudes using phones, tablets and laptops and can share them across any app, site or game, including during a livestream. It could include sharing them across devices using offline services like Airdrop or Bluetooth.
	Sexual health is fundamental to the overall health and well-being of individuals, couples and families, and to the social and economic development of communities and countries. Sexual health, when viewed affirmatively, requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence.

Sexual harassment	Behaviour characterised by the making of unwelcome or inappropriate sexual remarks or physical advances in a workplace or other professional or social situation.
Sexual orientation	A person's sexual identity in relation to the gender to which they are attracted – homosexual, heterosexual, Bisexual.
Sexually Transmitted Infections	Sexually transmitted diseases (STDs), or sexually transmitted infections (STIs), are infections that are passed from one person to another through sexual contact. The contact is usually vaginal, oral, or anal sex. But sometimes they can spread through other intimate physical contact. This is because some STDs, like herpes and HPV, are spread by skin-to-skin contact. These can include: - Chlamydia - Genital warts and HPV - Gonorrhoea - Hepatitis - Herpes - LGB Lymphogranuloma venereum) - Mycosplasma genitalium (Mgen) - Molluscum - NSU (Non-specific urethritis) - Pubic lice - Shigella - Syphilis - HIV For more information see https://www.tht.org.uk/hivand-sexual-health/sexual-health/stis
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, who is or will become the parent of the child.
TERF	Trans-exclusionary radical feminist: an advocate of radical feminism who believes that a trans woman's gender identity is not legitimate and who is hostile to the inclusion of trans people and gender-diverse people in the feminist movement.

Transgender/ Trans	An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Transgender man A term used to describe someone who is assigned female at birth but identifies and lives as a man. This may be shortened to trans man, or FTM, an abbreviation for female-to-male. Transgender woman A term used to describe someone who is assigned male at birth but identifies and lives as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female.
Transitioning	The steps a trans person may take to live in the gender with which they identify. Each person's transition will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. Transitioning also might involve things such as telling friends and family, dressing differently and changing official documents.
Transphobia	The fear or dislike of someone based on the fact they are trans, including denying their gender identity or refusing to accept it. Transphobia may be targeted at people who are, or who are perceived to be, trans.
Transsexual	This was used in the past as a more medical term (similarly to homosexual) to refer to someone whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This term is still used by some although many people prefer the term trans or transgender. It is considered by most in the LGBT+ community to be a deadword.
Undetectable	HIV medication (antiretroviral treatment, or ART) works by reducing the amount of the virus in the blood to undetectable levels. This means the levels of HIV are so low that the virus cannot be passed on. This is called having an undetectable viral load or being undetectable.
Vaccination	Treatment with a vaccine to produce immunity against a disease.