

Swavesey Primary School
Relationships and Sex Education Vocabulary list

Why name sexual parts?

School is a place where all children should be able to develop good communication skills, confidence, positive body image and strong personal safety skills. RSE is one vehicle for enabling children to develop these skills in a safe and supportive environment. We know that having names for things is a way we can comfortably bring them into our experience and feel connection with them and a certain amount of control over them.

For many adults (teachers, parents, carers and governors included) the use of vocabulary to describe the human body and in particular the sexual parts of the human body is a sensitive topic. Many people personally feel uncomfortable using particular words and are anxious that teaching scientific words for sexual parts to children may challenge their innocence. However, this paper seeks to illustrate how the sensitive, age-appropriate use of scientific vocabulary for sexual parts can contribute to positive body image, open discussion and questioning and the development of strong personal safety skills.

It is therefore part of the statutory curriculum for all schools that children learn the names of body parts and how to talk confidently about these to trusted adults. Learning the names for sexual parts is a protective factor.

The following extract from the Sex Education Forum's publication, 'RSE for Primary Aged Children' 2002 describes the importance of using agreed, 'scientific' terms when describing parts of the body:
'Research with children has shown that they are often confused in their understanding of their bodies and how they work. It is important that teachers use correct terms when introducing new topics. Family names or common names (for sexual parts) can be acknowledged, but it is good practice to use words such as ovum and sperm (new terms for new concepts). Early and accurate naming of children's body parts is vital. If children haven't been equipped with the words for parts of their bodies and have picked up the message that adults don't talk about them either, how can they be expected to describe them to an adult if they need to? This has serious implications for child protection. Boys' genitals do generally get named, even if the words used are family names or slang, at least it is acknowledged that they exist. In comparison, girls' genitals often don't get named. This absence deprives girls of a comfortable language about themselves. If they are to develop a positive sense of their bodies as a source of pride and pleasure, sexual as well as reproductive body parts should be part of their vocabulary.'

Key Message: The consistent use of age-appropriate scientific vocabulary throughout the school contributes to positive body image, open discussion and questioning and the development of strong personal safety skills.

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Phase of learning	Questions children will consider	Content Areas	Body parts and processes		Other
Foundation	<ul style="list-style-type: none"> • What does my body look like? • How has my body changed as it has grown? • What can my body do? • What differences and similarities are there between our bodies? • How can I look after my body and keep it clean? • How am I learning to take care of myself and what do I still need help with? • Who are the members of my family and trusted people who look after me? • How do I feel about growing up? • How can I be a good friend? <p>Can I recognise and show my emotions?</p>	<ul style="list-style-type: none"> • Valuing the body • Body parts • My teeth • Shapes and sizes • Self care skills • Change and responsibilities <p>Identifying and managing emotions</p>	<p>Range of feelings words e.g. happy, pleased, calm, sad</p> <p>baby child girl boy</p>	<p>Size Shape</p> <p>Range of simple external body parts e.g. hands, head, teeth.</p> <p>Vocabulary to describe sexual body parts will include:</p> <p>penis testicles vulva/ vagina bottom</p>	<p>range of action words e.g. run, jump growing up germs</p>
KS1 Year 1/2	<ul style="list-style-type: none"> • What are the names of the main parts of the body? (R) • What can my amazing body do? • When am I in charge of my actions and my body? (R) • How can I keep my body clean? (H) • How can I avoid spreading common illnesses and diseases? (H) • How do babies change and grow? (Science) • How have I changed since I was a baby? (Science) • What's growing in that bump? (Science) • What do babies and children need from their families? (R) • Which stable, caring relationships are at the heart of families I know? (R) <p>What are my responsibilities now I'm growing up? (H)</p>	<ul style="list-style-type: none"> • External parts of the body • Valuing the body • Personal hygiene • Babies to children to adults • Growing up <p>Changing responsibilities</p>	<p>same similar different unique special responsibility</p>	<p>birth death</p> <p>Range of more specific external body parts e.g. stomach, chest</p> <p>Vocabulary to recap describing sexual body parts will include:</p> <p>penis testicles vulva/ vagina bottom</p> <p>New vocabulary to introduce:</p>	<p>male female man woman teenager adult</p>

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				breast nipple anus scrotum	
KS2 Year 3/4	<ul style="list-style-type: none"> • How are male and female bodies different and what are the different parts called? (R) • When do we talk about our bodies, how they change, and who do we talk to?(R) • What can my body do and how is it special? • Why is it important to keep myself clean? (H) • What can I do for myself to stay clean and how will this change in the future?(H) • How do different illnesses and diseases spread and what can I do to prevent this? (H) • What are the main stages of the human life cycle? (Science) • How did I begin? (Sex Ed) • What does it mean to be 'grown up'? (H) • What am I responsible for now and how will this change? (H) • How do different caring, stable, adult relationships create a secure environment for children to grow up? (R) 	<ul style="list-style-type: none"> • Difference between males and females • Valuing the body • Responsibilities for hygiene • Stages of human life • Sperm+egg=baby • Being grown up • My responsibilities Parents/carers' responsibilities 	love dependent independent	Vocabulary to recap describing sexual body parts will include: breast nipple anus scrotum	toiletries bacteria infection hygiene
KS2 Year 5/6	<ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? (R) • How can I talk about bodies confidently and appropriately? (R) • What happens to different bodies at puberty? (H) • What might influence my view of my body? • How can I keep my growing and changing body clean? (H) • How can I reduce the spread of viruses and bacteria? (H) • What are different ways babies are conceived and born? (SexEd) 	<ul style="list-style-type: none"> • Names of sexual parts • Puberty • Physical change • Menstruation • Developing body image • Changing hygiene routines • Viruses and bacteria • Human lifecycle 	commitment marriage stable relationship	Puberty Period Menstruation Cervix Labia fallopian tube clitoris ovary/ ovum vulva/ vagina uterus/womb sperm/sperm duct urethra pubic hair	sanitary towel tampon body odour deodorant

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	<ul style="list-style-type: none"> • What effect might puberty have on people's feelings and emotions? (H) • How can my words or actions affect how others feel, and what are my responsibilities? (H) • What should adults think about before they have children? (R) • Why might people get married or become civil partners? (R) • What are different families like? (R) 	<ul style="list-style-type: none"> • Human sexual reproduction • Changing emotions • Responsibility for others <p>Love, marriage and families</p>		<p>voice breaking arousal erection sexual intercourse sex ejaculate conception pregnancy ovulation</p>	
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