



PSHE Knowledge, Skills and Vocabulary



KSV	Aspect	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Knowledge	Being Me in My World	• Can I belong in my class and be part of a group? • Can I understand that people are similar and different? • Can I begin to recognise and talk about different feelings? • Can I understand that my classroom is a place where we learn and play together? • Can I know that working together helps make school a good place to be? • Can I understand why kindness matters and how it affects others? • Can I know what using gentle hands looks like? • Can I know that everyone has the right to learn and play? • Can I understand what being responsible means? • Can I know how we look after our classroom and resources?	• Can I understand the rights and responsibilities as a member of my class? • Can I know my views are valued and can contribute to the Learning Charter? • Can I recognise the choices I make and understand the consequences?	• Can I identify some of my hopes and fears for this year? • Can I understand the rights and responsibilities for being a member of my class and the importance of making contributions? • Can I listen to other people and contribute my own ideas about rewards and consequences? • Can I understand how following the Learning Charter will help me and others learn? • Can I recognise the choices I make and understand the consequences?	• Can I recognise my worth and identify positive things about myself and my achievements? • Can I set personal goals? • Can I face new challenges positively, make responsible choices and ask for help when I need it? • Can I understand why rules are needed and how they relate to rights and responsibilities? • Can I understand that my actions affect myself and others and I care about other people's feelings? • Can I make responsible choices and take action? • Can I try to see things from other viewpoints?	• Can I know my attitudes and actions make a difference to the class team? • Can I understand who is in my school community, the roles they play, how I fit in and how I can contribute? • Can I understand how democracy works through the School Council? • Can I understand that my actions affect myself and others and try to empathise? • Can I understand how groups come together to make decisions? • Can I understand how democracy and having a voice benefits the school community?	• Can I face new challenges positively and know how to set personal goals? • Can I understand my rights and responsibilities as a citizen of my country and as a member of my school? • Can I make choices about my own behaviour because I understand how rewards and consequences feel? • Can I understand how an individual's behaviour can impact on a group? • Can I understand how democracy and having a voice benefits the school community and know how to participate?	• Can I identify my goals for this year, understand my fears and worries about the future and know how to express them? • Can I know that there are universal rights for all children but for many children these rights are not met? • Can I understand that my actions affect other people locally and globally? • Can I make choices about my own behaviour because I understand how rewards and consequences feel and how these relate to rights? • Can I understand how an individual's behaviour can impact on a group? • Can I understand how democracy and having a voice benefits the school community?



PSHE Knowledge, Skills and Vocabulary



Skills	• Can I name my feelings? • Can I know how to work and play with others? • Can I know why it is important to be kind and gentle? • Can I understand why it is important to care about others' feelings? • Can I make good choices? • Can I follow our class rules?	• Can I feel special and safe in my class? • Can I know that I belong to my class? • Can I know how to make my class a safe place for everybody to learn? • Can I recognise how it feels to be proud of an achievement? • Can I recognise the range of feelings when I face certain consequences? • Can I understand my choices in following the Learning Charter?	• Can I recognise when I feel worried and know who to ask for help? • Can I help myself and others feel like we belong? • Can I help make my class a safe and fair place? • Can I listen to others and share my ideas? • Can I work co-operatively with others? • Can I follow our Learning Charter?	• Can I value myself and know how to make someone else feel welcome and valued? • Can I recognise how it feels to be happy, sad or scared and identify if other people are feeling these emotions? • Can I understand that my behaviour brings rewards/consequences? • Can I work cooperatively in a group? • Can I choose to follow the Learning Charter?	• Can I know how good it feels to be included in a group and understand how it feels to be excluded? • Can I try to make people feel welcome and valued? • Can I take on a role in a group and contribute to the overall outcome? • Can I recognise my contribution to making a Learning Charter for the whole school? • Can I understand how rewards and consequences motivate people's behaviour? • Can I understand why our school community benefits from a Learning Charter and help others follow it?	• Can I know what I value most about my school and identify my hopes for this school year? • Can I empathise with people whose lives are different to my own? • Can I understand that my actions affect me and others? • Can I contribute to the group and understand how we can function best as a whole? • Can I help others follow the Learning Charter?	• Can I feel welcome and valued and know how to make others feel the same? • Can I understand my own wants and needs and compare these with children in different communities? • Can I understand that my actions affect myself and others and try to empathise? • Can I contribute to the group and understand how we can function best as a whole? • Can I model positive choices to help others follow the Charter?
Vocabulary	angry, choice, different, excited, feelings, friend, gentle, happy, kind, learn, nervous, responsibilities, rights , sad, share, similar, taking turns, turn taking, unique	achievement, belong, belonging , calm, consequences , disappointed, learning charter, proud, rewards, safe, safe place, special, upset, valued, views	actions, assertive, boundaries , controlling, contributions, fair, fears, hopes, negative, positive, praise, problem solving , responsible, worried, worries	acknowledge, affirm, behaviour, challenge , courtesy, dreams, emotions, exclude, fairness , group dynamics, ideal school, include, loneliness, lonely, manners, nightmare, personal goal, pleased, pride, self-respect, solutions, support, team work, viewpoint, welcome, wellbeing	authority, charter, community , conflict, decisions , democratic, help, job description, observer, respect, role, trusted adult, UN convention on rights of child, voting	appreciation, asylum, citizen, collaboration, cooperation , deprived, denied, education, empathise, leadership, migrant, motivation, participation, persecution, poverty, prejudice, privilege, refugee, vision, wealth	cocoa plantation, cocoa pods, discernment , Ghana, hazard/risk , illegal, lawful, laws, legal, Maslow , needs, obstacles, report, resilience, wants, west Africa



PSHE Knowledge, Skills and Vocabulary



Kn o w l e d g e	Cele brati ng Diffe rence s	• Can I know what being unique means? • Can I know the names of some emotions? • Can I know why having friends is important? • Can I know some qualities of a positive friendship? • Can I know that I don't have to be "the same as" to be a friend? • Can I know what being proud means? • Can I know that people can be good at different things? • Can I know that families can be different? • Can I know that people have different homes and why they are important? • Can I know ways of making friends?	• Can I identify similarities and differences between people in my class? • Can I tell you what bullying is? • Can I know who to talk to if I feel unhappy or am being bullied? • Can I know how to make new friends? • Can I tell you some ways I am different from my friends?	• Can I understand that sometimes people make assumptions about boys and girls (stereotypes)? • Can I understand that bullying is sometimes about difference? • Can I recognise what is right and wrong and how to look after myself? • Can I understand it is OK to be different and still be friends?	• Can I understand that everybody's family is different and important? • Can I understand that differences and conflicts sometimes happen in families? • Can I know what it means to be a witness to bullying? • Can I know that witnesses can make situations better or worse? • Can I recognise that some words are used in hurtful ways? • Can I tell you about a time when my words affected someone's feelings?	• Can I understand that we sometimes make assumptions based on appearance? • Can I understand what influences me to make assumptions? • Can I know what to do if I think bullying is going on but I'm not sure? • Can I tell you why witnesses sometimes join in or don't tell? • Can I identify what is special about me and value being unique? • Can I tell you a time when my first impression of someone changed?	• Can I understand that cultural differences sometimes cause conflict? • Can I understand what racism is? • Can I understand how rumour-spreading and name-calling can be bullying? • Can I explain the difference between direct and indirect bullying? • Can I compare my life with people in the developing world? • Can I understand a different culture from my own?	• Can I understand there are different perceptions of "normal"? • Can I understand how being different could affect someone's life? • Can I explain ways in which a person or group can have power over another? • Can I know reasons why people use bullying behaviours? • Can I give examples of disabled people who lead amazing lives? • Can I explain how difference can be a source of celebration or conflict?
Sk i lls		• Can I recognise emotions when someone is upset, frightened or angry? • Can I identify and use skills to make a friend? • Can I identify ways I am different and the same as others? • Can I identify and use skills to stand up for myself? • Can I identify feelings of pride? • Can I identify things I am good at? • Can I vocalise success for myself and others? • Can I recognise similarities and differences between families?	• Can I tell you ways I am the same as my friends? • Can I understand how being bullied might feel? • Can I be kind to children who are bullied? • Can I know how it feels to make a new friend? • Can I understand that differences make us special and unique?	• Can I understand ways boys and girls are similar and different and feel OK about it? • Can I tell you how someone who is bullied feels? • Can I know when and how to stand up for myself and others? • Can I know how to get help for bullying? • Can I understand we shouldn't judge people for being different? • Can I know how it feels to be a friend?	• Can I appreciate my family and people who care for me? • Can I know how to calm myself down using 'Solve it together'? • Can I know ways of helping someone bullied feel better? • Can I problem-solve a bullying situation? • Can I try not to use hurtful words? • Can I give and receive compliments?	• Can I try to accept people for who they are? • Can I question why I think what I do about others? • Can I know how it feels to be a witness or target of bullying? • Can I respect the unique features of my appearance? • Can I explain why it is good to accept people?	• Can I be aware of my own culture and attitude towards race? • Can I use strategies for managing feelings in bullying situations? • Can I encourage others to make better choices? • Can I appreciate happiness regardless of wealth? • Can I respect my own and others' cultures?	• Can I empathise with people who are different? • Can I be aware of my attitude towards difference? • Can I know how it feels to be excluded or treated badly? • Can I use strategies for problem-solving in bullying situations? • Can I appreciate people for who they are?
Vo c a b u l a r y		friendship, frightened, home, proud, unique, unkind	bully, deliberate, harmful, inclusive, on purpose, unfair	assumptions, diversity, female, male, respect, stereotypes	banter, caring, compliment, connected, resolve, solve it together, stability, witness	changed, character, impression, influence, judgement, surprise, troll	colour, developing world, discrimination, racism, racist, rumour, texting	accolade, admiration, argument, equality act, harassment, imbalance, perception, stamina



PSHE Knowledge, Skills and Vocabulary



Kn o w l e d g e	Drea ms and Goal s	• Can I know what a challenge is? • Can I know it is important to keep trying? • Can I know what a goal is? • Can I know how to set goals? • Can I know which words are kind? • Can I know some jobs I might like to do? • Can I know I must work hard now to achieve future jobs? • Can I know when I have achieved a goal?	• Can I set simple goals and work out how to achieve them? • Can I understand how to work well with a partner? • Can I tackle a new challenge and understand it stretches my learning? • Can I identify and overcome obstacles? • Can I tell you how I felt when I succeeded and celebrated?	• Can I choose a realistic goal and think about how to achieve it? • Can I know what I need to keep my body healthy? • Can I recognise who I work well with? • Can I work well in a group to create an end-product? • Can I show or tell you what relaxed and stressed mean? • Can I know how to share success?	• Can I tell you about a person who has faced challenges and succeeded? • Can I identify an important dream or ambition? • Can I work out the best ways to achieve new challenges? • Can I be motivated and enthusiastic? • Can I overcome obstacles? • Can I evaluate my learning process?	• Can I tell you about my hopes and dreams? • Can I understand how resilience and support help when dreams don't come true? • Can I know how to cope with disappointment and move forward? • Can I make a new plan after being disappointed? • Can I work out steps to achieve a goal as part of a group? • Can I identify group contributions?	• Can I understand that money is needed to achieve some dreams? • Can I recognise how spending decisions affect others and the environment? • Can I explore jobs and think critically about online information? • Can I describe dreams of young people in other cultures? • Can I identify ways to support each other across cultures?	• Can I know my learning strengths and set realistic goals? • Can I work out learning steps and motivate myself? • Can I identify global problems that concern me? • Can I work with others to make the world a better place? • Can I know what people admire about me and accept praise?
Sk i l l s		• Can I understand that challenges can be difficult? • Can I use resilience? • Can I recognise feelings of perseverance? • Can I recognise how kind words encourage people? • Can I be ambitious? • Can I feel proud and celebrate success?	• Can I tell you something I do well? • Can I tell you how I learn best? • Can I celebrate achievement with my partner? • Can I identify how I feel when faced with a challenge? • Can I store feelings of success in my internal treasure chest?	• Can I tell you things I have achieved and how it feels? • Can I be motivated to make healthy choices? • Can I tell you how working with others helps me learn? • Can I solve problems in a group? • Can I tell when a feeling is weak or strong? • Can I store successful group feelings?	• Can I respect and admire people who overcome obstacles? • Can I imagine how I will feel when I achieve my dream? • Can I break a goal into steps? • Can I use my strengths as a learner? • Can I manage frustration? • Can I share success confidently?	• Can I know how it feels to have hopes and dreams? • Can I identify and cope with disappointment? • Can I notice how coping builds self-esteem and resilience? • Can I have a positive attitude? • Can I enjoy a group challenge? • Can I share in group success?	• Can I identify what I want my life to be like when grown up? • Can I recognise attitudes towards saving, spending, and risk? • Can I recognise strengths and understand it's OK for goals to change? • Can I appreciate aspirations in different cultures? • Can I stay motivated to support others?	• Can I stretch the boundaries of my learning? • Can I set success criteria? • Can I recognise emotions when considering people who are suffering? • Can I empathise with people in difficult situations? • Can I identify my motivation to help? • Can I give praise and compliments?
Vo c a b u l a r y		achieve, earn, frustrated, future, keep trying, persevere, reward, skills	active, coins, garden, internal, obstacle, process, stepping stones, stretchy, treasure chest	calm, hobbies, interests, lifestyle, partner, product, realistic, relax, self-care, tense	ambitions, design, enthusiastic, evaluate, outdoors, review, solution	agree/disagree, anxious, attitude, determination, follower, leader, plans, resilience, setback	adult, aspiration, barrier, career, digital spending, environment, financial harm, profession, salary, society	admire, awareness, collaborate, concern, contribution, global, issue, prevention, success criteria, suffering, unrealistic



PSHE Knowledge, Skills and Vocabulary



Kn o w l e d g e	Healt h y M e	• Can I name body parts and understand being active helps? • Can I understand moving and resting are important? • Can I talk about things I need to do to stay healthy? • Can I make healthy food choices? • Can I know how to help myself sleep? • Can I wash my hands properly? • Can I know who my safe adults are?	• Can I understand the difference between healthy and unhealthy? • Can I make healthy lifestyle choices? • Can I know how to keep clean and understand how germs cause disease? • Can I know that household products and medicines can be harmful? • Can I use medicines safely? • Can I keep safe crossing the road?	• Can I sort foods into groups and know what my body needs? • Can I make healthy snacks and explain energy? • Can I recognise home hazards and fire risks? • Can I keep safe around roads, railways, and water? • Can I understand how medicines work? • Can I explain how to keep my body safe out and about?	• Can I understand how exercise affects my heart and lungs? • Can I know how calories, fat, and sugar affect health? • Can I tell you my knowledge and attitude towards drugs? • Can I identify things, people, and places I need to keep safe from? • Can I know how to call emergency services? • Can I identify safe vs. unsafe situations?	• Can I recognise how friendship groups are formed and the friends I value? • Can I understand how peer influence leads to unsafe choices? • Can I know facts about smoking and vaping? • Can I understand the facts about alcohol and the liver? • Can I recognise pressure and explain ways to resist it? • Can I have a clear picture of right and wrong?	• Can I know the health risks of smoking and vaping? • Can I know risks of misusing alcohol and antisocial behaviour? • Can I put basic emergency aid (recovery position) into practice? • Can I understand how media promotes body types? • Can I describe attitudes to food and external influences? • Can I know what makes a healthy lifestyle?	• Can I take responsibility for my health and wellbeing? • Can I know about different drugs and their effects on the liver and heart? • Can I understand that people can be exploited to break the law? • Can I know the risks of joining gangs? • Can I understand emotional wellness and mental health? • Can I recognise stress triggers and their link to substance misuse?
Ski lls		• Can I notice how my body feels when active? • Can I recognise when I need rest? • Can I talk about ways to look after myself? • Can I make simple healthy choices? • Can I use calm strategies for sleep? • Can I take responsibility for keeping clean? • Can I identify trusted adults?	• Can I feel good about making healthy choices? • Can I keep myself safe? • Can I know ways to help myself when poorly? • Can I recognise when I feel frightened? • Can I recognise how being healthy helps happiness?	• Can I have a healthy relationship with food? • Can I express how it feels to share healthy food? • Can I recognise when I feel worried and tell an adult? • Can I manage feelings to make safer choices? • Can I feel positive about caring for my body?	• Can I set a fitness challenge? • Can I know what a healthy choice feels like? • Can I identify how I feel towards drugs? • Can I express being anxious or scared? • Can I take responsibility for safety? • Can I respect and appreciate my body?	• Can I identify feelings about my friends? • Can I recognise embarrassment or pressure that stops safe choices? • Can I recognise negative feelings like shame or guilt? • Can I act assertively to resist pressure? • Can I identify anxiety associated with peer pressure? • Can I tap into my inner strength?	• Can I make an informed decision about smoking or vaping? • Can I make an informed decision about alcohol? • Can I keep calm in emergencies? • Can I reflect on body image and keep it positive? • Can I accept and respect myself? • Can I stay motivated to be healthy?	• Can I stay motivated to care for my physical and emotional health? • Can I find ways to be happy without drugs? • Can I suggest ways for someone exploited to help themselves? • Can I suggest strategies to avoid being pressurised? • Can I help myself feel emotionally healthy? • Can I use strategies to manage stress?
Vo c a b u l a r y		clean, exercise, germs , healthy, hygiene, less healthy, movement, rest, strangers , teeth	bacteria, balanced , crossing , kerb, listen, medicines , nervous, pavement, traffic, virus	assess, balanced diet , dangerous, energy, hazard , nutritious, portion , react, stop drop roll	advice, ambulance, coastguard, complex , emergency services , heartbeat, oxygen, saturated fat , strategy	assertive , embarrassment, guilt, liver, opinion , peers , pressure, vaping	addicted, altered , informed decision , level-headed, nicotine , obesity, procedure, recovery position	anti-social, criminal , exploited , gangs, illegal, immunisation, mental health , prescribed, restricted, synthetic highs, volatile



PSHE Knowledge, Skills and Vocabulary



Kn o w l e d g e	Relat ionsh ips	• Can I know what a family is? • Can I know family members have different responsibilities? • Can I know characteristics of healthy friendships? • Can I know friends sometimes fall out? • Can I know ways to mend a friendship? • Can I know unkind words hurt? • Can I know how to use Calm Me? • Can I know why others get angry?	• Can I identify family members and understand different family types? • Can I identify what being a good friend means? • Can I know appropriate physical greetings? • Can I know who can help in school? • Can I recognise my qualities? • Can I tell you why I appreciate special people?	• Can I understand my relationship with family and why we cooperate? • Can I understand acceptable vs. unacceptable physical contact? • Can I identify causes of conflict with friends? • Can I understand the difference between good and worry secrets? • Can I recognise people who help in family/community? • Can I express appreciation?	• Can I identify family roles and reflect on gender expectations? • Can I put friendship skills like listening/turns into practice? • Can I use strategies to stay safe online? • Can I understand global influences and how media can be incomplete? • Can I understand shared needs and rights of children globally? • Can I express appreciation?	• Can I recognise situations that cause jealousy? • Can I identify someone I love and express why? • Can I tell you about someone I no longer see? • Can I manage relationship changes and falling out? • Can I understand what boyfriend/girlfriend means for the future? • Can I show love to people and animals?	• Can I have an accurate picture of my characteristics and qualities? • Can I understand positive/negative consequences of online communities? • Can I understand rights/responsibilities in online networks and games? • Can I recognise too much screen time? • Can I explain how to stay safe communicating online? • Can I understand rights about personal data?	• Can I know it is important to take care of my mental health? • Can I know how to take care of my mental health? • Can I understand stages of grief and types of loss? • Can I recognise when people try to gain power or control? • Can I judge if something online is safe? • Can I use technology positively and safely?
Ski lls		• Can I identify jobs in my family? • Can I suggest ways to make a friend? • Can I mend a friendship? • Can I recognise being angry? • Can I use Calm Me?	• Can I feel I belong to a family? • Can I know how to make a new friend? • Can I recognise which physical contact I prefer? • Can I know when I need help and how to ask? • Can I praise myself? • Can I express feelings about others?	• Can I accept family differences? • Can I show positive problem-solving? • Can I identify feelings about worry secrets? • Can I understand how it feels to trust someone? • Can I be comfortable accepting appreciation?	• Can I describe how taking responsibility makes me feel? • Can I negotiate for a win-win solution? • Can I know who to ask for help with online worries? • Can I appreciate different cultures and question stereotypes? • Can I empathise with children whose lives are different?	• Can I identify feelings of jealousy and use problem-solving? • Can I know how it feels to lose someone or something? • Can I understand we can remember people we no longer see? • Can I stand up for myself and compromise? • Can I resist pressure for romance? • Can I love and be loved?	• Can I keep building my self-esteem? • Can I recognise unsafe online groups? • Can I recognise when online games become unhelpful? • Can I identify ways to reduce screen time? • Can I use strategies like confident questioning and saying 'no'?	• Can I understand that mental health problems are not shameful? • Can I help myself and others with mental health worries? • Can I manage strong emotions? • Can I stand up to power and control? • Can I resist online pressure? • Can I take responsibility for my wellbeing?
Vo c a b u l a r y		argue, jobs, lonely, relationship, upset	appreciate, celebrate, community, confidence, greeting, incredible, praise, qualities	communication, diverse, good secret, honesty, hugs, reliability, trustworthy, worry secret	age restriction, deprivation, gaming/apps, interconnected, location settings, privacy, trade, unisex	attraction, betrayal, compromise, envy, loyalty, memento, negotiate, souvenir, symbol	addiction, data protection, fake online hoaxes, gambling, grooming, loot boxes, self-perception, targeting	ai, ashamed, consent, digital rights, early warning signs, grief, isolation, stigma



PSHE Knowledge, Skills and Vocabulary



Kn o w l e d g e	Chan g i n g M e	- Can I know names and functions of body parts? - Can I know we grow from baby to adult? - Can I know who to talk to if worried? - Can I know sharing feelings helps? - Can I know happy memories help us move on?	- Can I understand life cycles? - Can I tell you how I have changed since I was a baby? - Can I use correct names: penis, testicles, vulva, anus? - Can I understand learning brings change? - Can I tell you about changes in my life?	- Can I recognise cycles of life in nature? - Can I tell you about the natural process of growing? - Can I recognise my place on the young-to-old continuum? - Can I recognise physical differences: penis, anus, testicles, vagina, vulva? - Can I understand privacy? - Can I understand different types of touch?	- Can I understand changes from birth to fully grown in mammals? - Can I identify inside/outside puberty changes? - Can I understand that bodies change at puberty to make babies? - Can I know how to keep clean to protect from infection? - Can I recognise stereotypical parenting ideas?	- Can I understand that identity makes a person unique? - Can I describe how a girl's body changes for menstruation and babies? - Can I know about inner circles and family types? - Can I know trusted people for help? - Can I know how the circle of change works? - Can I identify changes out of my control?	- Can I be aware of my self-image and body image? - Can I explain girl's puberty changes and emotional care? - Can I describe how boys' and girls' bodies change? - Can I understand sexual intercourse, conception, and IVF? - Can I identify teenage responsibilities?	- Can I explain how boys' and girls' bodies change? - Can I describe baby development from conception to birth? - Can I understand how attraction changes relationships? - Can I understand the importance of positive self-esteem? - Can I identify transition worries and hopes?
Ski lls		- Can I recognise happy/sad emotions about changing class? - Can I say how I feel about growing up? - Can I identify how I have changed from a baby? - Can I say what might change? - Can I identify positive memories? - Can I prepare for change?	- Can I understand that changes are OK? - Can I understand everyone grows at different rates? - Can I respect my body and private parts? - Can I enjoy learning new things? - Can I know ways to cope with change?	- Can I understand some changes are out of my control? - Can I identify older people I respect? - Can I feel proud about being independent? - Can I describe what I enjoy about being a boy or girl? - Can I be confident to say what I like/dislike?	- Can I express how I feel about babies? - Can I recognise feelings about puberty changes? - Can I think about ways to keep clean? - Can I express feelings when ideas are challenged? - Can I think about changes for next year?	- Can I describe choices about identity and interests? - Can I use strategies to cope with physical and emotional puberty? - Can I recognise that anxiety is normal? - Can I try to make beneficial changes? - Can I express fears about uncontrolled change?	- Can I know how to develop self-esteem? - Can I understand puberty is natural? - Can I express feelings about reproductive amazingness? - Can I be confident that I can cope with growing up?	- Can I develop my own self-esteem? - Can I express feelings about puberty? - Can I reflect on the development/birth of a baby? - Can I understand mutual respect? - Can I challenge negative 'body-talk'? - Can I prepare emotionally for transition?
Vo c a b u l a r y		eyebrow, forehead, tongue, stomach, memories	adulthood, mature , vulva, anus, anxious , coping	child, elderly, freedom , independent , physical, private, public, timeline , toddler	birth, breasts, genitals , ovaries, ovum, pubic hair , scrotum, sperm, uterus	fallopian tube, hormone , inner circle , menstrual cup, menstruation, tampons	affirmation, conception , edited, growth spurt , oestrogen, sexual intercourse , testosterone	adolescent, caesarean , cervix, foetus , midwife, placenta, umbilical cord