



Relationships Education, Relationships and Sex Education and Health Education Policy (RSHE)

Shamblehurst Primary School

1. Rationale

At Shamblehurst Primary School, we believe that high-quality Relationships Education, Relationships and Sex Education (RSHE) is essential in supporting pupils to become confident, healthy, respectful and responsible individuals. Our RSHE curriculum equips pupils with the knowledge, skills and values needed to build positive and respectful relationships, understand their physical and mental health, stay safe including online, make informed and responsible decisions and prepare for the opportunities, responsibilities and experiences of later life.

2. Statutory Requirements

This policy complies with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE, 2019, as updated), the Education Act 2002, the Education Act 1996 as amended, the Children Act 2004 and the Equality Act 2010. Relationships Education is compulsory in all primary schools and Health Education is compulsory in all state-funded schools. Sex Education is not compulsory in primary schools beyond the national curriculum for science. The school ensures all statutory content is delivered and pupils are protected from inappropriate teaching materials.

3. Aims of RSHE

The RSHE curriculum aims to equip pupils with the knowledge, skills and values to develop healthy, safe and respectful relationships and to promote positive mental health, wellbeing and resilience. Pupils are supported to understand personal safety including online safety and consent and to recognise that their body belongs to them. They are taught to identify concerns, seek help and report worries. The curriculum promotes equality, diversity and inclusion while providing accurate, age-appropriate information in a safe and supportive environment. All teaching is inclusive and responsive to pupils' developmental needs.

4. Curriculum Content

4.1 Relationships Education

The school delivers all statutory areas including families and people who care for me, caring friendships, respectful relationships, online relationships and being safe. Teaching reflects a wide range of family structures including same-sex parents, adoptive families, foster families and single-parent families in line with the Equality Act 2010.

4.2 Health Education

The curriculum includes mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body including puberty. Pupils develop understanding of how to maintain both physical and mental health.

4.3 Sex Education including menstruation

Menstruation is taught in Year 4 at Shamblehurst. If you have concerns that your child is showing signs of puberty earlier than this, please speak to your child's class teacher who will work with you on a bespoke package to ensure that children are fully supported while in school.

Sex education beyond the science curriculum is not compulsory in primary schools. At Shamblehurst Primary School, reproduction is taught through science as required and additional sex education is delivered in Year 6 through the Growing and Changing unit. This includes age-appropriate teaching about human reproduction, how a baby is conceived and born, and puberty and body changes. This content is delivered sensitively within a safeguarding framework and parents are informed in advance and may withdraw their child from these non-statutory elements.

Please see the links below to the BBC clips that will be used as part of these lessons.

[Top teen PUBERTY FACTS, puberty symptoms and changes explained | Operation Ouch](#)

[KS2 PSHE: Operation Ouch! How are babies made? \(full programme\) - BBC Teach](#)

4.4 Curriculum Delivery

The school uses the SCARF PSHE scheme which provides a structured spiral curriculum covering all statutory outcomes. Core themes include Me and My Relationships, Valuing Difference, Keeping Myself Safe, Rights and Responsibilities, Being My Best and Growing and Changing. The curriculum ensures all statutory learning outcomes are fully covered, is age-appropriate and builds progressively each year while reflecting pupils' experiences. Appendix D shows the vocabulary that is taught in each year group.

4.5 No Outsiders

At our school, our core ethos is "All Different, All Welcome." We use the *No Outsiders* framework (developed by Andrew Moffat MBE) as an integral part of our primary RSE and Personal Development curriculum.

The program prepares our pupils for life in modern Britain by building a school culture where diversity is celebrated, and where no child, staff member, or family feels excluded.

The framework is firmly rooted in the Equality Act 2010. It helps children understand that everyone has a legal right to be treated equally and with respect, regardless of age, race, disability, religion, gender, gender identity, or family dynamic.

No Outsiders is a vital part of our safeguarding strategy. It reduces identity-based bullying by equipping children with the language to safely challenge exclusionary or derogatory words, cultivating a profound sense of belonging for every member of our community.

No Outsiders is taught through assemblies and through picture books and discussions in class.

The Long Term plan can be found in Appendix C.

5. Teaching and Learning

RSHE is delivered through weekly PSHE lessons alongside science, computing and assemblies. Teaching promotes a safe and respectful learning environment where pupils are encouraged to discuss, reflect and think critically. Staff use appropriate resources and correct terminology and promote empathy, responsibility and respect. All staff receive appropriate training to deliver RSHE effectively.

6. Inclusion and Equality

The RSHE curriculum reflects diverse relationships and families and is accessible to all pupils including those with SEND. It respects religious and cultural backgrounds while promoting equality and challenging discrimination. Stereotyping is avoided and pupils are supported to respect differences.

7. Safeguarding

RSHE is underpinned by the school's safeguarding and child protection procedures. Staff are trained to respond appropriately to questions, manage sensitive issues and identify safeguarding concerns. Pupils are taught how to keep themselves safe, understand personal boundaries and consent and seek help from trusted adults. Anatomically correct language is used to support safeguarding and understanding.

8. Pupil Voice and Support

The school creates a safe environment where pupils feel able to express concerns through class discussion, worry boxes and access to trusted adults. Assemblies and wider provision reinforce key safeguarding and wellbeing messages.

9. Working with Parents and Carers

The school recognises parents and carers as primary educators and shares the RSHE policy and curriculum through the website and communication. Parents are given opportunities to view materials, are informed in advance of sex education lessons and may raise questions or concerns.

10. Right to Withdraw

Parents may request withdrawal from non-statutory sex education in writing to the Headteacher and requests will be discussed and recorded. There is no right to withdraw from Relationships Education, Health Education or national curriculum science.

11. Monitoring and Evaluation

RSHE is monitored through lesson observations, pupil voice, work scrutiny and curriculum review. Leaders and governors ensure statutory compliance, high-quality teaching and positive outcomes for pupils' safety and wellbeing.

12. Linked Policies

This policy should be read alongside Safeguarding and Child Protection, Behaviour, Online Safety, Equality and SEND policies.

13. Review

This policy will be reviewed every two years or sooner if guidance changes, with input from staff, governors, parents and pupils.

14. Governor Approval

This policy has been reviewed and approved by the Governing Body of Shamblehurst Primary School.

The Governing Body will ensure that this policy is implemented effectively and reviewed in line with statutory requirements.

Policy Status: Statutory

Policy Owner: Headteacher / PSHE Lead

Approved by: Governing Body

Date of Approval: _____

Chair of Governors (Name): _____

Signature: _____

Review Date: _____

Frequency of Review: Every two years or earlier if statutory guidance changes

Appendix A: DfE Statutory Outcomes Mapping (Primary RSHE)

Relationships Education

DfE Statutory Area	Pupils Should Know (DfE Outcomes)	Where Covered at Shamlehurst (SCARF / Provision)
Families and people who care for me	Families are important for children growing up providing love security and stability	Me and My Relationships; Valuing Difference
	The characteristics of healthy family life including commitment care and protection	Me and My Relationships
	That families may look different and should be respected	Valuing Difference; No Outsiders
	How to recognise if relationships are making them unhappy or unsafe and how to seek help	Keeping Myself Safe
Caring friendships	The importance of friendships in making us feel happy and secure	Me and My Relationships
	Characteristics of friendships including trust honesty kindness and reliability	Me and My Relationships
	How to manage conflict and resolve disagreements	Me and My Relationships
	How to recognise and report bullying	Keeping Myself Safe
Respectful relationships	The importance of respecting others including those who are different	Valuing Difference
	Practical steps to build respectful relationships	Me and My Relationships
	The importance of manners and courtesy	Rights and Responsibilities
	That people should expect respect from others	Valuing Difference
Online relationships	That people may behave differently online	Keeping Myself Safe
	How to stay safe online and recognise risks	Keeping Myself Safe; Computing
	Rules for keeping safe online including privacy and sharing information	Keeping Myself Safe; Computing
	How to report online concerns	Keeping Myself Safe
Being safe	What is meant by personal boundaries and privacy	Keeping Myself Safe; Growing and Changing
	That each person's body belongs to them	Keeping Myself Safe
	How to respond safely to others	Keeping Myself Safe

	How to recognise unsafe situations or feelings	Keeping Myself Safe
	How to ask for help and identify trusted adults	Keeping Myself Safe

Health Education

DfE Statutory Area	Pupils Should Know (DfE Outcomes)	Where Covered at Shamblehurst (SCARF / Provision)
Mental wellbeing	Mental wellbeing is a normal part of daily life	Being My Best
	How to recognise and talk about emotions	Me and My Relationships; Zones of Regulation
	Simple self-care techniques	Being My Best
	How and where to seek help	Keeping Myself Safe
Internet safety and harms	Risks associated with online activity	Keeping Myself Safe; Computing
	How to use technology safely and respectfully	Keeping Myself Safe; Computing
Physical health and fitness	Importance of regular exercise	Being My Best
	Characteristics of a healthy lifestyle	Being My Best
Healthy eating	What constitutes a healthy diet	Being My Best
	Importance of balanced nutrition	Being My Best
Drugs alcohol and tobacco	Basic facts about substances and risks	Keeping Myself Safe
	Effects on health	Keeping Myself Safe
Health and prevention	Importance of personal hygiene	Being My Best
	How to prevent illness	Being My Best
Basic first aid	How to make an emergency call	Keeping Myself Safe
	Basic first aid principles	Keeping Myself Safe
Changing adolescent body	Key facts about puberty and changes	Growing and Changing
	Understanding menstruation and hygiene	Growing and Changing

Sex Education (Non-Statutory – School Provision)

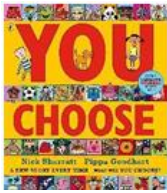
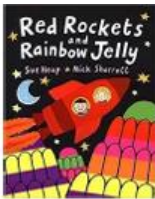
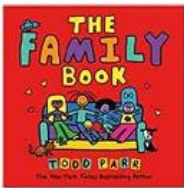
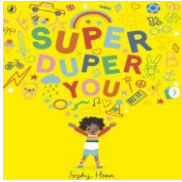
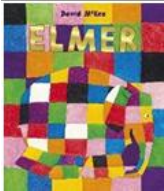
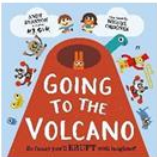
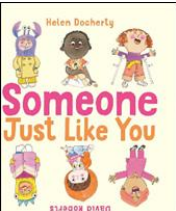
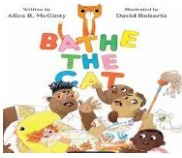
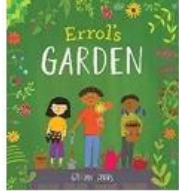
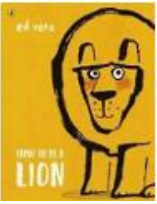
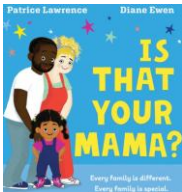
Area	Content Covered	Where Covered
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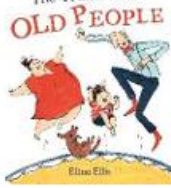
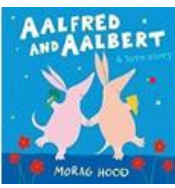
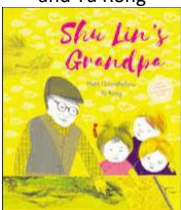
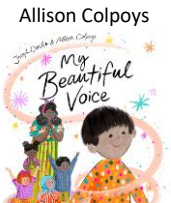
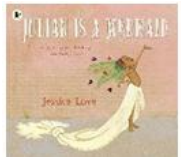
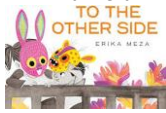
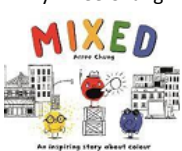
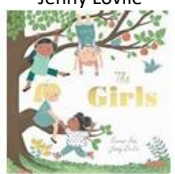
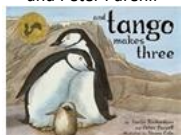
Human reproduction	Age-appropriate understanding of conception and birth	Science Curriculum; Growing and Changing Year 6
Puberty linked to reproduction	Physical and emotional changes	Growing and Changing
Families and reproduction	IVF adoption and same-sex families explained appropriately	Growing and Changing; Valuing Difference

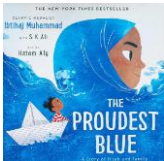
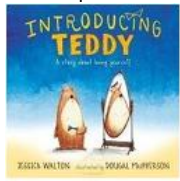
Appendix B

Appendix B SCARF long term plan

Year/Half-termly unit titles	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body <u>healthy</u> – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation <u>Online rules & restrictions</u> <u>Online behaviours</u> Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community <u>Bullying, inc. online</u>	Managing risk Decision-making skills Drugs & their risks Staying safe online <u>Digital literacy</u>	Helping & being helped Looking after the environment Managing money <u>Developing critical thinking</u>	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets <u>Relationships, inc. online</u>
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk <u>inc. online</u> Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & <u>behaviours</u>	Making a difference (different ways of helping others or the environment) Media influence & <u>digital literacy</u> Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural <u>Critical digital awareness</u> <u>Online Bullying & self esteem</u>	Online safety <u>Bullying inc. online</u> Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending <u>Media manipulation</u> <u>Artificial Intelligence</u>	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online <u>Digital footprint</u> Drugs: norms & risks (inc. the law)	Understanding media bias <u>Digital critical thinking</u> Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk <u>Looking after wellbeing</u> <u>Digital literacy & critical thinking skills</u>	Coping with changes Keeping safe <u>inc. online</u> <u>AI/ deep fakes</u> Body Image Sex education Self-esteem

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	You Chose Nick Sharratt and Pippa Goodheart 	Red Rockets and Yellow Jelly By Sue Heap and Nick Sharratt 	Hello Hello By Brendan Wenzel 	The Family Book By Todd Parr 	Super Duper You Sophy Henn 	Blue Chameleon By Emily Gravet 
Learning intention	To choose what I like	It's OK to like different things	To say Hello	All families are different	To think about what makes me different	To make a new friend
Success Criteria	To choose what I like	It's OK to like different things	We are not all the same. I know we are different. I can make friends with different people.	I know who is in my family. I know all families are different.	I know there are lots of things about me. I know my feelings can change. I know I am growing up and I can change.	I know everyone is different in my class I can make friends with anyone
Year 1	Elmer By David McKee 	Going to the Volcano By Andy Stanton 	I love me! By Marvyn Harrison and Diane Ewen 	Someone Just Like You Helen Docherty and David Roberts 	Bathe the Cat Alice B McGinty and David Roberts 	Errol's Garden By Gillian Hibbs 
Learning Intention	I Like the way I am	To join in	To like myself	How can you make someone feel safe?	To work together	To work together
Success Criteria	I know ways we are different and I know how to make my class welcoming	I know we are all different. I know we can play together and I can join in.	I know I am different I can tell you how I am different I can tell you what is great about me.	I know that everyone is different. I can understand that being different is okay I can say what makes a good friend.	I know all houses get messy. I know that families can work together to clean the house. I can work as a team and solve a messy problem.	I know I can ask for help with my ideas. I know how to ask for help. I can work with different people.
Year 2	Can I join your club? By John Kelly and Steph Laberis 	How to be a Lion By Ed Vere 	The Perfect Fit By Naomi Jones and James Jones 	Amazing by Steve Antony 	Is that your Mama? Patrice Lawrence and Diane Ewen 	All are Welcome By Alexandra Penfold and Susanna Kaufman 
Learning intention	To welcome different people	To have self confidence	To understand how I fit in.	To think about what makes a good friend	To know all families look different	I know I belong.
Success criteria	I know we are all different. I can name ways we are different. I have friends who are different. I don't leave people out.	I know we are all different. I know sometimes it's hard to be different. I know what self-confidence means. I know how I help someone feel confident	I know how it feels to be left out of a game. I know how it feels to join a game. I can think of ways that everyone can join in.	I know what a good friend is. I know how to be a good friend	I know what a family is. I know that families look different. I can tell you about different kinds of families.	I know who I am I know there are special things about me. I know I am different. I know I belong.

Year 3	This is our House by Micheal Rosen 	We're All Wonders By R.J. Palacio 	I am Nefertiti By Annemarie Angang and Natelle Quirk 	The Truth about Old People by Elina Ellis 	Aalfred and Aalbert Morag Hood 	Shu Lin's Grandpa Matt Goodfellow and Yu Rong 
Learning intention	To understand what discrimination means	To understand what a bystander is.	To show respect	To recognise a stereotype	To find common ground.	To show welcoming behaviour
Success Criteria	I know how someone could feel like an outsider. I know how to make sure there are no outsiders in my school	I know everyone has differences. I know what unique means. I know how people can feel hurt. I know what a bystander is. I know what to do if I see someone being unkind	I know everyone has a name. I know why names are important. I know why I don't get to decide what to call you.	I know what a stereotype is. I know how stereotypes affect people. I know everyone is different.	I know there are more things that we have in common than divide us.	I know we were all new in class once. I can remember how it feels when you don't know anyone. I can show empathy.
Year 4	Along Came a Different By Toby McLaughlin 	Remixed Arree Chung 	Red: A Crayon's Story Micheal Hall 	My Beautiful Voice Joseph Coelho and Allison Colpoys 	When Sadness Comes to Call By Eva Eland 	Julian is a Mermaid By Jessica Love 
Learning intention	To Help someone accept difference	To understand how families change	To help someone be who they are	To speak up	To look after my mental health	To show acceptance
Success criteria	I know we are different. I can tell you ways we are different. I know why some people are afraid of difference. I can help people to accept difference.	I know how families can change. I know change can be hard to manage. I understand changes are often out of my control.	I know sometimes people change. I know what judgement is. I know how to be non-judgemental.	I know I have a voice. I can choose to use my voice to add my ideas. I know sometimes it feels hard to speak out. I can find ways to speak up when I am nervous.	I know what mental health is. I know what situations can affect my mental health. I have strategies to look after my mental health.	I know there are different ways to dress. I know people can choose what they wear. I know different people in my community wear different things. I am accepting of difference.
Year 5	The Boys Lauren Ace and Jenny Lovlie 	To the Other Side Erika Meza 	Mixed By Arree Chung 	Milo Imagines the World Matt de la Pena and Christian Robinson 	The Girls Lauren Lee and Jenny Lovlie 	And Tango Makes Three By Justin Richardson and Peter Parnell 
Learning intention	To check in with people	To have an awareness of what it means to be a refugee	To consider response to racist behaviour	To try not to judge by appearance.	To explore friendship	To exchange dialogue and express opinion
Success criteria	I know how to work as a team.	I can explain that everyone	I understand what racism is. I can recognise racist	I know appearances can deceive.	I know people have different opinions I know not everyone	I know there are different ideas about equality

	I know how mental health can be affected by friendship. I know how to make someone feel valued.	deserves to feel safe and belong. I understand that families may move to find safety or a better life. I can talk about how we show kindness to people who are new.	behaviour. I know what to do if I hear or see someone being racist.	I know it's hard not to judge someone on their appearance. I know what non-judgemental means. I know how I can try to remain non-judgemental.	will have the same opinion as me.	around the world. I can exchange dialogue and express my opinion.
Year 6	Saving the Butterfly By Helen Cooper and Gill Smith 	The Proudest Blue Ibtihaj Muhammed and S.K.Ali 	You're so Amazing! James & Lucy Catchpole 	The Island by Armin Greder 	Introducing Teddy By Jessica Walkton and Dougal Macpherson 	A day in the life of Marlon Bundo By Marlon Bundo and Jill Twiss 
Learning intention	To consider how experiences shape us.	To consider how new experiences affect us.	To consider attitudes towards disability.	To consider causes of racism	To show acceptance and non-judgement	To consider democracy
Success criteria	I know people have different experiences that can affect their behaviour. I know how to give someone space when they need it. I know sometimes people need time to be Ok. I can give someone space and time if they need it.	I Know how people in my community are different. I can show respect to people different to me.	I know there are often judgemental attitudes in society about disability. I can work to break down those attitudes	I know what prejudice is. I know what can happen if racism is not challenged. I know how to challenge racist behaviour.	I know how to show acceptance. I know that no one is an outsider.	I know what a democracy is. I know that we live in a democracy. I know how democracy fits in with British Values. I know how laws are made. I know how laws can change

Appendix D

Vocabulary SCARF/PSHE - Growing and changing units

EYS/KS1

YR	Y1	Y2
Me and my body private parts penis vulva testicles vagina sperm egg privacy my body is mine (body autonomy) dolls and cars are for everyone (gender stereotyping) nipples breasts breastfeeding anus Getting bigger baby child teenager adult grow messages (DNA/Genes) families of different beliefs adoption surrogacy IVF Where do babies come from? family baby love care tummy Womb	Keeping privates private privates private penis vulva hygiene sore help change doctor private activity my body is mine (body autonomy) vagina testicles scrotum nipples breasts breastfeeding anus	My body, your body unique special penis scrotum vulva nipples private parts my body is mine (body autonomy) sperm egg ovaries Womb pregnancy bottom testicles vagina anus breasts breastfeeding Respecting privacy genitals penis vulva private privacy consent Permission Some Secrets should never be kept genitals penis vulva private private parts consent

pregnancy sperm egg adoption surrogacy donated sperm/eggs same-sex parents one-parent families breastfeeding breasts		permission secret unsafe uncomfortable tell someone you trust
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KS2

Y3	Y4	Y5	Y6
Body space personal space body space invade uncomfortable respect stop touch penis testicles scrotum vulva vagina nipples anus	My feelings are all over the place compromise hormones puberty feelings independence conflict Preparing for changes in puberty puberty menstrual cycle egg periods menstruation period/menstruation pad menstruation cup tampon wet dreams testicles sperm semen hips spots sweat	Growing up and changing bodies puberty genitalia menstruation semen period period/menstruation pad tampon managing feelings oral health penis testicles scrotum vulva vagina clitoris labia nipples vaginal discharge Changing bodies and feelings pubic hair clitoris vaginal opening	Is this normal? puberty physical changes emotional changes rights FGM periods mood swings spots voice deepening period products vulva If using the film clips, the following words are also used: Puberty and finding out who you are: identity manage emotions hormones feeling funny sexually start to have questions about sex sexual reaction friends more independence

	genitals pubic hair voice deepens ovaries penis breasts vagina fallopian tube cervix lining of the uterus pads menstrual cup If using the film clips, the following words are also used: Menstruation Film Clip fertilised egg pregnant What is a wet dream? ejaculate nocturnal emission whitish fluid wet lubricated ovulation slippery sexual nature felt good pee sheets laundry guilty embarrassed normal natural scrotum vulva anus involuntary erections spontaneous erections vaginal discharge	urinary opening lips (labia) penis menstruation cup period protection sweat washing body confidence emotions spots hair removal body autonomy vaginal discharge involuntary erections wet dreams body odour hormones hydration exercise sleep breast development height gain hips widen periods FGM/cuts to the vulva menstruation genitalia deodorant shower gel tissues washing powder spot cream facial wash period products circumcised If using the film clips, the following words are also used: Taking care of your body chemicals oil glands good hygiene showers	vagina FGM/cuts to the vulva nipples penis testicles scrotum increased weight Making babies egg ovaries sperm testicles puberty vagina penis orgasm embryo Womb sexual intercourse consensual condom surrogacy adoption IVF age of consent miscarriage conception consensual relationship hug cuddle kiss erection vaginal wetness excited pleasurable feeling implant pregnancy birth caesarean cut labour muscles cervix
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		soap shampoo clean underwear acne pimples zits acne cream medication doctor hair growth under arm chest hair healthy food vagina vulva testicles scrotum nipples	hips widen wet dreams loving relationship If using film clip - Reproduction Planned Parenthood: cells semen ejaculate hormones menstrual cycle ripen lining of womb mature egg ovulation fallopian tube fertilisation uterine lining period How a baby is born: vaginal childbirth pelvis efface dilate contractions mucous plug water break doctor midwife cervical opening birth canal delivery active labour contracts crowning fetal head episiotomy skull bones umbilical cord placenta breastfeeding All the different ways couples can create babies: queer couple LGBTQ+
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			stepchildren foster parents artificial insemination co maternity donate sperm blended family sperm bank derogatory homophobic scrotum nipples vulva
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