

THORPE LEA PRIMARY AND NURSERY SCHOOL



A dedicated community working together, nurturing a safe, happy school where all children can achieve their potential

PSHE and RSE Policy

Date viewed by Governing Body: Spring 2026

Date for Review: Spring 2027

Adam Collin
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Personal, Social, Health Education and Relationships Sex and Health

Name of school	Thorpe Lea Primary School and Nursery
Date of policy	Spring 2026
Member of staff responsible	Jo Nickless and Natalie Fulker
Review date	Spring 2027

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

PSHE

At Thorpe Lea Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Kapow Programme offers us a comprehensive, carefully thought-through scheme of work, which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.



Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment,

children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Thorpe Lea Primary School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Kapow, the progressive approach to PSHE, as our chosen teaching and learning programme and tailor it to children’s needs. The curriculum map found on our school website shows exactly how Kapow and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme’s complimentary updated website ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](https://www.gov.uk/government/consultations/keeping-children-safe-in-education) (statutory guidance) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)
- [Respectful School Communities: Self Review and Signposting Tool](https://www.educateagainsthate.com/signposting-tool) (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](https://www.educateagainsthate.com/signposting-tool)
- [Behaviour and Discipline in Schools](https://www.gov.uk/government/consultations/behaviour-and-discipline-in-schools) (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/behaviour-and-discipline-in-schools)
- [Equality Act 2010 and schools Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/equality-act-2010-and-schools-equality-act-2010)
- [SEND code of practice: 0 to 25 years](https://www.gov.uk/government/consultations/send-code-of-practice-0-to-25-years) (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/send-code-of-practice-0-to-25-years)
- [Alternative Provision](https://www.gov.uk/government/consultations/alternative-provision) (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/alternative-provision)
- [Mental Health and Behaviour in Schools](https://www.gov.uk/government/consultations/mental-health-and-behaviour-in-schools) (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/mental-health-and-behaviour-in-schools)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](https://www.nice.org.uk/guidance/CG176)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges)

- [Preventing and Tackling Bullying](http://www.gov.uk) (advice for schools, including advice on [cyberbullying](#)) [Preventing bullying - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [The Equality and Human Rights Commission Advice and Guidance](http://equalityhumanrights.com) (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)
- [Promoting Fundamental British Values as part of SMSC in schools](http://www.gov.uk) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [SMSC requirements for independent schools](http://www.gov.uk) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). [Regulating independent schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The Kapow Programme is aligned to the PSHE Association Programmes of Study for PSHE.

- **Term 1: Families and Relationships**
- **Term 2: Health and Wellbeing (including anti-bullying)**
- **Term 3: Citizenship**
- **Term 4: Economic Wellbeing**
- **Term 5: Safety and the Changing Body**
- **Term 6: Safety and the Changing Body**

What do we teach when and who teaches it?

Whole-school approach

Kapow covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the five units and these are taught across the school; the learning deepens and broadens every year.

Term	Unit	Content
Autumn 1:	Families and Relationships	This learning focuses on building positive relationships by valuing family and special people, understanding friendship, respecting differences, developing empathy, and strengthening teamwork and listening skills.
Autumn 2:	Health and Wellbeing (including anti-bullying)	This topic helps to develop emotional awareness, resilience, and healthy lifestyle habits by understanding feelings, practising coping and relaxation strategies, maintaining wellbeing, and building personal strengths to manage challenges.
Spring 1:	Citizenship	During this learning, children understand the importance of rules, rights, and responsibilities, developing awareness of environmental and social issues, and learning how to challenge prejudice while expressing views respectfully and influencing change.

Spring 2:	Economic Wellbeing	This learning focuses on developing financial awareness and responsibility by understanding how money, banks, and careers work, managing financial risks and emotions, recognising the risks of gambling, and preparing for future financial and career decisions.
Summer 1:	Safety and the Changing Body	In this topic, children are supported to develop an understanding of safety, responsibility, and wellbeing by following rules, staying safe offline and on the roads, managing changes during puberty, making informed choices, and developing basic first aid skills.
Summer 2:	Safety and the Changing Body	This is carried over from the previous term.

At Thorpe Lea we allocate 1 hour to PSHE each week in order to teach the knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships of child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Class teachers deliver the weekly lessons to their own classes.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further in this policy. The way the Kapow Programme covers these is explained in the Curriculum Subject Overview on our school website.

It is important to explain that whilst the "Safety and the Changing Body" (unit) in Kapow covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Kapow e.g. the Families and Friendships Unit helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further in this policy. The way the Kapow Programme covers these is explained in the Curriculum Subject Overview on our school website.

It is important to explain that whilst the "Health and Wellbeing" (unit) in Kapow covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Kapow e.g. emotional and mental health is nurtured every lesson, regular check ins with the children and separate wellbeing lessons if the classes need them.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Kapow this is taught as part of the Safety and Changing Body unit.

Again, the Curriculum Subject Overview transparently shows how the Kapow whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Thorpe Lea Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we intend to teach this as part of our PSHE curriculum before the transition to secondary school.

We define Sex Education as understanding the human reproduction process, from conception to birth.

We intend to teach this in part through the science, but with additional coverage as part of PSHE and the Kapow curriculum.

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Thorpe Lea Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Kapow PSHE Programme in the 'Safety and Changing Body' Unit.

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Kapow 'Safety and Changing Body' Unit e.g.

Year 6:

- Lesson 5: Conception- Learn about the biology of conception. *(Parents have the right to withdraw their child from the 'Main event' part of this lesson.)*
- Lesson 6: Pregnancy and Birth-Learn how a baby develops in the womb and is born. *(Parents have the right to withdraw their child from the lesson.)*

The school will inform parents of this right by notifying them of updates to this policy and displaying it via the school website. A supplementary leaflet provided by Kapow will also be available on the school's PSHE page of the website to outline the guidance on RSHE and the curriculum. Furthermore, we will be offering consultation through communication with the PSHE coordinators or other staff members if parents have queries relating to their child's participation.

We are more than happy to discuss the contents of the PSHE curriculum with parents to achieve the best outcomes for all parties and to provide the best education possible whilst respecting the wishes of parents.

Monitoring and Review

The Children and Learning Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Thorpe Lea Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Policy Review

This policy is reviewed annually.

Kapow PSHE supplementary documents needed to explain this policy:

- RSE and PSHE Progression of Knowledge and Skills Document [file:///H:/Downloads/M_Standard-Progression-of-KS-04.04.24%20\(1\).pdf](file:///H:/Downloads/M_Standard-Progression-of-KS-04.04.24%20(1).pdf)
- RSE Parent
- Guidance [file:///H:/Downloads/RSE-parent-guidance-breakdown-by-year-group-13.11.25%20\(1\).pdf](file:///H:/Downloads/RSE-parent-guidance-breakdown-by-year-group-13.11.25%20(1).pdf)



Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and adults. All statutory outcomes are covered in the Kapow Programme.

The guidance states that, by the end of primary school:

	Pupils should know...	How Kapow provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<p>All of these aspects are covered in lessons within these sections:</p> <ul style="list-style-type: none"> • Family • Friendships • Respectful relationships • Change and loss

<p>Caring friendships</p>	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed 	<p>All of these aspects are covered in lessons within these sections:</p> <ul style="list-style-type: none"> • Friendships • Respectful relationships
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	<p>All of these aspects are covered in lessons within these sections:</p> <ul style="list-style-type: none"> • Relationships Education • Physical health and mental well-being education
<p>Online relationships</p>	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within these sections:</p> <ul style="list-style-type: none"> • Relationships Education • Internet safety and harms

<p>Being safe</p>	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • R27 that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within these sections:</p> <ul style="list-style-type: none"> • Relationships Education • Internet safety and harms
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Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Kapow provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>All of these aspects are covered in lessons within these sections:</p> <ul style="list-style-type: none"> • Physical health and wellbeing • Physical health and fitness • Internet safety and harms • Relationships Education
Internet safety and harms	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 	<p>All of these aspects are covered in lessons within these sections:</p> <ul style="list-style-type: none"> • Internet safety and harms

	<ul style="list-style-type: none"> • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	
Physical health and fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within these sections:</p> <ul style="list-style-type: none"> • Healthy eating • Health and prevention • Relationships Education
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within these sections:</p> <ul style="list-style-type: none"> • Physical health and wellbeing • Physical health and fitness
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<p>All of these aspects are covered in lessons within these sections:</p> <ul style="list-style-type: none"> • Physical health and mental well-being • Physical health and fitness
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within these sections:</p> <ul style="list-style-type: none"> • Physical health and wellbeing • Physical health and fitness
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within these sections:</p> <ul style="list-style-type: none"> • Basic first aid

<p>Changing adolescent body</p>	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within these sections:</p> <ul style="list-style-type: none"> • Changing adolescent body • Physical health and mental wellbeing
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End of Guidance Appendix