



Where all individuals are nurtured to flourish

Statutory Changes to Relationships and Sex Education

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Deputy Principal



At Eastfield Primary Academy, we aim to promote personal wellbeing and development through a comprehensive taught programme of Person, Social, Health and Economic education (PSHE). We deliver our learning through a programme called Jigsaw.

From September 2020, the Department for Education is making Relationships and Health Education compulsory in all primary schools.

This presentation is designed to explain what children should learn; how we deliver our PSHE curriculum and what changes we would like to make.

School and Home Partnership

We aim to inform you of:

- The school's statutory obligations on Relationships and Health Education and Sex Education
- Your rights as a parent / carer
- How, what, why and when we intend to teach children different areas of our PSHE curriculum.

Think about yourselves...

When did you learn about relationships; how relationships work and how to recognise behaviours in different relationships?

When did you learn the correct terminology for the sex organs, sexual relationships and how humans reproduced?

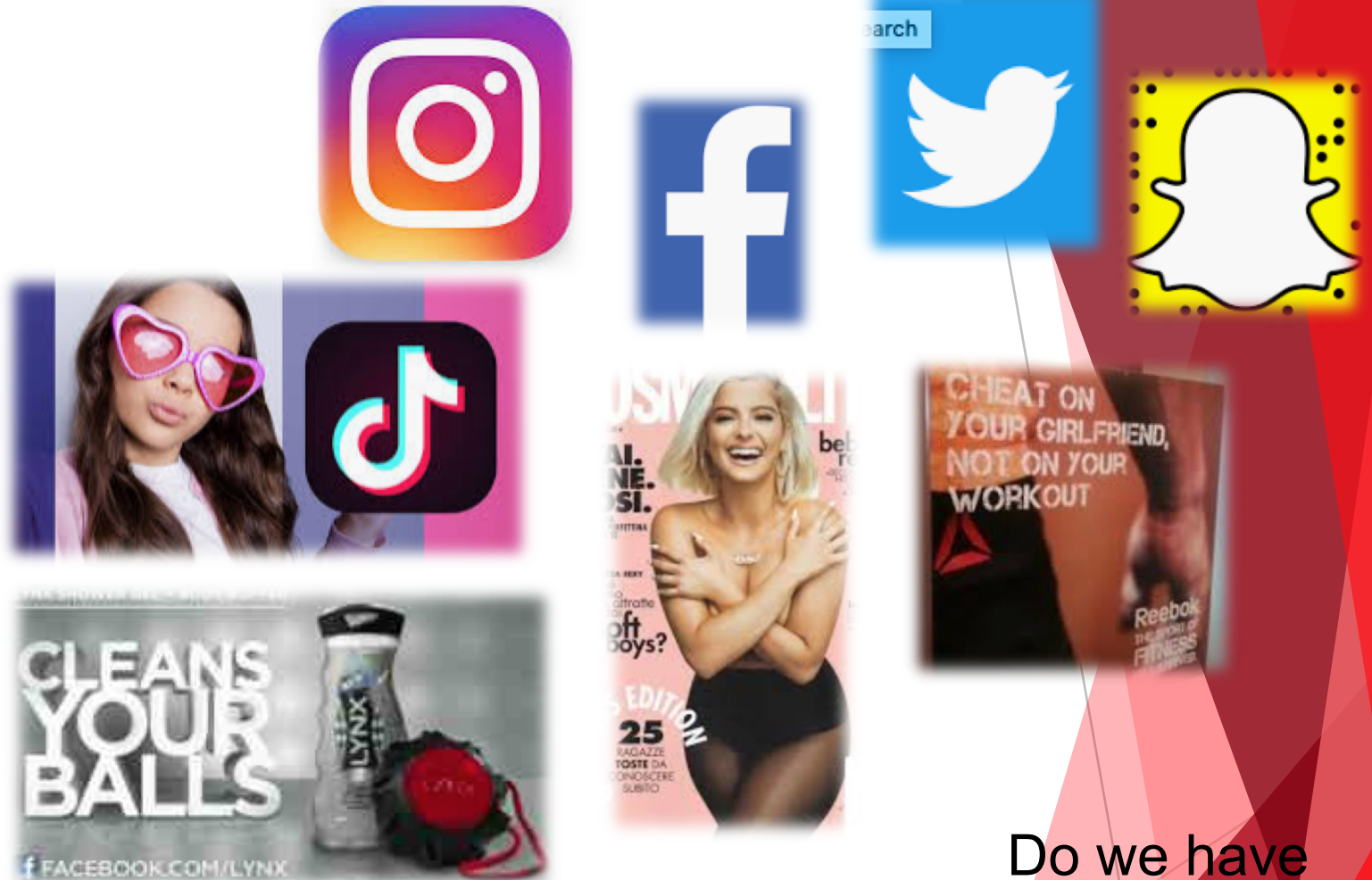
Is there a correct way? Were there opportunities to ask questions to secure your understanding?

Has the world changed since then?

Our children are surrounded by multiple sources...



Our children are surrounded by a variety of media: internet, apps and television.



Do we have complete control over what our children can be exposed to?

What about TV...



Eastenders: Louise Mitchell
being abducted



Emmerdale: Maya grooms Jacob



Eastenders: Nick Cotton
dies of heroin overdose

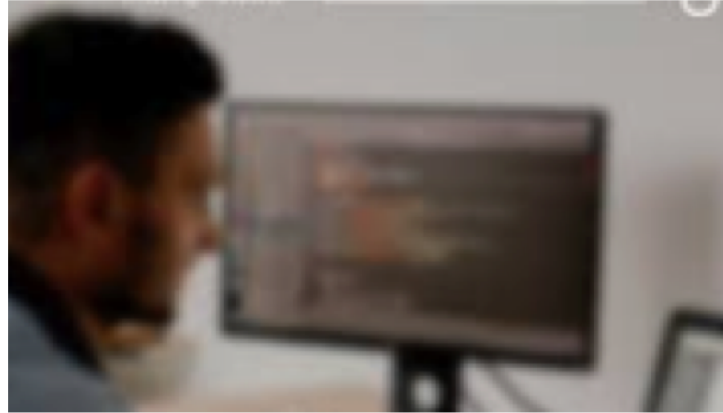


News: Manchester bombings

Access to social media and chat facilities...



I like to play at the park.



I like your username. What school do you go to? 😊

This is why we have a high-quality PSHE and RSE curriculum that covers **ALL BASES.**

Don't forget...

We, at Eastfield, are passionate about educating our children so they are given the best possible chance to be successful, and make informed and educated choices, in life.

When it comes to sex, children's heads are probably not empty – but they may be full of myths and half truths.

Our focus should be building healthy, informed attitudes and positive relationships.

Wouldn't accurate, consistent information, at the right age and stage of development, coming from school and from home, be a fantastic way to educate our children when it comes to relationship and sex education?

Relationships Education, Relationships and Sex Education and Health Education



Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

From September 2020, Relationships and Health Education must be taught in all Primary schools.

Sex education is taught at the school's discretion but is not compulsory. The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to development and maturity of the pupils... Drawing knowledge of the human life cycle set out in National Curriculum Science – how a baby is conceived and born'.

Parents have the right to withdraw their child from sex education but do not have a right to withdraw from a) the Science curriculum and b) Relationships and Health Education.

What is included in the Science curriculum?

Science Key Stage 1

- ▶ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- ▶ notice that animals, including humans, have offspring which grow into adults

Non statutory note: Pupils should be introduced to ...the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

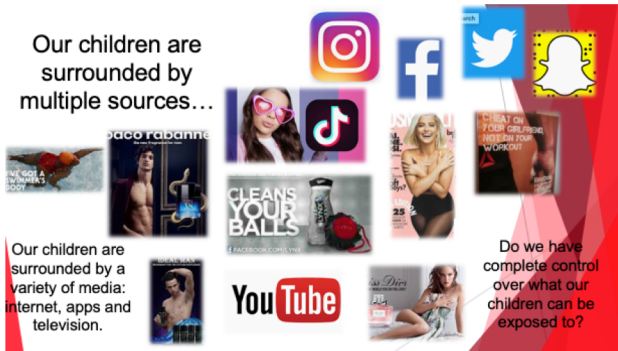
NON STATUTORY means we are **advised** to teach but it is not **compulsory** (statutory).

Science Key Stage 2

- ▶ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- ▶ describe the life process of reproduction in some plants and animals
- ▶ describe the changes as humans develop to old age
- ▶ learn about the changes experienced in puberty

Non statutory note: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils should be introduced to ...the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Q: What doesn't the Science curriculum cover?



Relationships Education, Relationships and Sex Education and Health Education



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Wouldn't accurate, consistent information, at the right age and stage of development, coming from school and from home, be a fantastic way to educate our children when it comes to relationship and sex education?

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Emmerdale: Maya grooms Jacob



News: Manchester bombings



Eastenders: Nick Cotton dies of heroin overdose

A: All of what we've already talked about!

Would the Science curriculum prepare girls for having periods, if they start their periods in Year 3? No.

This is why we welcome the fact this has been included within statutory Health Education.

From September 2020, what must we include in our offer?

The National Curriculum



The national curriculum in England

Key stages 1 and 2 framework document

September 2013

Relationships Education and Health Education



Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

The Equality Act 2010



Equality Act 2010

Schools MUST comply with the Equality Act 2010. Schools must not unlawfully discriminate against pupils because of age, sex, race, disability, religion or belief, gender reassignment or sexual orientation.

Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated.

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Eastfield Primary Academy are proud to have been working closely Barnardo's Positive Identities Service to ensure we promote and celebrate difference. As part of our PSHE curriculum, we will be celebrating our children's right to be whoever they want to be and celebrate and promote different families. Throughout our teaching and learning, LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Questioning, Plus) communities will be included as a thread running through the entire learning offer.



The Equality Act 2010



Equality Act 2010

Why include teaching and learning about LGBTQ+ issues?

1. Ensuring all children feel included.
2. Children may already be aware that some people are LGBTQ+, or could be using vocabulary such as 'gay' to insult others.
3. Teaching children to accept difference and to foster good relationships with others.
4. Schools have a duty to uphold the Public Sector Equality Duty (PSED)
5. English schools have a duty to promote the spiritual, moral, social and cultural (SMSC) development of their pupils, including understanding British Value.
6. Schools have a legal obligation to safeguard their pupils.
7. Statutory Relationships and Health Education in England.



Pride of who we are as people; proud of others; proud of our school and proud of our community.

Collaboration means we work together harmoniously in a community. We engage in respect and tolerance towards everybody's individuality.

Pride, Collaboration and Understanding underpin everything we do.

Understanding is a unwavering belief that our children understand themselves (physically and mentally); understanding others and demonstrating respect, tolerance and the other British Values.



Our PSHE Offer

We use Jigsaw to deliver our PSHE curriculum and we believe our offer encompasses the holistic child and for them to be the best possible young people they can be. It is made up of 6 themes.

Being Me in My World

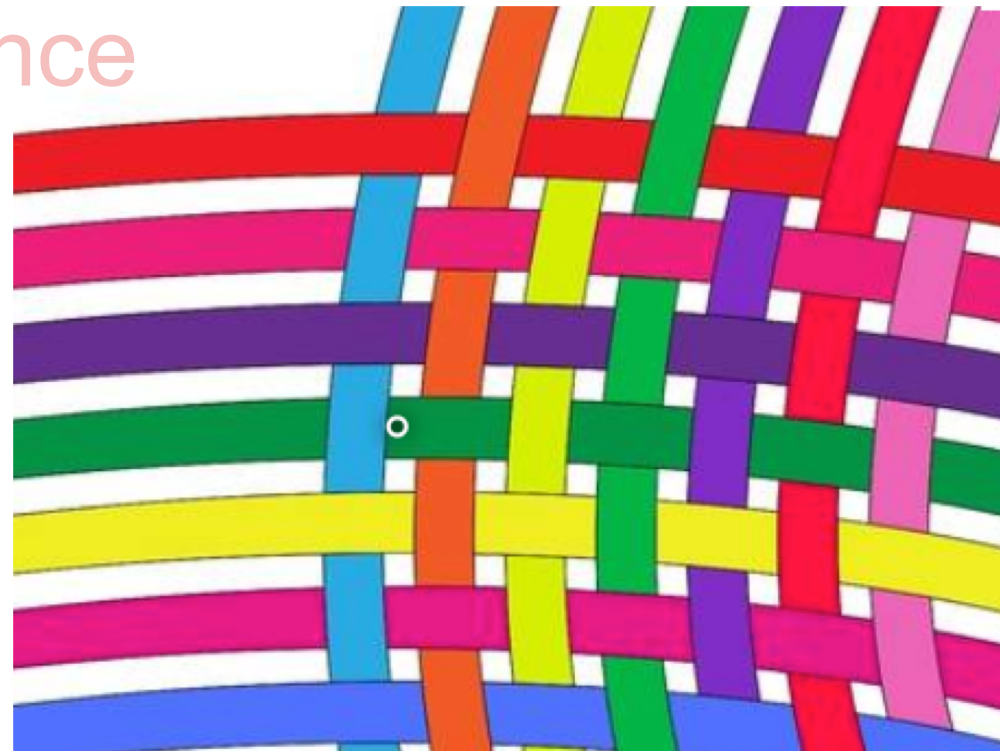
Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me



Relationships

Values

Mental Health

Self Esteem

Social Skills

Safeguarding

Puberty and Human Reproduction in Jigsaw 3-11

FS	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them
Y2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?
Y3	Outside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems)

Puberty and Human Reproduction in Jigsaw 3-11

Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System)
Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems)
	Girl talk / boy talk	A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems)
	Conception to birth	The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)

The background features a series of overlapping triangles in various shades of red, from light pink to deep maroon, set against a white background. The triangles are arranged in a way that creates a sense of depth and movement, with some triangles appearing to recede into the distance while others come forward.

All delivered in an age appropriate way
in a safe and nurturing environment.

Consultation Questions

- ▶ How easy is the policy to understand? Is there anything we can make clearer?
- ▶ Are there any topics we aren't covering in our RSE curriculum that you think should be? Explain why.
- ▶ Are there any topics we are covering in our RSE curriculum that you think we shouldn't be teaching? Please explain why.
- ▶ Is there any support you might find useful? This might be from school staff, other parents etc.
- ▶ How confident are you in the school to deliver an RSE curriculum that meets the needs of your child? (Star Rating)
- ▶ Is there anything else you'd like to comment on or contribute to?
- ▶ <https://www.surveymonkey.co.uk/r/NXN9QCY>



Coverage

Relationships Education		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
By the end of Primary, pupils should know:							
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability	Y5	Y3 Y5 Y6			Y1 Y2 Y3 Y4	Y1 Y3 Y4 Y5 Y6
	(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	Y5	Y3 Y5 Y6			Y1 Y2 Y3 Y4	Y1 Y3 Y4 Y5 Y6
	(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	Y5	Y3 Y5 Y6			Y1 Y2 Y3	Y1 Y3 Y4 Y5 Y6
	(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	Y5	Y3 Y5 Y6			Y1 Y2 Y3 Y4	Y1 Y3 Y4 Y5 Y6
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		Y3			Y2	Y5 Y6
	(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	Y5	Y3 Y6			Y2	Y1 Y6

Coverage

Relationships Education		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
By the end of Primary, pupils should know:							
Caring Friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	Y1 Y3 Y4 Y6	Y1 Y2 Y3 Y5 Y6	Y5 Y6	Y4 Y5	Y1 Y2 Y3 Y4 Y5 Y6	Y6
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Y1 Y3 Y4 Y6	Y1 Y2 Y3 Y5 Y6	Y5 Y6	Y4 Y5	Y2 Y3 Y4 Y5 Y6	Y6
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Y1 Y3 Y4 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y5 Y6	Y4 Y5	Y1 Y2 Y3 Y4 Y5 Y6	Y6
	(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	Y4 Y6	Y1 Y2 Y3 Y5 Y6		Y4 Y5	Y1 Y3 Y4 Y5 Y6	Y6
	(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 or advice from others, if needed	Y4 Y6	Y1 Y2 Y3 Y4 Y5 Y6		Y4 Y5	Y1 Y2 Y3 Y4 Y5 Y6	Y6

Coverage

Relationships Education		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
By the end of Primary, pupils should know:							
Respectful Relationships	(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	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y4 Y5	Y1 Y2 Y3 Y4 Y5 Y6	Y6
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y5 Y6	Y2 Y3 Y4 Y6	Y4 Y5	Y1 Y3 Y4 Y5 Y6	Y6
	(R14) the conventions of courtesy and manners	Y1 Y2 Y3 Y4 Y5	Y2 Y3 Y6	Y2 Y3 Y4	Y5	Y1 Y4 Y5	Y6
	(R15) the importance of self-respect and how this links to their own happiness	Y2 Y5 Y6	Y3 Y4 Y5 Y6	Y2 Y3 Y5 Y6	Y1 Y4 Y5 Y6	Y1 Y5 Y6	Y2 Y6
	(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	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y6
	(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		Y1 Y2 Y3 Y4 Y5 Y6		Y5	Y5 Y6	
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive		Y2 Y5 Y6	Y5 Y6	Y5 Y6	Y3 Y5 Y6	Y3 Y6
	(R19) the importance of permission seeking and giving in relationships with friends, peers and adults	Y2 Y3 Y4 Y5 Y6	Y2 Y6	Y2 Y3 Y4	Y4 Y5 Y6	Y1 Y2 Y4 Y5 Y6	Y1 Y2 Y6

Coverage

Relationships Education		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
By the end of Primary, pupils should know:							
Online Relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not	Y3 Y4	Y2 Y3 Y4 Y6		Y3 Y4 Y5	Y2 Y3 Y5 Y6	Y6
	(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	Y3	Y2 Y3 Y4 Y6		Y3 Y4 Y5	Y3 Y5 Y6	Y6
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	Y4	Y2 Y4 Y6		Y3 Y4 Y5	Y2 Y3 Y5 Y6	Y6
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Y3	Y3 Y4 Y6		Y3 Y4 Y5	Y3 Y5 Y6	Y6
	(R24) how information and data is shared and used online		Y3		Y3 Y4 Y5	Y3 Y5 Y6	Y5 Y6

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Relationships Education		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
By the end of Primary, pupils should know:							
Being Safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Y2 Y3 Y4 Y6	Y1 Y2 Y3 Y4 Y5 Y6		Y3 Y4 Y5 Y6	Y1 Y2 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6
	(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		Y4 Y5 Y6		Y3 Y5 Y6	Y2 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact		Y5		Y5 Y6	Y1 Y2 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know				Y3 Y6	Y1 Y2 Y5 Y6	Y6
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult	Y2	Y1 Y2		Y3 Y4 Y6	Y2 Y5 Y6	Y1 Y2 Y3 Y4 Y6
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard	Y2 Y6	Y1 Y3 Y4 Y5 Y6		Y3 Y4 Y5 Y6	Y1 Y2 Y4 Y5 Y6	Y2 Y5 Y6
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so	Y6	Y1 Y2 Y3 Y4 Y5 Y6		Y3 Y4 Y5 Y6	Y2 Y5 Y6	Y2 Y5 Y6
	(R32) where to get advice e.g. family, school and/or other sources	Y2 Y3 Y6	Y1 Y2 Y3 Y4 Y5 Y6		Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y4 Y5 Y6	Y1 Y2 Y4 Y5 Y6

Coverage

Physical Health and Mental Wellbeing		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
By the end of Primary, pupils should know:							
Internet Safety and Harms	(H11) that for most people the internet is an integral part of life and has many benefits	Y4	Y2 Y3 Y4 Y6		Y3 Y5	Y3 Y5 Y6	Y5 Y6
	(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.	Y4	Y2 Y4 Y6	Y4	Y3 Y5	Y3 Y5 Y6	Y5 Y6
	(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	Y4	Y2 Y3 Y4 Y6		Y3 Y4 Y5	Y3 Y5 Y6	Y6
	(H14) why social media, some computer games and online gaming, for example, are age restricted	Y4	Y3		Y3	Y3 Y5 Y6	Y5 Y6
	(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	Y4	Y2 Y3 Y4 Y6	Y4	Y3 Y4 Y5	Y2 Y3 Y5 Y6	Y5 Y6
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Y4	Y3 Y6		Y3 Y5	Y3 Y5 Y6	Y5 Y6
	(H17) where and how to report concerns and get support with issues online	Y4	Y4 Y6	Y2	Y3 Y4 Y5	Y3 Y5 Y6	Y5 Y6

(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	Y5	Y5 Y6	Y6	Y5 Y6	Y4 Y5 Y6	Y5 Y6
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Coverage

Physical Health and Mental Wellbeing		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
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Internet Safety and Harms	(H11) that for most people the internet is an integral part of life and has many benefits	Y4	Y2 Y3 Y4 Y6		Y3 Y5	Y3 Y5 Y6	Y5 Y6
	(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.	Y4	Y2 Y4 Y6	Y4	Y3 Y5	Y3 Y5 Y6	Y5 Y6
	(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	Y4	Y2 Y3 Y4 Y6		Y3 Y4 Y5	Y3 Y5 Y6	Y6
	(H14) why social media, some computer games and online gaming, for example, are age restricted	Y4	Y3		Y3	Y3 Y5 Y6	Y5 Y6
	(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	Y4	Y2 Y3 Y4 Y6	Y4	Y3 Y4 Y5	Y2 Y3 Y5 Y6	Y5 Y6
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Y4	Y3 Y6		Y3 Y5	Y3 Y5 Y6	Y5 Y6
	(H17) where and how to report concerns and get support with issues online	Y4	Y4 Y6	Y2	Y3 Y4 Y5	Y3 Y5 Y6	Y5 Y6

Coverage

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By the end of Primary, pupils should know:							
Drugs, Alcohol & Tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				Y1 Y2 Y3 Y4 Y5 Y6		

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By the end of Primary, pupils should know:							
Healthy Eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				Y1 Y2 Y3 Y5 Y6		Y5
	(H23) the principles of planning and preparing a range of healthy meals				Y1 Y2 Y3 Y5 Y6		Y5
	(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)				Y1 Y2 Y3 Y5 Y6		Y5

Coverage

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By the end of Primary, pupils should know:							
Health & Prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body				Y4 Y6		Y4
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Y1 Y3 Y6		
	(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				Y1 Y2 Y3 Y5 Y6		
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist				Y1 Y2 Y3 Y6		
	(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing				Y1 Y5 Y6		Y3 Y4 Y6
	(H31) the facts and science relating to allergies, immunisation and vaccination				Y6		

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By the end of Primary, pupils should know:							
Basic First Aid	(H32) how to make a clear and efficient call to emergency services if necessary				Y3 Y5		
	(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries				Y5		

Physical Health and Mental Wellbeing		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
By the end of Primary, pupils should know:							
Changing Adolescent Body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						Y1 Y2 Y3 Y4 Y5 Y6
	(H35) about menstrual wellbeing including the key facts about the menstrual cycle Subtle Emphasis						Y3 Y4 Y5 Y6