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Relationships and Sex Education Policy

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1. Aims

The aims of relationship and sex education (RSE) at our school are to:

- Provide a safe and supportive environment for sensitive discussions
- Help pupils develop self respect, confidence and empathy
- Teach accurate, age appropriate knowledge about growing up and puberty
- Promote understanding of healthy, respectful relationships
- Encourage responsible decision making
- Develop pupils' understanding of online safety and digital relationships
- Prepare pupils for transition to secondary school
- Promote inclusion, equality and respect for diversity
- Teach correct anatomical vocabulary to deepen understanding and to safeguard

RSE is not about the promotion of sexual activity. It is about developing and understanding, safety, wellbeing and respect.

The policy relates closely to Fulfen's LEAD values

2. Statutory requirements

This policy has been developed in accordance with statutory guidance issued by the Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance (2026)

Under the Children and Social Work Act 2017:

- Relationships Education is compulsory in all primary schools
- Health Education is compulsory in all state funded schools
- Sex education is not compulsory in primary schools beyond the National Curriculum for Science; however, schools may choose to teach additional age-appropriate content.

At Fulfen Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff and working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to look at the policy and make comments



4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships and Sex Education (RSE) is learning about:

- Families and caring relationships
- Friendships and respectful behaviour
- Online relationships and digital safety
- Personal safety and boundaries
- Physical and emotional changes during puberty
- Reproduction (as required in the science curriculum)
- Health, hygiene and wellbeing

RSE supports pupils' emotional, social and cultural development and is underpinned by British Values: democracy, rule of law, individual liberty, mutual respect and tolerance.

5. Curriculum

Our RSE curriculum is delivered primarily through PSHE education and is supported by learning in:

- Science (biological aspects)
- Religious Education (beliefs and values)
- Computing (online safety)

The curriculum is carefully sequenced from Early Years to Year 6 and is age appropriate, evidence informed and inclusive. Some of the more sensitive aspects of RSE are supported through carefully chosen online learning materials including the SCARF programme. These resources are used to support teaching and ensure that pupils receive clear, accurate and age-appropriate information.

The overall coverage and sequencing of these areas (see appendix 1) has been developed by staff and senior leaders, based on their knowledge of the pupils, the school community and statutory requirements. Online resources are therefore used to support the school's curriculum rather than determine its content.



By the end of primary school, pupils will know about:

- The importance of family and caring relationships
- The characteristics of friendships
- Respectful behaviour and anti-bullying
- Online safety and digital responsibility
- Personal boundaries and privacy
- Puberty and the physical changes of adolescence
- Basic facts about reproduction and birth (as part of science)

See Appendix 2: Department for Education RSE guidelines (July 2025)

6. Delivery of RSE

RSE is delivered in a safe, structured learning environment where pupils are encouraged to:

- Ask questions appropriately
- Respect different views
- Participate thoroughly
- Participate thoughtfully
- Use correct vocabulary

Teaching strategies include discussion, scenario work, group tasks and reflection activities.

Teachers ensure content is:

- Age appropriate
- Factually accurate
- Non-judgemental
- Sensitive to pupils' backgrounds and experiences

Ground rules are established in each class to promote safety and respect

Where a safeguarding concern arises, staff follow the schools' safeguarding and child protection procedures.

6a. Equality, Inclusion and Support

Relationships and RSE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of a protected characteristics.



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In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSE to deal with disadvantages facing those with a particular characteristic.

RSE will be accessible to all regardless of their gender or background. Through the delivery of RSE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSE. We aim to deliver RSE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in RSE and are best placed to support their children to understand how they are learning at Fulfen fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of the school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within RSE. All children whatever their identity, developing identity, or family background need to feel that RSE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible.

SEND

Teachers adapt deliver to meet individual needs:

For those with special educational needs and disabilities (SEND), learning may be:

- Differentiated
- Scaffolded
- Delivered in smaller groups where appropriate

Where pupils are considered vulnerable or have experienced adverse childhood experiences, staff will liaise with parents/carers to ensure content is delivered sensitively.

Pastoral support is available where required.



Safe Learning in RSE

To ensure pupils feel safe:

- Ground rules are agreed
- Distancing techniques used
- Staff are trained to manage sensitive questions
- Safeguarding procedures are followed at all times

As with any topic, pupils will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to it on an individual basis which may involve informing parents.

Sometimes pupils may ask questions about issues that are not part of the planned programme. This could show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.



External speakers

External speakers may be used to enhance the delivery of RSE. All external speakers deliver in line with our RSE policy and safeguarding procedures.

- Be suitably qualified to deliver RSE sessions.
- Be aware of the school policy on RSE and work within this.
- Be supervised by a member of staff at all times when on school premises.
- Be familiar with the Safeguarding Policy and alert the teacher to any safeguarding concerns.
- Understand their contribution they make to the broader RSE programme.
- Be suitably vetted prior to being booked.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Inform parents when RSE elements are being taught and offer a clear summary of content being taught and vocabulary being used.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.



8. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of RSE.

Parents cannot withdraw their child from:

- Relationships Education
- Health Education
- Science curriculum content

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs Nina Fierro-Hammond, Miss M Sturch and Miss Jane Davies through:

- Planning scrutinies, learning walks, floorbooks.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by the SLT annually. At every review, the policy will be approved by the governing board.



Appendix 1:

RSE unit - Growing and Changing – Summer 2 coverage

	Focus	Coverage	Vocabulary
Pre school	Growing and changes in animals and humans	We will talk about how babies change as they grow and what babies need. The children will share their own experiences.	Grow, change, bigger, taller
	Stereotypes	We will broaden the children's expectations beyond potential gender stereotypes of what boys and girls like. We will explain that gender means boy or girl.	Likes, dislikes, girl, boy, gender
Reception	Changes from baby to adults	We will name the different stages in childhood and growing up	Baby, child, teenager, grow, adult
	Life stages	We will develop an understanding of how animals and humans change over time - lifecycles of animals	Life cycles, growing, seed, egg, baby, change, old, young, adult, toddler, teenager, child

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	Where do babies come from?	We will explain that a baby grows inside a mother's tummy/womb. A womb will be described as the place inside the mother's tummy where a baby grows. We will begin to understand that every family is different. We will talk about similarities between themselves and others.	Family, baby, love, care, tummy, womb, adopted, fostered
Year 1	Taking care of a baby	We will begin to understand the tasks required to look after a baby and explain how to meet the basic needs of a baby.	Caring, love, needs, attention, help
	Changes in humans as we grow	We will identify things they can do as a baby, toddler and now. We will identify who can help them during these stages.	Change, growing, size, height, needs, help
	Good and bad touches	We will understand the PANTS rule. Know which parts of our body are private and that these are covered by our underwear.	Private, trust, underwear, bottom, private parts P - privates are private A - always remember your body belongs to you.



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		Start to think about who they could trust and who they can ask for help.	N - no means no T - talk about secrets that upset you S - speak up, someone can help
	Taking care of a baby	We will begin to understand the tasks required to look after a baby and explain how to meet the basic needs of a baby.	Caring, love, needs, attention, help
Year 2	Changes in humans as we grow	We will identify the stages in growth in humans. We will understand and describe some of the things that people are capable of at these stages.	Growing, food, rest, sleep, care, learning, change, making choices, asking permission
	Our bodies	We will identify which parts of the human body are private. We will name the private parts using scientific language.	Penis, vulva, testicles, breasts, nipples, privates
	Respecting privacy	We will explain what privacy means. We will understand that you are not allowed to touch someone's private belongings without permission.	Private, privacy, permission P - privates are private



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		We will revise the PANTS rule.	A - always remember your body belongs to you. N - no means no T - talk about secrets that upset you S - speak up, someone can help
Year 3	Our bodies	We will revise Year 2 body part names and the PANTS rule. We will introduce puberty as the stage all humans go through in their transition to adulthood. We will focus on hygiene during puberty and the changes in our emotions and how to deal with this.	Penis, vulva, testicles, breasts, nipples P - privates are private A - always remember your body belongs to you. N - no means no T - talk about secrets that upset you S - speak up, someone can help Puberty, emotions, hygiene, deodorant, toiletries, oral hygiene



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Year 4	Changing bodies	We will revise Year 3 understanding of hygiene and emotions with the emphasis on hormones. We will understand how our bodies change during puberty focusing on hair growth and bodily changes/changes to our private areas. We will understand that all females have a monthly period which is part of the menstrual cycle. This means that they will bleed from their vagina. We will understand that it is normal and nothing to worry about and this can start from 8 years old. We will learn what to expect and about sanitary wear.	Emotions, hygiene, hormones, cleanliness, penis, vulva, testicles, vagina, breasts, nipples, pubic hair, menstrual cycle, period, sanitary towel/pad
Year 5	Changing bodies	We will revise Year 4 understanding of puberty - continuing to focus on how our bodies change with the support of scientific visuals. We will recognise that our genitals grow and develop. In boys,	Womb, cycle, menstrual, hormones, penis, testicles, vulva, vagina, breasts, nipples



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		their testicles will grow in size and change in appearance. We will develop more of an understanding of the menstrual cycle with the phases of the menstrual cycle and how this can affect hormone levels of females. We will learn that this is the bodies way of preparing for adulthood and having baby and that it is the lining of the womb that sheds which is why females have a menstrual cycle. Science curriculum - we will learn about reproduction in plants.	
Year 6	Changing bodies	We will learn how to manage our bodies during puberty including the importance of keeping our genitalia clean and the effect of using harsh soaps. We will continue to talk about the menstrual cycle. We will learn about female health issues such as	Puberty, pubic hair, periods, menstrual cycle, sperm, egg, wet dreams, semen, erection, womb, hygiene, deodorant, sanitary wear, pads/towels, tampons, vagina penis, testicles



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		endometriosis, PCOS and PMDD. We will talk about discharge as a natural occurrence but also as a way of recognising changes to our body, including infection. We will learn that a sperm and an egg come together in the womb to make a baby. <i>We will not discuss the act of making a baby.</i> We will learn what an erection and a 'wet dream' is, discussing what happens and that this is a normal occurrence.	
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Appendix 2: By the end of primary school pupils should

know: (Department for Education – Relationships and Relationships and sex education and health education July 2025)

TOPIC	PUPILS SHOULD KNOW
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Families and people who care about me	That families are important for children growing up safe and happy because they can provide love, security and stability. The characteristics of safe and happy family life, such as 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. That the families of other children, 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. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.



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Respectful relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
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TOPIC	PUPILS SHOULD KNOW
Online relationships	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.



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Being safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
General wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.



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	6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing online curriculum content	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting 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. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.



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	8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical health and fitness Curriculum content	1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.



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Healthy eating Curriculum content:	1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. 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).
Drugs, alcohol, tobacco and vaping Curriculum content:	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.



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Health protection and prevention Curriculum content	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety Curriculum content	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.



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Basic first aid Curriculum content	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies Curriculum content	1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

