

WOLVERHAMPTON GRAMMAR SCHOOL

PSHE CURRICULUM POLICY – JUNIOR & INFANTS

Aims and Definition

PSHE comprises the planned provision to promote the personal, social, development and the health and wellbeing of pupils in a school. The subject helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, and to become informed, active, responsible citizens. This can help to support safeguarding within our school and can help to meet the requirements of Keeping Children Safe in Education document (2025).

Statutory Requirements

From September 2020, The Relationships Education, Relationships, Sex Education and Health education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Health Education compulsory for all pupils receiving primary education. There is new DfE statutory guidance for Relationships and Sex Education and Health Education which comes into force in September 2026. The new content can be found in Appendix 3 and will be added to the WGS Junior and Infant curriculum over the course of the academic year 2025-26.

As a Junior and Infant setting, we must provide relationships education within our PSHE curriculum to all pupils as per section 34 of the Children and Social Work act 2017. Whilst we are not required to provide sex education, we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Our policy is in line with guidance from the National Curriculum, the Independent School Standards: Guidance for Independent Schools 2019 and Promoting Fundamental British Values as part of SMSC in schools, Nov 2014.

The PSHE Curriculum

Our curriculum is set out in Appendix 1, although it may be adapted as and when necessary. Our curriculum's main aims have been shared with parents and staff considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that children are fully informed.

A PSHE lesson is taught each week through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach. In Reception, the scheme of work closely follows 'Belair: Hands on PSHE'. The students complete 6 units: Being Myself; Being Different, Being Safe; Being Environmentally Friendly; Being Healthy; and Being a Good Citizen. The purpose of each lesson is made clear through a 'Big Question' (see appendix 1). The topics raised by these Big Questions are addressed through discussions around stories (a new text for each session), followed by practical activities. Schemes of work for KS1 and KS2 are taken from Collins- 'My Life' and has units categorised into three key strands: Relationships, Health, and Living in the Wider World. These three strands are mapped against the statutory Relationships and Health Education guidance as well as the 'Living in the Wider World' objectives from the PSHE Association Programme of Study. This closely reflects the new Ofsted framework (2019).

Our Shared Vision for all pupils:

- To feel happy and secure in school and in lessons.
- To feel valued and develop as independent learners.
- To behave well, be respectful and polite, and to take responsibility for their actions.
- To enjoy learning and to be motivated to fully achieve their potential, whatever their background and ability.
- To be kind and caring towards each other, taking pride in their own heritage and cultural tradition, whilst being understanding and tolerant of others.
- To become technologically confident and cope in an increasingly sophisticated world.
- To be hard working and well-motivated, looking at ways to improve their own performance.
- To develop their self-esteem and take pleasure in the success of others.

Delivery of RSE

RSE is not about the promotion of sexual activity. RSE is taught within the PSHE curriculum. Biological aspects of RSE are taught within the science curriculum and other aspects are included within religious education.

A whole-school approach is an essential aspect of the successful promotion of each pupil's personal, social and health development. It is part of the school's planned and hidden curriculum, whenever morals, attitudes, behaviour, relationships and healthy life-styles are taught. The values and ethos of the school will not only be made explicit in PSHE, they will at times be shaped by what happens in PSHE.

Personal, Social, and Health Education enables pupils to become healthy, independent and responsible members of society. The school encourages its pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, the school helps the pupils develop their sense of self-knowledge, self-esteem and self-worth. The school teaches how society is organised and governed and ensures that they experience the process of democracy through School Council meetings, class circle time, and assemblies. Through the teaching of rights and responsibilities, the pupils learn to appreciate what it can mean to be a positive member of a multicultural society. The aims of the subject include:

- To provide a framework in which sensitive discussions can take place
- To develop the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other pupils and adults (see also 'Relationships and Sex Education' Appendix).
- To expect pupils to respect differences between one another within our school community (particularly regarding protected characteristics), and also society in general.
- To actively promote the five fundamental British Values.
- To encourage pupils to develop feelings of self-respect, confidence and empathy.
- To encourage pupils to make informed choices and take responsibility for the consequences of their choices.
- To encourage pupils to develop a good physical health and mental wellbeing through the sharing of knowledge of what constitutes a healthy lifestyle (including the benefits of rationing time spent online).
- To provide information of where and how pupils should seek support if they are worried about their own or someone else's mental wellbeing.
- To be aware of what sexual harassment is/looks like, and how to report such issues.

- To understand the role of the media in society
- To be positive and active members of a democratic environment.
- To develop a smooth transition through each stage of their development particularly supporting pupils' ongoing emotional and physical development effectively before moving to secondary school.

By the end of Year 6 pupils should know

Families and people who care for them

- that families are important for pupils growing up because they can give love, security and stability.
- 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 pupils' families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for pupil's security as they grow up.
- 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

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.

Respectful relationships

- 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.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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.
- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships/ Internet safety

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- that for most people the internet is an integral part of life and has many benefits.
- 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.
- 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.
- why social media, some computer games and online gaming, for example, are age restricted.
- 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.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both pupils and adults, including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Health and wellbeing

- the characteristics and mental and physical benefits of an active lifestyle.
- what constitutes a healthy diet (including understanding calories and other nutritional content).
- 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).
- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing, including the key facts about the menstrual cycle.

Promoting British Values

Through PSHE, RE schemes and the assembly programme, the school promotes the Fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Teachers are trained through the 'Prevent' programme to challenge opinions or behaviours in school that are contrary to fundamental British values. Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Democracy is embedded within the school. Pupils have the opportunity to have their voices heard through our School Council. The elections of House Captains and School Council Representatives are based on the pupils' votes. Pupils also vote to elect the school's charities for the year. For Speech Day, each class elects a member who has continued to exceed expectations, whether supporting new pupils in the year group, offering encouraging words during a residential, or being a constant help and friend during the year.

The Rule of Law: the importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the regular school day, as well as when dealing with behaviour and through school assemblies. Younger pupils are helped to distinguish right from wrong and all pupils are taught the value and reasons behind laws or rules that govern and protect. They learn to appreciate the responsibilities that all members of our community share and the consequences when laws are broken. Units of study, within the PSHE programme of study, focus particularly on the 'need for laws' and what society would be like, including how society would feel without them.

Individual Liberty: pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. The school educates and provides boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely. Through participation in extra-curricular activity and opportunities, pupils are given the freedom to make choices.

Mutual Respect: part of the school ethos and behaviour policy revolves around values such as respect and inclusion. Pupils are part of discussions and assemblies related to what this means and how it is shown. This is reiterated through classroom and school rules, as well as the behaviour policy.

Tolerance of those of Different Faiths and Beliefs is achieved through enhancing pupils' understanding of their place in a culturally diverse society, and by giving them opportunities to experience such diversity. This is done through PSHE and RE, as well as across the whole curriculum where relevant. The school celebrates different festivals and events in the religious calendar such as Harvest, Diwali, Chinese New Year and Christmas. The school invites visitors to join us to share their expert knowledge, accounts and personal experience during such events. The handling of artefacts aims to bring the pupils' learning and understanding of differences alive. The School has clear protocols for ensuring that visiting speakers are suitable and appropriately supervised.

Citizenship, social and moral responsibility

Pupils are encouraged to develop self-confidence and to behave with moral responsibility towards their peers and adults. In each year, the pupils are encouraged to take part in a residential experience where there is a focus on developing self-esteem and opportunities to develop leadership and cooperative skills, through team-building activities. Pupils are also encouraged to become involved in their local community and local services.

Examples of how PSHE and Citizenship are reflected in the values of the school

- a shared mission statement
- a calm and welcoming school atmosphere
- a shared school Behaviour Policy
- a whole-school rejection of any form of discrimination or bullying
- promoting respect, politeness and good manners
- recognising achievement
- valuing every member of the school's community
- encouragement for a positive self-image
- promote a healthy lifestyle by providing water, healthy snacks and a balanced lunch time meal

Teaching and Learning

To facilitate pupils' learning in PSHE:

- The purpose of each lesson is made clear- each lesson has a 'Big Question' which should be addressed in the lesson (see Appendix 1)
- Appropriate learning experiences are planned and meet the needs of all the pupils in the class.
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding.
- Time is given for pupils to reflect, consolidate and apply their learning.
- Pupils are encouraged to take responsibility for their own learning and to evaluate their own progress.
- Attention is given to developing a safe and secure classroom climate.
- Staff training needs are met through CPD courses and staff meetings.

Assessment and recording

As with any learning, the assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievements and informs the development of the programme. Assessment in PSHE takes place in the following ways:

- Baseline assessment at the beginning of each unit (followed up by purple pen to show increased understanding)
- Written work, such as, e.g., posters and poems, as required by the unit of work
- Firefly multiple-choice question tasks, as appropriate
- 'I can' statements as provided by the PSHE Association (Key Stage assessment grids)
- Teachers' assessment of pupils' work by making informal judgements as they observe them during lessons.

The school has clear expectations of what the pupils will know, understand and be able to do at the end of each unit.

Wider Curriculum

Opportunities for promoting pupils' personal, social and emotional development exist throughout the curriculum, through:

- using a range of teaching and learning styles;
- placing emphasis on active learning by involving the pupils in discussions, investigations and problem-solving activities;
- encouraging the pupils to take part in a range of practical activities that promote active Citizenship, e.g. charity fundraising, school council opportunities and the planning of special events such as assembly and parents/open evenings;
- organising classes in such a way that pupils are able to participate in discussion to resolve conflicts and set agreed rules of classroom behaviour.
- Assemblies provide opportunities to enhance spiritual, moral, social and cultural development for pupils. It reaffirms the school values and ethos
- Pupils are encouraged to learn PSHE and citizenship through situations outside our school environment. We have links with other local schools and we have links with local voluntary/charitable groups.

Links with transition to the Senior School

The PSHE coordinators from both the Junior and Secondary school regularly discuss the subject and share knowledge on new training that may have taken place. These meetings also aim to look at progression throughout the teaching of PSHE.

Pastoral Care and Guidance

This is provided by all teaching and non-teaching staff. The school provides events to promote an awareness of others, charitable fundraising, outside speakers from the community, opportunities to take part in assemblies and curriculum lessons. The skills offered by visitors are of a specialist nature and provide the school with the latest information about topics of interest. They provide a good stimulus for pupils. Representatives from varied backgrounds, religious communities, the NSPCC, health and emergencies services all provide input.

Equal Opportunities

The school promotes the needs and interests of all pupils irrespective of gender, culture, ability or aptitude. The school promotes social learning and expects pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all. Teaching strategies consider the ability, age, readiness and cultural backgrounds of the pupils to ensure that all can access the full PSHE provision.

Roles and responsibilities

The Head of Junior and Infants: is responsible for ensuring that RSE is taught across the school and for managing requests to withdraw pupils from non-statutory science components of RSE.

Staff are responsible for:

- Delivery of RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Parent Involvement

Parents can see the units of work (and pupils' tasks and responses) in the Firefly parent portal. The Junior School invites parents of children in Year 6 to view the RSE materials delivered to the pupils in advance of the scheduled lessons and have the right to withdraw their children from specific sex-education lessons should they wish to do so.

Parents' right to withdraw

- Parents do not have the right to withdraw their children from relationships education.
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE covered in Year 6.
- Requests for withdrawal should be put in writing to the Head of Junior and Infants
- Children withdrawn from the above will be expected to read or complete any unfinished work to date during the scheduled lessons for these.

Please also refer to the following policies:

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| Safeguarding Policy - website | Curriculum Policy (Junior School) - website |
| Anti-Radicalisation Policy - staff network | Recruitment, Selection and Disclosure Policy - website |

Monitoring and Evaluation:

The school monitors and evaluates the Junior School PSHE policy through the following activities:

- Regular staff meetings
- Regular evaluation of lessons and themed events
- Standing Pastoral Care agenda item in weekly meetings
- Annually by the Junior School PSHE coordinator
- Annually by the Head of Junior and Infants

DLP
September 2025

Next Review:
September 2026

Appendix 1: The PSHE Curriculum

In all year groups, British Values will continue to be taught each half term throughout the year.

| EYFS: | |
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| Unit 1- Being myself | L1- Face your feelings (Big question: How can I tell what myself and others are feeling?) L2- Go for gold (Big question: What talents make me special?) L3- Growing up (Big question: How do people change as they grow up?) L4- Recipe for friendship (Big question: What makes a good friend?) L5- The tunnel (Big question: Why is it important that family members care for each other?) |
| Unit 2- Being different | L1- Daisy (Big question: What impact does disability have on people's lives?) L2- Elmer (Big question: Why is it great to have so many different cultures in our country?) L3- David and Goliath (Big question: How do I get help to deal with bullying?) |
| Unit 3- Being safe | L1- Look out, Patrick! (Big question: What's dangerous in my home?) L2- The huge bag of worries (Big question: How can I deal with my problems and worries at school?) L3- Beware of the Big Bad Wolf (Big question: Why should we follow rules and instructions?) L4- 999 Help! (Big question: Who is there to help keep us safe?) L5- Rules of the road (Big question: How do we keep safe near a road?) L6- George's marvellous medicine (Big question: What are medicines?) |
| Unit 4- Being environmentally friendly | L1- The Paperbag Prince (Big question: Why should we recycle?) L2- The Litter Queen (Big question: How does litter harm the local environment?) L3- Crab's Kingdom (Big question: What are the different types of pollution?) L4- Through my window (Big question: How do changes in the environment affect living things?) L5- Potty about pets (Big question: How do we care for animals?) L5- Oi! Get off our train (Big question: What does extinct mean?) |
| Unit 5- Being healthy | L1- The healthy house (Big question: what are healthy choices?) L2- Germ catcher (Big question: Why is personal hygiene important?) L3- Lazy Ozzie (Big question: Do I really need to exercise?) |

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| | <p>L4- Food families (Big question: What are the different food groups?)</p> <p>L5- Peace at last (Big question: Why is sleeping great?)</p> <p>L6- What on Earth is a human? (Big question: How can we be the same, and different?)</p> |
| Unit 6- Being a good citizen | <p>L1- Horrid Henry (Big question: What happens if we break the rules?)</p> <p>L2- Helping hands (Big question: How can I help others?)</p> <p>L3- The rainbow fish (Big question: Why should I share?)</p> <p>L4- The smartest giant (Big question: What is a good citizen?)</p> <p>L5- Connecting the community (Big question: Who is in my community?)</p> <p>L6- The enormous turnip (Big question: Does teamwork make the dream work?)</p> |

| Year 1: | |
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| Unit 1- Feelings and Special People | <p>L1- Feelings (Big Question: What are feelings and how can I show them?)</p> <p>L2- Emotions and Behaviour (Big Question: How can emotions change people's behaviour?)</p> <p>L3- I am special. (Big Question: What makes me special?)</p> <p>L4- Special People (Big Question: Who are the special people in your life and why are they special?)</p> |
| Unit 2- Staying Safe | <p>L1- Staying safe in my school. (Big Question: What keeps my safe in school?)</p> <p>L2- Staying safe outside. (Big Question: What keeps my safe outside?)</p> <p>L3- Staying safe at home. (Big Question: How can we keep safe at home?)</p> <p>L4- Keeping myself safe (Big Question: How can I keep myself safe?)</p> |
| Unit 3-Healthy Me | <p>L1- Keeping fit is fun! (Big Question: How does exercise keep me healthy?)</p> <p>L2- Sweets! (Big Question: Why is sugar bad for my health?)</p> <p>L3- How can online be unhealthy? (Big Question: How can online be unhealthy?)</p> <p>L4- Keeping safe in the sun. (Big Question: How can we keep safe and healthy in the sun?)</p> |
| Unit 4- All Around Us | <p>L1- Our beautiful world (Big Question: How do I feel about my beautiful world?)</p> <p>L2- Reducing for the planet (Big Question: How can we reduce rubbish?)</p> <p>L3- New from old (Big Question: Can we make new things from what we would have thrown away?)</p> <p>L4- We make a difference! (Big Question: How can we make a difference in our class about rubbish?)</p> |
| Unit 5- Money Matters | <p>L1- Where does my money come from? (Big Question: Where does my money come from?)</p> <p>L2- How can I keep my money safe? (Big Question: How can I keep my money safe?)</p> <p>L3- Where do adults get their money from? (Big Question: Where do adults get their money from?)</p> <p>L4- What job would I like to be when I grow up? (Big Question: What job would I like to get when I grow up?)</p> |
| Transition Unit | Two lessons and the beginning of the year and two at the end. Focussing on transition of the children into the year group and then moving on. Plans for these lessons will be put together once the cohort is known. |

| Year 2: | |
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| Transition Unit | Two lessons and the beginning of the year and two at the end. Focus to be on transition of the children into the year group and then moving on. Plans for these lessons will be put together once the cohort is known. |
| Unit 1- Different Types of Families | <p>L1- What is a family? (Big Question: What is a family?)</p> <p>L2- Families are different and the same. (Big Question: How do families differ?)</p> <p>L3- How do you spend time with your family? (Big Question: How is time spent with the family?)</p> <p>4. Weddings and marriage (Big Question: What is a wedding and why do people get married?)</p> |
| Unit 2- Keeping Healthy | <p>L1-Things that keep us healthy. (Big Question: What and who keeps us healthy as we grow up?)</p> <p>L2-Keeping ourselves healthy. (Big Question: Things that keep us healthy)</p> <p>L3-Keeping healthy, keeping clean. (Big Question: How do I keep clean and healthy?)</p> <p>L4-My body, my voice. (Big Question: Who can I talk to if things don't feel right?)</p> |
| Unit 3-Feeling Included | <p>L1-An alien welcome (Big Question: How can we make people feel welcome and included?)</p> <p>L2-Including everyone (Big Question: How can we include everyone in our games?)</p> <p>L3- We've fallen out! (Big Question-How can we solve problems with friends when we fall out?)</p> <p>L4-Important people in history (Big Question: What special things have people done in the past to ensure everyone is included?)</p> |
| Unit 4- Healthy Minds | <p>L1-Marvellous minds (Big Question: Why is it important to look after our minds and wellbeing?)</p> <p>L2-Emotions everywhere! (Big Question: How can I describe my emotions?)</p> <p>L3-Screen time and sleep (Big Question: How can screen time and sleep affect the way we feel?)</p> <p>L4-Self-care and relaxation (Big Question: How can you look after your feelings and care for yourself?)</p> |
| Unit 5- Caring for the Environment | <p>L1-I can help make a difference. (Big Question: What can I do to help people feel happier?)</p> <p>L2-I can help make a difference to our world. (Big Question: What can I do to help the world?)</p> <p>L3-Who really lives in my local environment? (Big Question: Who really lives in my local environment?)</p> <p>L4- I can improve my local environment! (Big Question: How can I help wildlife?)</p> |

| Year 3: | |
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| Unit 1- Safety Online | L1- The internet-good bits and bad bits (Big Question: What is good and bad about the internet?) L2- It is private! (Big Question: What is my personal information?) L3- Friend forever! (Big Question: How are online friends different to real friends?) L4- It's Playtime! (Big Question: Is too much online gaming bad for you?) L5- Safety Online (Big Question: What advice about being safe online do Year 3 pupils need?) |
| Unit 2- Celebrating achievements and being Resilient | L1- Celebrating achievements (Big Question- What are achievements and why and how do we celebrate them?) L2- Setting goals and having aspirations (Big Question- What are my aspirations?) L3- Resilience (Big Question What does it mean to be resilient?) L4- A growth mindset (Big Question- What is a growth mindset and what does it mean for me?) L5- It's OK to fail! (Big Question- How can I deal with difficult situations in my life?) |
| Unit 3- Being Part of a community | L1- I belong in my class (Big Question- What is my class community?) L2- I belong in my family (Big Question- What is my family community?) L3- I belong in my community (Big Question- How do I belong to my community?) L4- Kindness in my community (Big Question- How can I help people in my community) L5-It's everyone's community (Big Question- How can we design a community centre that is suitable for everyone?) |
| Unit 4- Exercise | L1- What's so good about exercise? (Big Question - Why is being active good for our minds and our bodies?) L2- Let's have fun and get fit! (Big Question- Can exercise be fun, quick and free?) L3- What happens to my body if I don't exercise? (Big Question- What happens to my body if I don't exercise?) L4- Getting healthy outdoors (Big Question- Why is it good to spend time outdoors?) L5- Recognising ill health and asking for help (Big Question- What are the signs I might be getting ill (physically and mentally) and who can I go to if I get worries?) |
| Unit 5- Stereotypes | L1-Boys V Girls (Big Question- Are all boys the same? Are all girls the same?) L2- Men V Women (Big Question- Are all men the same? Are all women the same?) L3- Fairy Tales with a difference! (Big Question- Can we change traditional stereotypes?) L4- That's stereotyping! (Big Question- What is it like when people make assumptions about you?) |

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| | <p>L5- Knowing what to say (Big Question- How can I know what to say when people say things based on stereotypes?)</p> |
| Unit 6-What I like | <p>L1- My favourite things (Big Question- What are my likes and dislikes?)</p> <p>L2- My value and what's important to me (Big Question- What is important to me?)</p> <p>L3- Differences in opinion (Big Question- What do I do if I disagree?)</p> <p>L4- I have choices (Big Question- What decisions do I have to make?)</p> <p>L5- What to do if I'm worried (Big Question- What can I do and where can I go for help if I am worried or feel uncomfortable?)</p> |

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| Year 4: | |
| Unit 1- Nutrition and Dental health | <p>L1- Healthy food, healthy me! (Big Question: What is a Healthy Diet?)</p> <p>L2- Unhealthy choices, unhealthy me! (Big Question: What is a poor diet and how does being unhealthy affect us?)</p> <p>L3- Chef for the day! (Big Question: How can I plan and create my own healthy meal?)</p> <p>L4- Looking after myself (Big Question: How can I recognise when I am not physically well or my body is becoming unhealthy, and what can I do?)</p> <p>L5- Looking after my teeth (Big Question: How can I keep my teeth healthy and what are the benefits?)</p> |
| Unit 2- Human Rights | <p>L1- Playtime for everyone! (Big Question- Do we all have the right to play?)</p> <p>L2- Our class charter (Big Question- What rights and responsibilities do we have in the classroom?)</p> <p>L3- Born free (Big Question -What is the United Nations Conventions on the Rights of the child?)</p> <p>L4- When rights are taken away (Big Question- What happens when rights are taken away?)</p> <p>L5- Happy, happy, happy! (Big Question- What makes me happy and how can I help bring happiness to others?)</p> |
| Unit 3- Emergency Situations | <p>L1- What is an Emergency? (Big Question- What is an emergency?)</p> <p>L2- First aid (Big Question- What is first aid?)</p> <p>L3- Fire safety (Big Question- How can we prevent fire-based emergencies and keep ourselves safe?)</p> <p>L4- Water safety (Big Question- How can we keep safe near water?)</p> <p>L5- Celebrating our emergency services (Big Question- How can we say 'thank you' for the work that the emergency services do?)</p> |

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| Unit 4- Respect | <p>L1- A fantastic friend (Big Question- What makes a fantastic friend?)</p> <p>L2- I don't like it when... (Big Question- How can I stand up for myself?)</p> <p>L3- When friendships go wrong (Big Question- How can we show respect to others when friendships break down and how can we show respect to ourselves?)</p> <p>L4- Five fingers (Big Question- Who are my 5 trusted people?)</p> <p>L5- It's only a joke! (Big Question-Is teasing respectful?)</p> |
| Unit 5- Money Matters | <p>L1-What is money? (Big Question- Where does money come from and how can it be used?)</p> <p>L2- How does society manage our money? (Big Question- What does society do to manage our money?)</p> <p>L3- What can I do to make money in the future? (Big Question- What can we do to make money in our lives?)</p> <p>L4- Enterprise project! (Big Question- How does business work?)</p> <p>L5- Enterprise project! (Big Question- How does business work?)</p> |
| Unit 6-Falling out and making up | <p>L1- Why is friendship important? (Big Question -Why is friendship important?)</p> <p>L2- What makes a good friend? (Big Question- What makes a good friend?)</p> <p>L3- Falling out (Big Question- What can we do when we fall out with our friends?)</p> <p>L4- Feeling left out (Big Question- What does it feel like when you're excluded?)</p> <p>L5- A healthy friendship (Big Question- What does a healthy friendship look like?)</p> |

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| Year 5: | |
| Unit 1- Body Image | <p>L1- My awesome body (Big Question: What can my body do for me?)</p> <p>L2- Body image through the ages (Big Question: What does the perfect body look like?)</p> <p>L3- Images on the internet (Big Question: Are all images that we see real?)</p> <p>L4- The big debate (Big Question: Does it matter if images that have been significantly altered are used in adverts, online or otherwise published?)</p> <p>L5- Celebrating our bodies (Big Question: Do looks really matter?)</p> |
| Unit 2- Bereavement and Loss | <p>L1- Loss (Big Question- How do we feel when we lose something?)</p> <p>L2- Losing someone we love (Big Question- How do we feel when we lose somebody we love?)</p> <p>L3- Celebrating life (Big Question – Why do people have funerals?)</p> <p>L4- Celebrating life in other cultures (Big Question- How do different cultures celebrate the lives of their loved ones when they die?)</p> |

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| | <p>L5- When families change (Big Question- What is divorce and why does it happen?)</p> |
| <p>Unit 3- Fake news</p> | <p>L1- What is fake news? (Big Question- What is fake news?) L2- How to spot fake news (Big Question- How can we work out which websites are reliable and which aren't?) L3- Clickbait (Big Question- What is clickbait?) L4- Advertising (Big Question- How does on-line advertising work?) L5-Who are you? (Big Question- Can we believe everything we see online?)</p> |
| <p>Unit 4- Life in Plastic</p> | <p>L1- What is plastic? (Big Question- Why do we use plastic?) L2- How does plastic affect our planet? (Big Question- How does plastic affect our planet?) L3- Making changes (Big Question- How can we make positive changes to reduce the amount of single-use plastic we use?) L4- Party time! (Big Question- What does zero-waste mean?) L5- Reduce, Recycle, Reuse (Big Question- How can we promote the three R's in our school community?)</p> |
| <p>Unit 5- Puberty (parent workshop prior to teaching of unit)</p> | <p>L1-What is Puberty? (Big Question- What is Puberty?) L2- Changes in emotions (Big Question- How do our emotions change in puberty?) L3- Body Parts (Big Question- What are the functions of genitalia?) L4- The Menstrual Cycle (Big Question- What is the Menstrual Cycle?) L5- What happens to boys? (Big Question- What happens to boys during puberty?)</p> |
| <p>Unit 6- Changes in Friendships</p> | <p>L1- What does friendship look like? (Big Question - What does friendship look like?) L2- Falling Out (Big Question- How can we deal with our emotions and behaviour when we fall out with friends?) L3- Being a bystander (Big Question- What can you do if you think somebody is being bullied?) L4- Who can we trust? (Big Question- How do you know who to trust?) L5- Friendships online (Big Question- Is an online friend the same as a normal friend?)</p> |

| Year 6: | |
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| Unit 1- Mental and Emotional Health | <p>L1- What are emotions? (Big Question: What are emotions and how can they affect the way in which we act?)</p> <p>L2- Mindfulness (Big Question: What is mindfulness?)</p> <p>L3- self-care (Big Question: What is self-care and how can I use self-care to help keep a healthy mind?)</p> <p>L4- Sleep (Big Question: Why is sleep important?)</p> <p>L5- Feeling worried (Big Question: How do you feel when things change?)</p> |
| Unit 2- Drugs and Alcohol Education | <p>L1- What are drugs? (Big Question- What is a drug?)</p> <p>L2- Legal or illegal? (Big Question- Which drugs are legal and which drugs are illegal and what are the dangers of illegal drugs?)</p> <p>L3- Why do people take drugs? (Big Question – Why do people take drugs?)</p> <p>L4- Cigarettes and smoking (Big Question- What are the dangers of smoking?)</p> <p>L5- Alcohol (Big Question- What is alcohol and how does it affect the body and the brain?)</p> |
| Unit 3- E Safety and Social Media | <p>L1- The internet- Is it all bad? (Big Question- Progress and the internet- Is it all bad?)</p> <p>L2- What's my password? (Big Question- Why do we need secure memorable passwords online?)</p> <p>L3- You've won a prize (Big Question- What personal information should I share online?)</p> <p>L4- You're not my friend (Big Question- How can we show friendship in the real and virtual world?)</p> <p>L5-It's personal (Big Question- How can I be in control online?)</p> |
| Unit 4- Global Sustainable Development Goals | <p>L1- Our World- what's the damage? (Big Question- How are humans damaging land, air and water?)</p> <p>L2- Global sustainable development goals (Big Question- What are global sustainable development goals?)</p> <p>L3- To travel or not to travel? (Big Question- What are the global consequences of our personal choices and what damage can they do to the environment?)</p> <p>L4- What's the good news? (Big Question- What positive environment changes are happening across the world?)</p> <p>L5- What can we do to make the world more sustainable? (Big Question- How can we help towards sustainable development goals in our lives at school and at home?)</p> |
| Unit 5- Sex Education (parents to be informed prior to teaching this unit) | <p>L1- What is love? (Big Question- What is the difference between love and friendship?)</p> <p>L2- Sexual attraction (Big Question- What is sexual attraction?)</p> <p>L3- Consent (Big Question- What is consent and how does it relate to our lives?)</p> |

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| | <p>L4- Conception (Big Question- What is sexual intercourse?)</p> <p>L5- More about babies (Big Question- What happens during pregnancy?)</p> |
| <p>Unit 6- Anti-social Behaviour and the Role of the Police and the Law</p> <p>(Transition)</p> | <p>L1- Name that crime! (Big Question – What keeps me safe?)</p> <p>L2- It's my right! (Big Question- What are children's rights and how are they balanced with responsibilities?)</p> <p>L3- Community matters (Big Question- What is a community and what does it mean to be part of one?)</p> <p>L4- Controversial issues (Big Question- Where do you stand?)</p> <p>L5- You are the judge (Big Question- Should the punishment fit the crime?)</p> |

Appendix 2: Teaching Relationships and Sex Education

At Wolverhampton Grammar Junior School, it is intended that sex and relationships education should be an integral part of the learning process. All pupils have the right to relevant and accurate information, guidance, and advice on matters concerning their welfare. This appendix has been developed in accordance with the DfE guidance document Sex and Relationship Education Guidance (ref DfE 0116/2000) and reference made to the Relationships Education, Relationships and Sex Education (RSE) and Health Education Department for Education 2019 document. The school has also used LEA guidance through SRE courses.

Aims

- To encourage respect and responsibility for themselves and others.
- To impart factual knowledge by answering questions with sensitivity.
- To develop confidence and self-esteem enabling self-respect and control over their bodies and their own lives.
- To share key facts about puberty and the changing adolescent body, particularly from age 9-11, including physical and emotional changes.
- To encourage responsibility for personal hygiene.
- To encourage pupils to develop a good physical health and mental wellbeing
- To develop the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other pupils and adults.

Objectives

- To make pupils aware of the basic facts about the processes of conception, pregnancy and birth.
- To understand the changes that take place to their bodies during puberty.
- To develop an understanding about a wide range of different family arrangements and relationships.
- To develop knowledge of the names and functions of different parts of the body and what it means to be male and female.
- To become aware that moods and feelings can affect behaviour and relationships.

Planning for sex education

The Junior School teaches RSE through different aspects of the curriculum. Although health and relationship issues are taught across the school through the PSHE, Science and PE curricula, the Junior School focuses specifically on Relationships and Sex Education (RSE) during Year 5 and Year 6.

The SRE curriculum is based on the unit 'Sex Education' within the scheme of work. The teacher provides a short introduction, the pupils follow the slides and complete follow-up activities which often lead to open discussions as the pupils become more confident.

In addition to the SRE taught in Year 6, the pupils are taught about how to recognize sexual harassment and what this actually means. Sensitively, based on the age of the pupils, the terms are defined, and the three main threads of sexual harassment are identified (talking, writing and touching). Identifying what these types of harassment look like, the pupils move onto looking at a number of scenarios and identifying the type of harassment is involved. The unit ends with pupils understanding where to go and what to do, should they ever find themselves in such a situation.

Teachers do their best to answer all questions factually with sensitivity and care. By the end of KS2, the school ensures that both boys and girls know about conception and birth and body changes during puberty.

The school arranges a meeting with all parents and carers of pupils in Years 5 and 6 to discuss this particular program of lessons, to explain what the issues are and how they are taught, and to view the materials the school uses in its teaching. Parents have the right to remove their child from all or part of the sex education program. If a parent wishes their child to be partially removed from sex education lessons, they should discuss this with the Head of Junior and Infants, and make it clear which aspects of the lessons they do not wish their child to participate in.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a pupil makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a pupil indicates that they may have been a victim of abuse. In these circumstances, the teacher will bring the matter to the attention of one of the DSLs in the Junior School.

The role of parents

The school is aware that the primary role in pupils' sex education lies with parents and carers. The school wishes to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation. The school therefore encourages the pupils to find an appropriate time to discuss topics covered during SRE lessons with their parents.

Resources

The resources are provided by the PSHE coordinator, who also keeps further reference material for the teaching of more sensitive issues.

Appendix 2: RSE and Health Education curriculum from September 2026

Relationships Education

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| Families and people who care for me Curriculum content: |
| 1. That families are important for children growing up safe and happy because they can provide love, security and stability |
| 2. 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 |
| 3. 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 |
| 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up |
| 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong |
| 6. 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 Curriculum content: |
| 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 |
| Respectful, kind relationships Curriculum content: |
| 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 |

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| 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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| Online safety and awareness Curriculum content: |
| 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 Curriculum content: |
| 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 |

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| 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 |

Health and Wellbeing

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| General wellbeing Curriculum content: |
| 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 |
| 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 |

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| 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 |
| 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 |

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| 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) |

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| 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 |

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| 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 |
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| Personal safety |
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| Curriculum content: |
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| 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 |
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| Curriculum content: |
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| 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 |

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| Developing bodies |
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| Curriculum content: |
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| 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 |