

Richard Avenue Primary School

Policy for Relationships, Sex and Health Education (RSHE)

Date policy reviewed: Autumn 2020

Date of next review: Autumn 2021 (Inc Governors Focus Group 3)

Aims

The aims of relationship education at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- The aims of health education at our school are to:
 - Teach the characteristics of good physical health and mental wellbeing
 - Inform pupils of the importance of daily exercise, good nutrition and sufficient sleep
 - Inform pupils of the language and knowledge to understand the normal range of emotions
 - Provide the steps pupils can take to protect and support their own and others' health and wellbeing
 - Provide the benefits of hobbies, interests and participation in their own communities
 - Provide the benefits of rationing time spent online and the risks of excessive use of electronic devices

Statutory requirements

Relationships and health education is now statutory in primary school under the Department for Education's statutory guidance on Relationships Education, RSE and Health education.

Sex education is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

At Richard Avenue Primary School we teach RSHE as set out in this policy.

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 – Karen Todd (Head Teacher), Rebecca Cherrett (PSHE leader), Mr Shehzad Raza (link governor) and Focus Group 3 Governor collated, reviewed and implemented, all relevant information including national and local guidance
2. Staff consultation – all school staff were given the opportunity to review the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to review the proposed policy and attend a consultation meeting to further discuss.
4. Pupil consultation – we investigated what exactly pupils want from their RSHE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition and curriculum

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

We fully support the Department for Education’s statutory guidance on Relationships Education, RSE and Health education. The objectives set out by the DFE for relationships and health education can be found in appendix 3 and 4.

They define Relationships education outcomes in primary as:

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one’s own and others’ boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils’ lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as ‘virtues’) in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for

young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

They define Health education outcomes in primary as:

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

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practicing service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Our curriculum is set out as per Appendix 1, this is reviewed and adapted where necessary.

We have developed the curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health education focuses on teaching the elements of physical health and mental wellbeing including:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

At RAPS our policy states we have chosen not to include non-statutory elements of SRHE (sex education). We will therefore not cover:

- How a baby is conceived and born
- Contraception

If parents/carers would like support in discussing these issues at home with their children, we advise them to contact their child's class teacher or Rebecca Cherrett (PSHE leader).

Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum (appendix 2), and other aspects may be included in religious education (RE).

Pupils may sessions supported by a trained health professional based upon Physical Health and Mental Wellbeing e.g. changing adolescent body.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers

amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The Governing Body: The governing body will approve the RSHE policy, and hold the head teacher to account for its implementation. The governing body has delegated the approval of this policy to Focus group 3 governors.

The Head Teacher: is responsible for ensuring that RSHE is taught consistently across the school.

Staff: are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to parents/carers who require further clarification of the curriculum/components of RSHE

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

The programme will be led by Rebecca Cherrett (PSHE leader). It will be taught by class teachers and teaching assistants (where appropriate) covering PPA. Rebecca Cherrett is responsible for supporting members of staff in delivering RSHE and ensuring members of staff who are teaching RSHE have appropriate training. The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE where needed. Rebecca Cherrett will attend training courses out of school where necessary and feedback information to relevant staff. Visits and visitors will also be used to support our RSHE/PSHE curriculum. When using external speakers to deliver aspects of our PSHE programme we will ensure we are fully informed about their outcomes, content they are delivering and how they are delivering it, prior to their visit.

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

Parents/carers right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents would have the right to withdraw their children from the non-statutory/non-science components of RSHE however none of our curriculum covers the non-statutory/non-science components of RSHE. Requests for withdrawal are therefore not needed.

Monitoring arrangements

The delivery of RSHE is monitored by Rebecca Cherrett through professional dialogue, book scrutiny and lesson observations. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: PSHE Curriculum Long term plan

	<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<p><i>EYFS</i> <i>(Nur + Rec)</i></p> <p>EYFS Subject areas/age bands links</p>	<p>Families and friendships PSED: Making relationships UW: People and communities</p> <p>Safe relationships PSED: Making relationships UW: People and communities</p> <p>Respecting ourselves and others PSED: Making relationships UW: People and communities PSED: Managing feelings and behaviour</p>	<p>Belonging to a community UW: People and communities UW: The world</p> <p>Media literacy and digital resilience UW: Technology</p> <p>Money and work Mathematics: Shape, space and measures UW: People and communities PSED: Self-confidence and awareness</p>	<p>Physical health and Mental wellbeing PD: Health and self-care PD: Moving and handling PSED: Managing feelings and behaviour</p> <p>Growing and changing PSED: Self-confidence and awareness PSED: Managing feelings and behaviour UW: The world UW: People and communities</p> <p>Keeping safe PD: Moving and handling PSED: Self-confidence and awareness PSED: Managing feelings and behaviour</p>
<p><i>Year 1</i></p>	<p>Families and friendships Roles of different people; families; feeling cared for</p> <p>Safe relationships Recognising privacy; staying safe; seeking permission</p> <p>Respecting ourselves and others How behaviour affects others; being polite and respectful</p>	<p>Belonging to a community What rules are; caring for others' needs; looking after the environment</p> <p>Media literacy and digital resilience Using the internet and digital devices; communicating online</p> <p>Money and work Strengths and interests; jobs in the community</p>	<p>Physical health and Mental wellbeing Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p>Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>Keeping safe How rules and age restrictions help us; keeping safe online</p>

<p>Year 2</p>	<p>Families and friendships Making friends; feeling lonely and getting help</p> <p>Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p>Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>Media literacy and digital resilience The internet in everyday life; online content and information</p> <p>Money and work What money is; needs and wants; looking after money</p>	<p>Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>Growing and changing Growing older; naming body parts; moving class or year</p> <p>Keeping safe Safety in different environments; risk and safety at home; emergencies</p>
<p>Year 3</p>	<p>Families and friendships What makes a family; features of family life</p> <p>Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<p>Belonging to a community The value of rules and laws; rights, freedoms and responsibilities</p> <p>Media literacy and digital resilience How the internet is used; assessing information online</p> <p>Money and work Different jobs and skills; job stereotypes; setting personal goals</p>	<p>Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings</p> <p>Growing and changing Personal strengths and achievements; managing and reframing setbacks</p> <p>Keeping safe Risks and hazards; safety in the local environment and unfamiliar places</p>
<p>Year 4</p>	<p>Families and friendships Positive friendships, including online</p> <p>Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively</p>	<p>Belonging to a community What makes a community; shared responsibilities</p> <p>Media literacy and digital resilience How data is shared and used</p> <p>Money and work Making decisions about money; using and keeping money safe</p>	<p>Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>Keeping safe Medicines and household products; drugs common to everyday life</p>

<p><i>Year 5</i></p>	<p>Families and friendships Managing friendships and peer influence</p> <p>Safe relationships Physical contact and feeling safe</p> <p>Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>	<p>Belonging to a community Protecting the environment; compassion towards others</p> <p>Media literacy and digital resilience How information online is targeted; different media types, their role and impact</p> <p>Money and work Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>	<p>Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>Keeping safe Keeping safe in different situations, including responding in emergencies, first aid</p>
<p><i>Year 6</i></p>	<p>Families and friendships Attraction to others; romantic relationships; civil partnership and marriage</p> <p>Safe relationships Recognising and managing pressure; consent in different situations</p> <p>Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues</p>	<p>Belonging to a community Valuing diversity; challenging discrimination and stereotypes</p> <p>Media literacy and digital resilience Evaluating media sources; sharing things online</p> <p>Money and work Influences and attitudes to money; money and financial risks</p>	<p>Physical health and Mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>Growing and changing Increasing independence; managing transition</p> <p>Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>

Date:2020

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Science Links to SRHE

	<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<i>Year 1</i>		Know and label the parts of the human body and senses that are associated with these body parts.	
<i>Year 2</i>		Notice that animals have offspring which grow into adults.	
<i>Year 5</i>	Describe the changes as humans develop to old age. Describe the life process of reproduction in some plants and animals.		
<i>Year 6</i>			Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Date:2019

Appendix 3: By the end of primary school pupils should know: Relationships education

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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)

	<p>and how to get help.</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 children 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 ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Appendix 4: By the end of primary school pupils should know: Health education

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle.

	<ul style="list-style-type: none"> • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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 and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • 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 dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

