

Relationships, Health and Sex Education Policy

July 2026

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
1		Updated policy to UST format reflecting national guidance

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1. Definitions

The “Trust” refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A “School” refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a ‘school’ may span one or several phases of education to the individual academies within the Trust. Depending on the context the term “School” may refer to a singular academy or to all of the academies within the Trust but as separate entities.

“Staff” refers to any individual who is employed by the Trust or who operates on the Trust’s behalf, e.g. Trustees and Governors.

A “Parent” includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a pupil.

A “Pupil” includes any incoming or current pupil at any School within the Trust. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by the UST in its policy documents but can be replaced with the term “student” or “child” with no change of definition.

The “Headteacher” is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

2. Scope of the Policy

Relationships, Health and Sex Education supports the overall healthy development of pupils, including emotional, social and physical development, and supports the safeguarding of pupils.

All content is taught in an age-appropriate way. This policy details the specifics of the content taught at St Paul’s Way Primary School.

In primary school, we use the term ‘Relationships and Health Education (RHE)’ to refer to these lessons with pupils. This reflects that Relationships Education and Health Education are statutory and compulsory to be taught in primary school.

3. Context

"Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, selfrespect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right."

Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers, July 2025

4. Policy Aims and Ethos

The main aims of our Relationships, Health and Sex Education policy are:

1. To safeguard pupils effectively; St Paul's Way Primary School is committed to putting safeguarding at the heart of everything we do and this includes teaching Relationships, Health and Sex Education to pupils.
2. To teach this content as outlined by statutory documents from the Department of Education (DfE) and comply with the relevant provisions of the Equality Act 2010.
3. To ensure pupils are able to keep themselves safe by teaching factually accurate information so they can make informed decisions.
4. To ensure children understand the changes to their body as they grow and develop and are supported to behave in a mature and responsible way as they grow and get older.

5. Links to Legislation and Guidance Documents

The Links to Legislation Guidance Documents section is to provide a list of external or internal (as separated by the sub-sections) which have either directly informed the development of the policy or would be useful additional reading in parallel to the policy. The list here should be bullet points with more details and where appropriate clickable links added to the Appendix 2 section. This should be referenced in this section if appropriate.

5.1. Relevant Internal Policies

This policy should be read alongside the following other policies:

- SBW Relationships and Sex Education Policy (RSE) – Trust School Only
- Personal Development Policy
- Anti-Bullying Policy
- E-Safety Policy
- Child Protection and Safeguarding
- Behaviour Policy

5.2. Relevant External Documents

This policy follows statutory legislation and guidance as defined in the following documents

- Children and Social Work Act 2017
- Education Act 1996
- Equality Act 2010
- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, 2025
- Keeping Children Safe in Education 2025

6. Roles and Responsibilities

6.1. The Trust board

The school committee has the responsibility to:

- Ensure the school meets its statutory duties

- Approve the policy
- Monitor implementation and impact
- Support the Head of School and staff

6.2. The Head of School

The Head of School is responsible for:

- Ensuring statutory requirements are met
- Supporting the PSHE lead and teaching staff
- Ensuring adequate resources and professional development
- Engaging with parents, particularly regarding sensitive content
- Managing withdrawal requests from sex education
- Ensuring PSHE connects with whole-school safeguarding and behaviour approaches

6.3. Staff

Staff are responsible for:

- Delivering high-quality PSHE in line with this policy
- Reinforcing PSHE learning throughout school life
- Responding appropriately to disclosures and concerns
- Modelling the values and behaviour promoted through PSHE
- Engaging with professional development

6.4. Pupils

Pupils are expected to engage fully in Relationship and Health Education and, when discussing issues related to RHSE, treat others with respect and sensitivity.

7. Curriculum Content from September 2026 Onwards

This section of the policy outlines the content which will be taught at St Paul's Way Primary School from September 2026, as part of our PSHE curriculum (Relationships Education and Health Education, and Sex Education in Year 6), and as part of our Science curriculum. This content is in line with statutory guidance from the DfE, and with recommendations and guidance from London Borough of Tower Hamlets (LBTH).

Relationships Education and Health Education are compulsory and statutory to be taught in the primary school. Sex Education topics are covered in Year 6 as per DfE and LBTH recommendations. Parents have the right to withdraw their child from the Sex Education lessons.

Further details about the majority of the topics covered can be found in Appendix 1 (Relationships and Health Education: Statutory Content). Additional content has been added in September 2026 in line with DfE guidance in July 2025. The content taught within Relationships Education, Health Education and the National Curriculum for Science are statutory as per DfE guidelines.

Relationships Education (Statutory)

- Families and People Who Care About Me
- Caring Relationships
- Respectful Relationships

- Online Relationships
- Being Safe

Health Education (Statutory)

- Mental Wellbeing
- Internet and Safety Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

National Curriculum for Science (Statutory)

DfE statutory guidance surrounding Relationships and Health Education (RHE) makes reference to learning that already takes place in Science lessons as part of the National Curriculum:

“The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals”.

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance (2019) – Pg. 23

“At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty”

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance (2019) – Pg. 23

As part of the National Curriculum for Science, pupils are taught to:

Key Stage 1:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2:

- Year 5: describe the changes as humans develop to old age
- Year 6: recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Sex Education (Non-Statutory)

- How a baby is conceived and born
- FGM

In line with DfE recommendations, at St Paul's Way Primary School these topics will be taught in Year 6 only. Parents have the right to withdraw their child from the Sex Education aspects of the curriculum content.

Teaching About the Law

Where appropriate to primary-aged children, we teach about the law in a factual way, including:

- Protected characteristics under the Equality Act 2010
- That FGM is illegal (in Year 6 sex education)
- Age restrictions on social media and gaming
- That bullying and harassment are unacceptable and can be illegal
- Children's rights and adult responsibilities to keep them safe

8. Monitoring, Evaluation and Assessment

Monitoring and Evaluation

The subjects will be monitored and evaluated in school by the Curriculum Leader for PSHE, as well as the wider Senior Leadership Team. It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the school.

Assessment

To support the effective teaching of RHE, the school will use teaching resources from a scheme of work which has been recommended by the London Borough of Tower Hamlets Healthy Lives Team and is matched to the DfE Statutory Guidance. This includes resources to support teachers in assessing pupil's prior knowledge, as well as their learning and progress within lessons. The school will evidence pupil's learning through the use of our PSHE/SMSC floorbooks, and children's individual science books where appropriate.

9. The Right to Withdraw, and Withdrawal Process

There is no parental right to withdraw from Relationships Education, Health Education or the National Curriculum Science lessons as these are a statutory part of the curriculum.

Parents do have the right to withdraw from Sex Education topics, which are non-statutory, such as how a baby is conceived and born and FGM. At St Paul's Way Primary School School we respect this right. In SWB, these topics are taught in Year 6 only.

In line with DfE guidance, parents who wish to exercise their right to withdraw from non- statutory elements will be required to arrange an appointment to discuss their decision with a member of SLT or the Curriculum Lead for PSHE.

10. Equality and Safeguarding

Equality

The school is committed to following the Equality Act 2010 and to tackling sexism, misogyny, homophobia and gender stereotypes.

LGBT

The London Borough of Tower Hamlets (LBTH) recommends teaching about LGBT relationships, in the context of different types of families, in order that children coming from same sex families feel welcomed and included in school, from the very beginning of their school career, in Key Stage 1. It is also important in terms of tackling homophobic behaviour and bullying and demonstrates LBTH's commitment to equalities, as outlined in the Equality Act.

At St Paul's Way Primary School, we are committed to protecting children and families against discrimination, whether knowing or unintentional. This includes discrimination against people's religion, culture or sexuality, to name just a few of the Protected Characteristics in the Equality Act. The Department for Education statutory guidance strongly encourages and enables schools to teach LGBT content, in the context of different types of families.

We are therefore following the LBTH recommendation with regards to LGBT content, in the context of different types of families. With due regard to all relevant evidence we have chosen to place LGBT content, in the context of different types of families, into the statutory part of the curriculum in Key Stage 1 (by the end of Year 2). Children will learn that families sometimes look different from their own, but that all families are characterised by love and care.

Challenging Stereotypes and Promoting Respect

Throughout our PSHE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. As children progress through the programme, they encounter a number of protected characteristics in age-appropriate ways, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect.

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone - boys and girls - has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- Single parent families
- Same-sex parent families
- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families
- Families from different cultural and religious backgrounds
- Service families, including those where a parent or carer serves in the armed forces

We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that the key characteristic of families is that they provide love, care, stability and security for children, not a particular structure.

Naming of Body Parts

LBTH recommends that children are taught in Key Stage 1 about naming of body parts, including private body parts, as a safeguarding issue. This is so pupils can report abuse if it happens or so that they can accurately report medical

symptoms if they are unwell. The more children are able to name the private body parts and to know about appropriate and inappropriate touch, the more they are protected from abuse.

Pupils will also be taught about stable, caring, healthy family life and friendships and how to recognise if or when relationships are making them unhappy or unsafe. Lessons will cover staying safe both online and offline, how to identify risks online, harmful online content and contact and how to report it. Pupils will also learn how to seek help and advice from others.

LBTH also recommends that lessons about puberty begin in Year 4, to prepare children for puberty and menstruation for girls, before it occurs.

At St Paul's Way Primary School, we have chosen to place the naming of the private body parts into the statutory part of the (Relationships Education / Science) curriculum in Key Stage 1 (by the end of Year 2), as part of our commitment to safeguarding and supporting children's overall healthy development.

The following words are recommended to be taught in Key Stage 1:

- Penis
- Vulva
- Breast / Nipples
- Anus / Bottom
- Testicles
- Vagina

In Key Stage 1, children will not be taught the reproductive function of any body parts. Children will be taught that these areas are private body parts and how to keep themselves safe.

Menstrual Wellbeing

- We use appropriate language such as period pads and menstrual products
- We have sensitive arrangements to help girls prepare for and manage menstruation
- Period products are available through the pastoral team in school

SEND and Inclusion

The delivery of the content will be made accessible to all pupils, including those with SEND. The Curriculum Leader for PSHE and the SENDCo will support teachers to ensure they are confident teaching the content to all pupils, including those with SEND.

Teachers adapt lessons to ensure content is accessible, using:

- Visual supports, simplified language, concrete examples
- Additional pre-teaching or small group work where needed
- Multi-sensory approaches and practical activities
- Personalised social stories or resources where appropriate

For some children with SEND, certain PSHE content may need to be taught in different ways or at different times to ensure understanding and safety. The SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision.

Disclosures

In the event of any safeguarding disclosures or concerns, staff should follow the school's agreed safeguarding procedures.

Staff are aware of mandatory reporting duties, including relating to FGM. All staff know that virginity testing and hymenoplasty are illegal. Where FGM education is taught as optional content in Year 6, parents may withdraw their child from the educational lesson, but all staff retain their mandatory duty to report known cases of FGM to the police.

PSHE education has a crucial role in our safeguarding provision, equipping children with the knowledge and skills to keep themselves safe and to seek help when needed.

Through PSHE, children learn to:

- Recognise when relationships or situations are unsafe
- Understand that abuse is never their fault
- Know a range of trusted adults they can talk to
- Develop vocabulary to express concerns clearly
- Build confidence to keep asking for help until they are heard
- Understand their rights over their own bodies and personal information
- Recognise emotional, physical and sexual abuse
- Identify risks online and in the physical world
- Develop resilience and strategies for managing difficult situations

11. Teaching and Resources

Resources

St Paul's Way Primary School is committed to using scientific diagrams, rather than pictures during RHE lessons. Each lesson is carefully structured and delivered in an age appropriate manner. Where appropriate and possible, the Curriculum Lead for PSHE will organise for some specific content to be taught as single-sex lessons.

To support the effective teaching of RHE, the school will use teaching resources from a scheme of work which has been recommended by the London Borough of Tower Hamlets Healthy Lives Team and is matched to the DfE Statutory Guidance. This will be supplemented with additional content from a trusted, national PSHE scheme of work. The curriculum leader for PSHE will ensure teachers are able to use the scheme effectively, and that any content that is not relevant or appropriate to the specifics laid out in this policy are adapted/omitted as necessary.

Our school is also committed to holding information meetings to show parents the resources and lesson content before the commencement of RHE lessons where possible. In exceptional circumstances where this is not possible, the school will endeavour to communicate as effectively as possible with parents regarding the resources and lesson content.

Children's Questions

Teachers will ensure any of the children's questions that are answered in the classroom are age- appropriate and relate to the curriculum content being taught in the lesson, for example through the use of anonymous question boxes. Teachers will not answer questions that are not age-appropriate and/or do not relate to the statutory curriculum content as set out in this policy.

If a child asks a question about sex education content that:

- Is not covered in our curriculum, OR
- Relates to sex education from which they have been withdrawn

Teachers will:

- Acknowledge the question sensitively
- Explain that this topic isn't covered in our lessons
- Suggest the child speaks to their parent/carer or another trusted adult
- Signpost to age-appropriate support services where needed (e.g., Childline)

- Follow safeguarding procedures if the question raises any concerns

12. Consultation, Partnerships and Responsibilities

In developing the statutory guidance, the DfE carried out a public ‘call for evidence’ which received 23,000 responses from parents, young people, schools and experts in relevant fields; this was followed by a public consultation, which received over 40,000 responses. The DfE carried out national consultation including a range of faith, community and social organisations. The guidance published by the DfE is statutory and therefore as a school we have a legal obligation to teach the curriculum content required.

The LBTH Healthy Lives Team have also worked with local parent, community and faith groups to ensure they have engaged with the requirements of the RHE curriculum.

Parents, Carers and Families

At St Paul’s Way Primary School, we are committed to maintaining our strong partnerships with parents, carers and families.

As part of our partnerships with parents, we will hold parent information sessions regarding the specific RHE curriculum content, including resources used to deliver lessons, in each year group. Within these information sessions, we welcome parents asking questions to clarify their understanding of our RHE provision and how the lessons are delivered.

Our RHE policy will be made available on the school website, as per DfE guidance, and a copy can be made available to anyone who requests one.

All RSHE teaching materials are available for parents to view:

- At parent information sessions held before teaching begins
- At the school office, following the parent information meetings in the Summer term
- We encourage parents to view materials to support conversations at home

Governors

Governors, in conjunction with the Headteacher and SLT, ultimately make the decision about which resources are used to teach RHE and how RHE is taught within the school, through their reviewing and approval of our school’s RHE policy. The School Committee will approve this policy and hold the Headteacher, Senior Leaders and Curriculum Leaders to account for its implementation.

The DfE guidance (2019) provides further clarification as to the role of Governors:

“In addition to fulfilling their legal obligations, the governing boards or management committee should make sure that the subjects are timetabled, accessible to all pupils, including pupils with SEND (preparing for adulthood outcomes). Governors will oversee that subjects are well-led, staffed and lessons are resourced, so that the schools can fulfil its legal obligations. Also ensuring that pupils make progress and the curriculum has regular and effective self-evaluation built in.

Governors will also ensure that clear information is passed onto parents about subject content, as well as informing parents about the right to request that their child is withdrawn from the non-statutory content. “

Headteacher

The Headteacher is responsible for ensuring that RHE is taught consistently across the school, in line with this policy.

Curriculum Lead for PSHE and Deputy Headteacher

The Curriculum Lead for PSHE and the Deputy Headteacher are responsible for supporting the Headteacher in ensuring staff understand this policy and are able to implement it consistently throughout the school. They will provide resources and training to staff, and be available to offer further support for teachers regarding teaching and learning. The Curriculum

Lead for PSHE and Deputy Headteacher will lead on managing requests from parents to withdraw children from Sex Education lessons, with support from the Headteacher.

Staff

The school holds staff meetings and training on RHE to ensure that all staff feel confident to deliver this content, and have the opportunity to ask questions relevant to our RHE policy and provision. CPD for teachers is organised and led by a range of professionals, including LBTH Healthy Lives Team, Senior Leaders from within the school, and the Curriculum Lead for PSHE.

The Curriculum Lead offers support and guidance to teachers surrounding planning, teaching and assessing RHE and ensures the quality of lessons is monitored. Staff are responsible for ensuring they have read and understood the RHE policy, and deliver RHE lessons in a sensitive and professional manner that supports this policy and uses the resources provided to them by the Curriculum Lead for PSHE.

Staff should seek support from the Curriculum Leader for PSHE or the Inclusion Manager if they need support in responding to the needs of individual pupils within these lessons. Staff who have concerns about teaching RHE lessons will be encouraged to discuss this with the Curriculum Lead for PSHE, or the Headteacher. Staff will have the opportunity to give feedback related to RHE, including feedback on training, support and lesson delivery in the classroom. This evaluation will be used by the Curriculum Lead for PSHE to inform and identify training needs and ways in which RHE provision can be enhanced further.

Pupils

Pupils will be enabled to engage positively in RHE lessons through teacher's use of 'Ground Rules' at the beginning of lessons. These include no personal comments, stories or questions; using anonymous question boxes where possible; using scientific language where possible; and treating all other members of the school community respectfully.

Review

The Relationships, Health and Sex Education policy is due to be reviewed on a three-year review cycle or following updated DfE guidance. The policy is due to be reviewed in July 2029 or sooner if there are changes to statutory guidance or significant changes to school context or local needs.

13. Approval Signature

Signature of (enter position e.g. Chair) **Digitally approved as Chair's action**

Print name **JOE HALL**

Date **27.08.2026**

14. Appendix 1- Relationships and Health Education: Statutory Content

Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

Version Control		
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