

‘A joyful union of Catholic Schools’

**Personal, Social, Health & Economic
Education (PSHE)
and
Relationships, Sex and Health
Education (RSHE)
Policy**

2026 – 2027



With Jesus in our hearts,
we welcome, we learn,
we laugh, we flourish.



Together we love, care,
learn and thrive under
the umbrella of God.

Why is PSHE and RSE important at our schools?

At St Mary's and Thorneyholme Primary Schools, our curriculum is underpinned by our vision and values and it reflects our faith and our mission statement. We place our children at the centre of our schools and seek to develop the whole child spiritually, morally, physically, emotionally, culturally and academically, so they are well prepared to meet future challenges.

The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in our Catholic schools. Our approach to PSHE and RSHE therefore is rooted in the Catholic Church's teaching and presented in a positive framework of Christian ideals.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

The 2025 DfE guidance states that

'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, self-respect, 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.'

Intent

Both St Mary's and Thorneyholme's approach to PSHE and RSHE is rooted in the Catholic Church's teaching and presented in a positive framework of Christian ideals. PSHE and RSHE is about the development of the pupil's knowledge and understanding of what it means to be fully human, called to live in right relationships within themselves and others and being enabled to make moral decisions in conscience, within the diverse world around them.

At our schools, we provide a specifically tailored curriculum that is both broad and balanced, and meets the unique context of our school. We give pupils access to big ideas and conversations, alongside practical experiences.

We aim to promote children's knowledge, self-esteem, emotional wellbeing and resilience, and to help them to form and maintain worthwhile and positive relationships. Children will be taught to have respect for themselves, and for others, within our local, national and global communities.

We aim to develop key character skills, including decision making, informed risk taking, good communication, and self-regulation strategies. We encourage the exploration of, and respect for, values held by different cultures and groups within our local community and globally, and promote the development of positive attitudes. We encourage honesty and respect in all relationships, and nurture sensitivity to the needs and feelings of others.

We aim to enable children to develop a deepening knowledge of their health and wellbeing, including their mental and physical health. We aim to equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty. The information provided within teaching and discussions with the children will be relevant and appropriate to the age and maturity of pupils.

Across both schools we aim to prepare pupils adequately for adult life: its decisions, responsibilities, experiences and opportunities, and to allow pupils to develop fully as emotionally mature human beings.

All staff will be involved in developing the attitudes and values aspect of the PSHE and RSHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

Purpose of study

(information taken from Relationships Education and Sex Education (RSE) and Health Education statutory guidance from the DfE July 2025)

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, LGBTQ 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 and Health Education, 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.

Implementation

PSHE and RSHE is firmly embedded at both our schools through the Jigsaw scheme of work and for our 'Developing Bodies' content we use Ten:Ten - Life to the Full material to ensure our curriculum is aligned to our Catholic faith. Both these comprehensive schemes of work are in-line with the revised statutory guidance from the Department for Education (DfE), issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996, which came into effect on 1 September 2026 and these schemes bring consistency and progression to our children's learning in this vital curriculum area.

See Appendix 1 for the DfE Relationships Education and Sex Education and Health Education statutory end of primary school aims.

Sex Education Content

At St Mary's and Thorneyholme Primary Schools the Ten:Ten - Life to the Full 'Developing Bodies' content taught is listed below.

EYFS	
Heads, Shoulders, Knees & Toes Module 1 Unit 2 Session 2	The names of the parts of the body (not genitalia).
KS1	
Girls & Boy's (My Body) Module 1 Unit 2 Session 2	Our bodies are good; The names of the parts of our bodies (please refer to the Module Overview for important guidance on discussing genitalia); Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family.
Lower KS2	
Respecting our Bodies Module 2 Unit 2 Session 2	About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.
What is Puberty? Module 2 Unit 2 Session 3	Learn what the term puberty means; Learn when they can expect puberty to take place; Understand that puberty is part of God's plan for our bodies
Changing Bodies Module 2 Unit 2 Session 4	Learn correct naming of genitalia; Learn what changes will happen to boys during puberty;

	Learn what changes will happen to girls during puberty.
Male Female Discussion Groups Module 2 Unit 2 Session 5	That emotions change as they grow up (including hormonal effects) Understand the range and intensity of their feelings more deeply; that 'feelings' alone
Life Cycles Module 4 Unit 4 Session 1	That they were handmade by God with the help of their parents; How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception; How conception and life in the womb fits into the cycle of life; That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.
Upper KS2	
Girls' Bodies Module 1 Unit 2 Session 2	That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately; The need for modesty and appropriate boundaries.
Boys' Bodies Module 1 Unit 2 Session 3	That human beings are different in kind to other animals; About the unique growth and development of humans, and the changes that boys will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries
Peculiar Feelings Module 1 Unit 3 Session 2	To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. That some behaviour is wrong, unacceptable, unhealthy or risky.
Emotional Changes Module 1 Unit 3 Session 3	Emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.
Making Babies (P1) & (P2) Module 1 Unit 4 Session 1 & 2	How a baby grows and develops in its mother's womb.
Menstruation Module 1 Unit 4 Session 3	About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;

	Some practical help on how to manage the onset of menstruation.
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The **Jigsaw** sex education content to **omit** and **not teach** is listed below.

Year 1 & Year 2	
Developing Bodies 1 About growth and other ways the body can change and develop, particularly during adolescence; human lifecycle; puberty as stage in this process	Year 1 Changing Me Lessons 1, 2, 3, 4, 5, 6 Year 2 Changing Me Lessons 1, 2, 3, 6
Developing Bodies 2 Correct names of body parts (penis, vulva, vagina, testicles, scrotum, nipples); understanding these are private; skills to express boundaries	Year 1 Changing Me Lesson 4 Year 2 Changing Me Lesson 1, 2, 4, (5 skills)
Year 3 & Year 4	
Developing Bodies 1 About growth and other ways the body can change and develop, particularly during adolescence; human lifecycle; puberty as stage in this process	Year 3 Changing Me Lessons 1, 2, 3, 4, 6 Year 4 Changing Me Lessons 1, 2, 3, 6
Developing Bodies 2 Correct names of body parts (penis, vulva, vagina, testicles, scrotum, nipples); understanding these are private; skills to express boundaries	Year 3 Changing Me Lessons 2, 3, 4 Year 4 Changing Me Lesson 2
Developing Bodies 3 Facts about the menstrual cycle including physical and emotional changes; periods can start at eight	Year 3 Changing Me Lesson 4 Year 4 Changing Me Lessons 2, 3
Year 5 & Year 6	
Developing Bodies 1 About growth and other ways the body can change and develop, particularly during adolescence; human lifecycle; puberty as stage in this process	Year 5 Changing Me Lessons 2, 3, 4, 5, 6 Year 6 Changing Me Lessons 1, 2, 3
Developing Bodies 2 Correct names of body parts (penis, vulva, vagina, testicles, scrotum, nipples); understanding these are private; skills to express boundaries	Year 5 Changing Me Lessons 2, 3, 4 Year 6 Changing Me Lessons 2, 3

Jigsaw covers all other aspects of the statutory Relationships and Health Education curriculum. The table below gives the learning theme of each of the six Jigsaw Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.

Spring 1	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer 2	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change. Please see which lessons are to be omitted and replaced with Ten:Ten scheme lessons.

Parents and Carers

“Parents are the first educators of their children. It is their right and responsibility to inform and educate their children in matters relating to human growth and development, particularly sexual development. Therefore, schools should always work in partnership with parents and carers and the teaching offered by schools should complement and not replace their primary role.”

‘Who is responsible for teaching RSHE?’ Document of the Catholic Education Service, 2024

Parents have been consulted before this policy was ratified by the governors. They have been consulted at every stage of the development of the PSHE and RSHE programme. They are able to view the resources used by the school in the PSHE and RSHE programme and they will be informed by letter when the more sensitive aspects of PSHE and RSHE will be covered in order that they can be prepared to talk and answer questions about their children’s learning.

Parents/carers have the right to withdraw their children from all or part of the Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those wishing to exercise this right will be invited in to speak to the head teacher to explore any concerns and discuss any impact that withdrawal may have on the child. Parents do not have the right to withdraw children from the Relationships and Health Education.

Impact

The impact of a good PSHE and RSHE education cannot be understated. Quite simply, it forms the preparation for adult life, enabling a child to understand and face the challenges, complexities and questions that arise in a diverse world. Children will recognise and develop good relationships, recognise and understand positive mental and physical health, understand how their body will change and grow, develop respect and tolerance for all with an understanding of society and the role of the individual in a community – these will equip our children for life.

Impact can be measured in a variety of ways. At our schools we recognise and celebrate the importance of the child’s voice, and their individual experience of PSHE and RSHE education. Pupil voice, and lessons captured via floor books and exercise books, will form the heart of how we measure the impact of our

teaching. The findings of the impact will be reported by the subject leader to the senior leadership team and their suggestions sought for improvements.

Governors will review this policy in conjunction with the Head Teacher and monitor the policy's effectiveness.

Appendix 1

Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2025

By the end of primary school pupils should know:

Relationships education outcomes:

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. 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.
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.
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. 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 outcomes:

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.
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	7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing online	Curriculum content: 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical health and fitness	Curriculum content: 1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity.

	4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Curriculum content: 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	Curriculum content: 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention	Curriculum content: 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered pupils.
Personal safety	Curriculum content: 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	Curriculum content: 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing Bodies	Curriculum content: 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

	2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.
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