

Relationships, Sex and Health Education (RSHE) Policy



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Section 1 - Introduction

Brookfield Community School is aware that students and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, students and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

As part of the students' education at Brookfield Community School, we teach a comprehensive Personal, Social, Health and Economic (PSHE) education programme through a combination of vertical tutor groups sessions, called Life 360, drop-down days and Key Stage 3 timetabled lessons (fortnightly). Personal Development is also taught within departments throughout the academic year (cross-curricular links), comprehensive assembly programme, age specific drop down sessions and guest speakers eg Police.

Life 360 (Personal Development) is the subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

From Spring 2021, all schools have a mandatory requirement to teach Relationships, Sex and Health Education (RSHE). Much of what is included in the RSHE guidelines have been historically covered as part of our current PSHE provision, however, we have updated the curriculum content based on the new requirements.

Section 2 - The aims of Relationships, Sex and Health Education

The aim of this policy is to communicate to staff, governors, parents/carers, visitors and students the manner in which RSHE will be delivered and supported at Brookfield Community School.

In consultation with staff, parents, carers and students, the policy will be reviewed each year and, alongside local health data, we will contextualise how, what and why we deliver certain topics and themes.

The aim of RSHE is to:

- Provide students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.



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- Enable students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship.
- Cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).
- Teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Our RSHE policy will provide clear progression from what is taught in primary education's Relationships, Health Education (RHE). We will build on the foundation of RHE and, as students grow up, at the appropriate time, extend teaching to include intimate relationships.

Alongside being taught intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

Teaching of RSHE at Brookfield Community School will enable students:

- To distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful
- To understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing
- To believe they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face
- To be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way
- To be taught the fundamentals of the Equality Act and the protected characteristics and why we don't discriminate against someone on the grounds of any of these characteristics: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex (gender) and sexual orientation.
- To recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk

- To recognise risks, harmful content and contact, and how and when to report issues to keep them safe online and offline
- To, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs
- To be prepared for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

Section 3 - Links with other policies

Brookfield's RSHE policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality Information

Section 4 - What is effective Relationships, Sex and Health Education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of a stable and loving relationship. It is also about the teaching of sex, sexuality, and sexual health as well as preparing students at school for opportunities, responsibilities and experiences of later life. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. Our curriculum is also designed to support students growing up in an increasingly complex and digital world.

Whilst the internet is an overwhelmingly positive development in our lives, it does present significant challenges, particularly for young people. The dominance of social media, the prevalence of cyberbullying and the risk that students learn about relationships from untrustworthy sources – we aim to support students to make the right decisions and keep themselves safe and happy.

4.1 Attitudes and values

Students are taught to examine the value of family life, marriage and civil partnerships, and stable and loving relationships for the nurture of students. They are also encouraged to explore and consider moral dilemmas. RSHE can also help students to develop a positive self-image and high self-esteem, responsibility and the ability to make informed decisions.



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4.2 Personal and social skills

RSHE encourages students to manage emotions and relationships confidently and sensitively whilst developing self-respect and empathy for others. Students are taught to make choices based on an understanding of difference, with an absence of prejudice and learning how to recognise and avoid exploitation and abuse. It also provides opportunities to develop communication skills and assertiveness within a range of different situations.

4.3 Knowledge and understanding

RSHE focuses on understanding physical development at appropriate stages. The students will explore: human sexuality, reproduction, sexual health, emotions and relationships. Students will also be provided with information on contraception and the range of local and national sexual health advice support services. Students will look at the reasons for delaying sexual activity, the benefits to be gained from such delay and the avoidance of unplanned pregnancy. This will provide an objective and balanced view of sexual matters, correcting any misconceptions and misinformation students may have gained.

Section 5 - Delivery of RSHE at Brookfield Community School

RSHE will be set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school. The curriculum on relationships, sex and health will complement and be supported by the school's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSHE will sit within the context of the Trust and School's broader ethos and approach to developing students socially, morally, spiritually and culturally; and its pastoral care system.

The RSHE curriculum will be predominantly taught through the twice weekly Life 360 sessions, calendar age specific drop-down days and Key Stage 3 fortnightly lessons, providing a safe environment to explore these topics as well as a comprehensive programme of year/age appropriate assemblies. Additionally, we may use outside agencies to provide specialist, age specific support to deliver some of the RSHE content. Furthermore, we recognise that RSHE is not an isolated subject and many other subjects provide a focus for exploring some elements of RSHE, for example: Science, Food Technology, PE and Philosophy, Religion and Ethics.

When studying RSHE, the School recognises the need to create a supportive and secure atmosphere where students can develop the confidence needed to talk, listen and think about sex, health and relationships. In order to do this, teachers will:

- Establish ground rules with students
- Emphasise the importance of mutual respect
- Encourage reflection
- Make students aware of the relevant people to approach in the Academy.

At Brookfield Community School all tutors will be involved in delivering the RSHE curriculum outlined in section 8 of this policy. The lead teacher (Mrs K Taylor) for PSHE and RSHE will work closely with colleagues to ensure resources used to teach the curriculum are relevant, accessible and of a high standard. Effective teaching will ensure that core knowledge is broken down into topics of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons.

Section 6 - Students with special education needs and disabilities (SEND)

Relationships, Sex and Health Education (RSHE) will be accessible for all students. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all students. The school will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for students with SEND. We are aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE can also be a priority for some students, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some students there may be a need to tailor content and teaching to meeting the specific needs of students at different development stages working closely with the Assistant Headteacher for SEND, Mrs P Allan.

Section 7 - Roles and Responsibilities

7.1 The Trust

Monitor the implementation of the policy across all Academies within the Trust.

7.2 The Governors

That the quality of provision is subject to regular and effective self-evaluation and that the subject is well led, planned and effectively managed.

7.3 Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw students from the non-statutory/non-science components of RSHE.

7.4 Staff

All staff will ensure that:

- They will attend all training and access support offered through the delivery of key topics
- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and students can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support
- All points of view they may express during the course of teaching RSHE are unbiased
- The teaching of RSHE is delivered in ways that are accessible to all students with SEND;
- The emphasis of teaching RSHE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSHE
- Where appropriate they direct students to seek advice and support from an appropriate agency or individual such as menstrual wellbeing, how to access period products and reducing stigma around periods. It is inappropriate for staff to give

students personal advice on matters such as contraception, however students are signposted to the safeguarding team should they need personal advice

- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

7.5 Parents/carers

The school acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSHE
- Encouraged to participate in the development of Relationships Education and RSHE
- Able to discuss any concerns directly with the school.

Through the school's website, parents will be able to view the RSHE Outcomes Overview document. Parents will also receive a termly letter, outlining the RSHE and Personal Development content being covered.

Section 8 - Parental right to withdrawal from RSHE

Parents have the right to request that their child be withdrawn only from some or all of sex education delivered as part of statutory RSHE. The school, before granting any such request, will require the Headteacher to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Following the discussions, except in exceptional circumstances, the school will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. The Headteacher will ensure that where a student is excused from sex education, the student will receive appropriate, purposeful education during the period of withdrawal. All requests for RSHE withdrawal

should be made, in writing, to the Headteacher. Please note, there is no right to withdraw from the National Curriculum.

NB - It is important to note that where sexual education is taught in science. There is no right to withdraw your child from this subject.

Section 9 - Working with external agencies

We are aware that working with external partners will enhance the delivery of RSHE and will support staff to bring in specialist knowledge and implement different ways of engaging with young people. Where external agencies are used, we will check the credentials of the visiting organisation and any visitors linked to the agency. We will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. We will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all students. Any materials that are used as part of the delivery will be approved by the school in advance of the session. The school will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's safeguarding policy.

Section 10 - Safeguarding, reports of abuse and confidentiality

The school recognises that at the heart of RSHE, the focus is on keeping children safe, and acknowledges the significant role the school have in preventative education. In our curriculum we will allow students an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports.

Students will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend. All staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead.

A member of staff will never promise a student that they will not tell anyone about a report of abuse, as this is not in the best interests of the student. The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any particular local issues it may be appropriate to address in lessons.



Equality and Achievement

Section 11 - Procedure for Monitoring and evaluating RSHE

The policy and its implementation will be reviewed every 12 months. The School's RSHE link governor is Mrs E Buggins. RSHE will be monitored by the Personal Development Coordinator, Mrs K Taylor, who is responsible for:

- Ensure that RSHE is covered in the schemes of work for PSHE
- Monitor the use of teaching and learning styles
- Monitor the use of teaching materials
- Evaluate the effectiveness of the RSHE programme
- Ensure the content is age appropriate.

Monitoring will be achieved via a variety of methods, such as through staff feedback, student surveys, book scrutiny, learning walks and observations.

The Personal Development Coordinator is line managed by the Assistant Headteacher (Ms A Williams).

Section 12 – RSHE curriculum content

The School will cover the following content by the end of secondary school:

RSHE Outcomes Overview

Core Theme 1: Relationships Education

Theme	Pupils should know: Codes – L (KS3 PD lessons); Life 360 (form time); DD (drop down sessions)	Code	Y7	Y8	Y9	Life 360	DD KS3	DD KS4	Y12	Y13	DD KS5
Families	That there are different types of committed stable relationships	RE1 RE36	L	L	L	X			Life360	Life360	
	How these relationships might contribute to human happiness and their importance for bringing up children	RE2 RE25	L			X			Life360	Life360	
	What marriage is, including their legal status, eg. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony	RE3 RE10	L			X			Life360	Life360	
	Why marriage is an important relationships choice for many couples and why it must be freely entered into	RE4 RE6				X			Life360	Life360	
	The characteristics and legal status of other types of long-term relationships	RE5 RE1				X			Life360	Life360	
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting	RE6 RE36			L						
	How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed	RE7 RE2				X			Life360	Life360	

Respectful relationships including friendships	The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (nonsexual) types of relationship.	RE8 RE10	L			X			Life360	Life360	
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	RE9 RE13 RE14 RE16	L	L	L	X			Life360	Life360	
	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg. how they might normalise non-consensual behaviour or encourage prejudice)	RE10 RE7 RE39 RE40	L	L	L	X			Life360	Life360	
	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 people in positions of authority and due tolerance of other people's beliefs	RE11 L29				X			Life360	Life360	
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	RE12 RE40 RE34				X			Life360	Life360	
	That some types of behaviour within relationships are criminal, including violence behaviour and coercive control	RE13 RE25	L	L		X			Life360	Life360	
	What constitutes sexual harassment and sexual violence and why these are always unacceptable	RE14 RE37 RE29						Y10 Y11			
	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	RE15 RE41				X			Life360	Life360	

Theme	Pupils should know: Codes – L (KS3 PD lessons); Life 360 (form time); DD (drop down sessions)	Code	Y7	Y8	Y9	Life 360	DD KS3	DD KS4	Y12	Y13	DD KS5
Online and Media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	RE16 L20 L22				X			Life360	Life360	
	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising materials placed online	RE17 L20				X			Life360	Life360	
	Not to provide material to others that they would not want shared further and not to share personal materials which is sent to them	RE18 RE29 RE30				X			Life360	Life360	
	What to do and where to get support to report material or manage issues online	RE19 RE37 L27				X			Life360	Life360	
	The impact of viewing harmful content	RE20 L25			L						
	That specifically sexually explicit material eg. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners	RE21 RE8					Y9				
	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	RE22 RE30					Y9				
	How information and data is generated, collected, shared and used online	RE23 L20 L21				X			Life360	Life360	

Being safe	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships	RE24 RE27				X	Y7 Y8 Y9	Y10 Y11	Life360	Life360	X
	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)	RE25 RE26					Y9	Y10 Y11			

Theme	Pupils should know: Codes – L (KS3 PD lessons); Life 360 (form time); DD (drop down sessions)	Code	Y7	Y8	Y9	Life 360	DD KS3	DD KS4	Y12	Y13	DD KS5
Intimate and sexual relationships including sexual health	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship	RE26 RE31				X	Y7 Y8 Y9	Y10 Y11	Life360	Life360	X
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, eg. physical, emotional, mental, sexual and reproductive health and wellbeing	RE27 H2 H36 RE18 RE33					Y7 Y8 Y9	Y10 Y11			X
	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause	RE28 H26 H27 H31 H32					Y9	Y10 Y11			X

	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	RE29 RE42					Y7 Y8 Y9	Y10 Y11			X
	That they have a choice to delay sex or to enjoy intimacy without sex	RE30 RE9 RE11 RE12						Y10 Y11			X
	The facts about the full range of contraceptive choices, efficacy and options available	RE31 H36					Y9	Y10 Y11			X
	The facts about pregnancy including miscarriage	RE32 RE34					Y9	Y10 Y11			X
	That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)	RE33 R23 R24 R26 R27						Y10 Y11			X
	How the different sexually transmitted infections (STIs), including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of, and facts about, testing	RE34 H28						Y10 Y11			X

	Pupils should know: Codes – L (KS3 PD lessons); Life 360 (form time); DD (drop down sessions)	Code	Y7	Y8	Y9	Life 360	DD KS3	DD KS4	Y12	Y13	DD KS5
	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	RE35 H28						Y10 Y11			X
	How the use of alcohol and drugs can lead to risky sexual behaviour	RE36 H27 H20 RE20				X			Life360	Life360	X
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	RE37 HE14 HE29						Y10 Y11			X
Core Theme 2: Health Education											
Mental wellbeing	How to talk about their emotions accurately and sensitively, using appropriate vocabulary	HE1 HE6 HE8	L	L	L	X			Life360	Life360	
	That happiness is linked to being connected to others	HE2 RE1	L			X			Life360	Life360	
	How to recognise the early signs of mental wellbeing concerns	HE3 HE11 HE12	L	L	L	X			Life360	Life360	
	Common types of mental ill health (eg. anxiety and depression)	HE4 HE11	L		L	X			Life360	Life360	

	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	HE5 HE1 HE13 HE14 HE15	L		L	X			Life360	Life360	
	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	HE6 HE10	L	L	L	X			Life360	Life360	
Internet safety and harms	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image for their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online	HE7 HE3 HE30	L	L	L	X			Life360	Life360	
	How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours	HE8 L27	L	L	L	X			Life360	Life360	

Theme	Pupils should know: Codes – L (KS3 PD lessons); Life 360 (form time); DD (drop down sessions)	Code	Y7	Y8	Y9	Life 360	DD KS3	DD KS4	Y12	Y13	DD KS5
Physical health and fitness	The positive associations between physical activity and promotion of wellbeing, including as an approach to combat stress	HE9	L	L	L	X			Life360	Life360	
	The characteristics and evidence of what constitutes a healthy lifestyle, maintaining and healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health	HE10 HE10 HE13	L	L	L	X			Life360	Life360	
	About the science relating to blood, organ and stem cell donation.	HE11 HE15				X			Life360	Life360	
Healthy eating	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	HE12 HE17 HE18	L	L	L	X			Life360	Life360	
Drugs, alcohol and tobacco	The facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions	HE13 HE23 HE26 HE28 RE20	L	L			Y9	Y10 Y11			X
	The law relating to the supply and possession of illegal substances	HE14 HE28			L		Y9	Y10 Y11			X

	The physical and psychological risks associated with alcohol consumption in adulthood	HE15 HE24 HE25					Y9	Y10 Y11			X
	The physical and psychological consequences of addiction, including alcohol dependency	HE16 HE19 HE21						Y10 Y11			X
	Awareness of the dangers of drugs which are prescribed but still present serious health risks	HE17 HE19	L	L	L		Y8 Y9	Y10 Y11			X
	The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so	HE18 HE19		L	L						X
Health and Prevention	About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	HE19 HE20	L	L							
	About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist	HE20 HE16			L						
	(late secondary) the benefits of regular self-examination and screening	HE21 HE16						Y11			
	The facts and science relating to immunisation and vaccination	HE22 HE16 H19									
	The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn	HE23 H15	L	L	L						

Basic first aid	Basic treatment for common injuries	HE24 HE33 HE24				X			Life360	Life360	
	Life-saving skills, including how to administer CPR	HE25 HE33 HE24				X			Life360	Life360	
	The purpose of defibrillators and when one might be needed	HE26 HE33 HE24				X			Life360	Life360	
Changing adolescent body	Key facts about puberty, the changing adolescent body and menstrual wellbeing	HE27 HE34					Y7 Y8 Y9	Y10 Y11			
	The main changes which take place in males and females, and the implications for emotional and physical health	HE28 HE34 R5 R18 R6					Y7 Y8 Y9	Y10 Y11			