

**Perryfields**



**Primary**

# Perryfields Primary School

## Personal, Social, Health and Economic/Education Policy inc RSHE

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This policy is a working document, which provides guidance and information on all aspects of PSHE inc RSHE in the school for staff, parents/carers and governors.

### **Rationale and Ethos:**

At **Perryfields Primary School**, Relationship and Sex Education is taught within a broader, carefully planned Personal, Social, Health and Relationship Education curriculum (PSHE), it aims to gradually and appropriately prepare children for adult life, and ensuring the development of the personal skills needed by pupils if they are to establish and maintain relationships both now and in their future. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own actions, learning, health and wellbeing. Pupils reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. The curriculum, reflecting local needs, is also designed to build students understanding of how to keep themselves safe both now and in the future.

The biological aspects of PSHE are taught within the Science curriculum, where there is **no** parental right to withdraw, and other aspects are supported through assemblies.

We believe Relationship and Sex Education (RSE) is a lifelong process of acquiring information, developing skills and forming positive beliefs and attitudes about relationships, feelings, sex and sexuality. Relationship and Sex education is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. Pupils learn that we are all individuals and celebrate their own uniqueness.

RSE at **Perryfields Primary School** lays the foundations for factual knowledge and the more sexually explicit information required by young people in Year 6, Summer Term 2.

We want our pupils to understand what constitutes a healthy relationship: friendships, family relationships, relationships with adults and peers, to respect others, and to treat others with kindness, consideration and fairness.

We want pupils to understand and uphold personal boundaries, privacy and safety (including online).

Our curriculum should prepare (where appropriate) for the changes of adolescence (puberty, the human lifecycle) in a sensitive, age-appropriate way. We should also support pupils' mental and emotional well-being by linking positive relationships to emotional health.

Relationship, sex and health education should be taught within a climate of trust, respect and appropriate confidentiality, in which pupils and adults feel

able to talk openly and honestly. Issues raised by children will be dealt with honestly, taking into account the maturity of the child.

Perryfields Primary School does not encourage sexual experimentation, the taking away of a child's innocence, over-ruling the wishes or rights of parents or imposing ideas onto young people. RSE is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. It is important for our pupils to reflect upon their own beliefs, values and ideas in an age appropriate way and to develop an understanding of other's ideas, beliefs and values.

### **Aims**

The outcomes, intentions and values underpinning Relationship and Sex Education are:

- To provide the knowledge, information and skills (at an age-appropriate time) to which all pupils are entitled to ensure that they are able to make informed decisions grounded in self-respect, confidence and empathy towards others.
- To clarify/reinforce existing knowledge and where arising, to dispel myths and misinformation by providing factually accurate and age-appropriate knowledge.
- To provide students with the opportunity to ask questions (in a way that they are comfortable doing), express emotions and opinions and discuss issues openly and without embarrassment. This includes developing empathy to other's ideas and listen sensitively to other's opinions and ideas.
- To raise pupils' self-esteem, mental health and emotional wellbeing, including self-confidence and resilience, especially in their relationships with others; to learn to manage emotions and relationships in a confident and sensitive manner.
- To help pupils' develop skills (including language development associated with RSE at an age appropriate time, decision making, choice, assertiveness) and making the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others for who they are, not for what they have or what they can do.
- To help gain access to reliable and accurate information and support, including within the school, family, wider community and online.
- To develop skills for a healthy, safer lifestyle including the role of the family, stable and loving relationships, love, honesty, respect and care.
- To recognise and avoid exploitation and abuse including knowing what is and is not illegal in matters relating to sexual activity (in an age appropriate and sensitive way, which does not instil fear in children).

- To develop and use communication and assertiveness skills to cope and make informed decisions and recognising the influences of their peers, the media including the internet and other influences.
- To value and respect difference and commonly held beliefs, in people's religion, culture, sexual orientation, physical and mental ability and social background whilst being mindful of the influences of the media, stereotypes and discrimination and being sensitive to the needs of culture, religion and British Values.
- To respect and care for their bodies including body autonomy and the importance of consent.
- To be prepared for puberty and adulthood including learning and understanding of physical development, sexuality, reproduction, sexual health and associated emotional changes in an age appropriate manner.
- Able to make good academic progress, as children who feel safe and supported are more likely to achieve higher standards.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of Relationship and Sex education in this school. Staff receive regular training in dealing with emotional and sensitive issues, including developing an emotionally safe environment.

### **Equal Opportunities Statement**

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support. Wherever possible, teaching of the curriculum will be in line with the protected characteristics defined in the Equality Act 2010.

### **Roles and Responsibilities**

Those involved in the development of this policy include:

The Headteacher	Remains responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdrawal their child from the curriculum.
Governing Body	Fulfilling the legal obligations on the part of the school, ensure pupils are making progress and the overall quality of the provision offered in the school.
Designated Safeguarding Lead	Checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.
PSHE Co-ordinator / Lead teacher	The development of the curriculum, delivering training and resources to key members of staff, ensuring where teachers are of informed of where children have withdrawn from some/all of the curriculum, monitor the teaching of the subject and work with partners including safeguarding lead, external partner groups and individuals.

Teaching and support staff	The delivery of lessons and key RSE messages, identifying and working with PSHE leads to address gaps in their knowledge, ensure that pupils withdrawn from the curriculum are educated elsewhere.
Parents / carers / guardians	To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the wellbeing of their child and supporting learning within the home environment.
Pupils (where appropriate).	Express the wishes of their peers and contribute ideas into the school curriculum (School Council).

### **Teaching and learning style**

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. We also appoint a Childrens Theatre Company – Loudmouth to deliver age specific, sensitive topics.

### **PSHE and citizenship curriculum planning**

At Perryfields Primary School we teach PSHE and citizenship in a variety of ways

- Discreet curriculum time for topics such as sex or drugs education
- Teaching PSHE and citizenship through and in other curriculum/subject areas
- Through PSHE and citizenship activities and school events e.g. residential experiences, special days/weeks/visitors in school which provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances.

A combination of these will be included in the whole school approach.

## **Foundation Stage**

We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

## **Teaching PSHE and citizenship to children with special educational needs**

At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

Intervention through EHCPs for children with special educational needs. The provision may include, as appropriate, specific targets relating to PSHE and citizenship.

We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom e.g. class visits, residentials, we carry out a risk assessment prior to the activity to ensure the activity is safe and appropriate for all pupils.

## **Definition & Scope of RSHE**

**Relationships Education** covers: friendships; family relationships; relationships with other children and adults; respect, kindness, fairness; privacy and boundaries; online relationships and behaviours.

**Sex Education**, if provided, covers the human life cycle (conception, birth) and the changes of puberty. It **does not** include detailed instruction on sexual intercourse, contraception or STIs in primary schools (unless the school decides age-appropriately).

**Health Education** covers: physical health and mental wellbeing.

We will ensure the programme is developmentally appropriate and takes account of pupils' age, maturity, cultural and religious backgrounds, and any special educational needs or disabilities.

## **Relationships Education (all year-groups)**

Pupils will learn about:

- the concepts of family, including different family types and other family relationships;
- the features of healthy friendships and relationships: mutual respect, honesty, trustworthiness, kindness, generosity, integrity and fairness;
- how to treat others with respect, take turns and share, resolve conflict in friendships;
- personal boundaries and privacy: understanding what appropriate and inappropriate contact is (physical or other), including online
- how to recognise when relationships are less healthy or unsafe, and how to seek help or report concerns;
- safe and respectful behaviour online, including the sharing of information and images, data usage, and recognising risks.

## **Sex Education (Year 6)**

- In Year 6 we will offer a sex-education component, giving pupils the knowledge to: understand and anticipate the physical and emotional changes of puberty; know how a baby is conceived and born (drawing on the national curriculum science content) in an age-appropriate way.
- We will explicitly inform parents/carers of the content to be covered in these sessions and provide opportunities for them to ask questions and view teaching materials.
- Withdrawal: Parents/carers may request that their child be withdrawn from those sex education lessons (but not from Relationships Education). The school will comply with such requests.

## **Health Education (all year groups).**

- What good physical health and mental wellbeing look like, including the link between the two.
- How to recognise normal changes, issues, or concerns in themselves or others.
- How and when to seek appropriate help, as early as possible.
- How to maintain healthy lifestyles, including healthy eating, exercise, sleep, hygiene, and self-regulation.
- How their bodies change, including puberty (which must be taught before onset)

## **Statutory requirements**

- For primary schools, Relationships and Health Education is **compulsory**.
- Sex Education (beyond the required scientific curriculum) is **not compulsory** in primary schools, but the guidance recommends schools consider offering it in Years 5 & 6 in an age-appropriate way.

- Where a school chooses to deliver sex education beyond the national curriculum science, the school must set out in policy what is covered and must consult parents. Parents have the right to withdraw their child from those sex-education lessons (in primary).
- Schools must have regard to the statutory guidance in developing and delivering their programmes.

### **Dealing with difficult questions**

- Pupils may ask questions beyond the planned content. Teachers will use their professional judgement to decide whether to deal with a question in class, defer to a later time, address one-to-one or involve parents as appropriate.
- If a question is deemed inappropriate for the age group, or relates to explicit sexual activity, the teacher may decline to answer in front of the class and agree to follow up individually or refer to parents.
- Any safeguarding concern raised during RSHE must be referred immediately to the DSL following normal safeguarding procedures.

### **Parents' right to withdraw**

- For primary school pupils: Parents/carers may withdraw their child from **sex education** lessons (beyond the national curriculum science) but *not* from Relationships and Health Education or the science curriculum.
- The school will provide written notice to parents/carers of the sex-education content and withdrawal process.
- If a pupil is withdrawn, the school will provide alternative, age-appropriate work for that child.
- The school will document withdrawals and review the decision if the parent/carer requests again.

### **Assessment, Recording and Reporting**

In PSHE and citizenship there are two broad areas for assessment:

1. Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
2. How well children can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.
3. A record of children's progress will form part of the annual report to parents.

Teachers assess the children's work in PSHE and citizenship both by making informal judgements as they observe them during lessons and by doing formal

assessments of their work measured against the specific learning objectives set out in the National Curriculum.

### **Resources**

- ❖ PSHE Guidance referred to by subject lead - ensures current practise and ideas.
- ❖ 1Decison Scheme – Consists of Teacher resources, planning, videos age appropriate for each Year group. Complete progressive scheme of work from Reception to Year 6.
- ❖ Happy Me, Healthy Me Curriculum – To support Mental Wellbeing, developed by Sandwell Council. Spiral Curriculum with Teacher books for reference.
- ❖ Further resources sourced via the internet.
- ❖ Within school there are a selection of reference materials for teaching sensitive issues, distributed to most appropriate year groups.

### **Monitoring and review**

The PSHE and citizenship subject lead is responsible for monitoring the standards of children's work and the quality of teaching. The subject lead supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject lead is responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement. We allocate special time for our subject lead to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Each class has a presentation book for evidence of work from each cohort and moves with the class through the years to show progression.

### **Confidentiality**

Where possible a child's confidentiality will be maintained, but the child must be aware that the confidentiality may be broken if it is thought necessary, but that their best interests will be maintained. The Safe Guarding Lead should be consulted if it is thought that the child is at risk in any way. (See Child Protection Policy.)

*This policy is supported by other school policies and should be read in conjunction with the following;*

*Anti-Cyber Bullying Policy,  
Drugs Policy Behaviour Policy,  
Child Protection Policy,  
Online Safety Policy  
Health and Safety Policy,  
Equal Opportunities Policy,  
Anti-bullying policy,  
Keeping Children Safe in Educatio*

## **Appendix (from the DfE guidance)**

### **Relationships Education**

#### **Families and people who care for**

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**

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**

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**

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**

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.

## **Primary health and wellbeing:**

### **General wellbeing:**

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

### **Wellbeing online**

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:**

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**

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**

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**

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 check ups 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 to pupils.

### **Personal safety**

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**

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**

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.