Changing adolescent body

Our bodies are the home in which we live our lives; a wonderful gift from God.

The RSHE curriculum places vocabulary for body parts in the context of staying safe and being able to report abuse accurately. The exploitation of children is unwittingly supported by a reluctance to hear children using standard anatomical terminology. Children who are making a disclosure at any age must be readily understood. This requires pupils to know the proper anatomical names for intimate parts of the body.

As part of teaching important safeguarding messages, primary aged pupils must understand:

- not all adults have their best interests at heart
- flattery and attention may be a strategy used by someone intending to manipulate and exploit them
- how to recognise inappropriate requests and inappropriate touch
- what to do if they experience any inappropriate behaviour from anyone

- Given the risks of exploitation they are exposed to, pupils must learn, for their own safeguarding, that some parts of the body are private.

Teaching about puberty

Pupils must be prepared for the body changes they will experience, before they occur, and understand the physical and emotional impact it will bring. This will be confidence-giving and reassuring.

Both girls and boys should learn the process of puberty for everyone and should understand the reasons for the changes to human bodies

Learning about puberty should challenge gender stereotypes and recognise the fluidity of gender and the full diversity of bodies. This includes understanding that some people may have been allocated one gender at birth but their developing identity does not fit with this. For them puberty may have further complications and they may need support and understanding.