



RSHE POLICY (RELATIONSHIPS, SEX AND HEALTH EDUCATION)

Version:	4.0
Approved by:	Trust Board – 01.12.20
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REVIEW HISTORY

VERSION NO.	DATE OF CHANGE	CHANGE SUMMARY	SECTION/ PAGE NO.
V2.0	28.4.2022	LGBT replaced with LGBTQ+	Various
3.0	13.02.23	Rebranding	All
4.0	May 2023	British Values added to table 6.3	8

1. RATIONALE AND ETHOS

1.1 This policy covers the schools in the Oak Trust. Our Trust is a combination of Primary and Secondary schools and this policy outlines our approach to Relationship, Sex and Health Education. It was produced by staff, governors and members of local schools through consultation with parents/carers and other interested stakeholders.

We define 'relationships and sex education' as 'enabling children to embrace the challenges of creating a happy and successful adult life.'

1.2 We believe relationships, sex and health education is important for our pupils and our school because:

- It gives children the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and builds their self-efficacy.
- It gives children the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- It recognises that everyone faces difficult situations in their lives and shows how relationship and sex education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

1.3 We view the partnership of home and school as vital in providing the context to both complement and reinforce what pupils learn about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

1.4 Our Trust's overarching aims for our pupils are:

- To foster pupil wellbeing by developing the resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.
- To know how to be safe, including online.
- To be healthy, both mentally and physically.
- To be able to manage their academic, personal and social lives in a positive way.
- To demonstrate personal attributes including kindness, integrity, generosity, honesty, respect and tolerance in order to contribute positively to adult life in British Society.

1.5 We will ensure that RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). This will be achieved by ensuring that content and teaching is differentiated to meet the specific needs of pupils at different stages of their development. As with all subjects, we will ensure that teaching is sensitive, age- appropriate, developmentally appropriate and delivered with reference to the law.

1.6 We will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect for others. As a Trust, we will ensure that we comply with the relevant provisions of the Equality Act 2010, recognising under which, sexual orientation and gender reassignment are amongst the protected characteristics. We ensure RSHE fosters gender equality and LGBTQ+ equality by ensuring content is both age and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents/carers, whilst always with the aim of providing pupils with the knowledge they need of the law. Content will be integrated into programmes of study for RSHE within our PSHE curriculum and will not be taught as stand-alone units.

The Trust will aim to provide an inclusive environment in which LGBTQ+ pupils and staff are valued and respected.

The Trust will promote an understanding of and support the needs of LGBTQ+ pupils and staff.

The Trust will raise the profile of LGBTQ+ awareness and issues through the provision of an inclusive curriculum.

The Trust will seek to provide students with LGBTQ+-inclusive RSHE, opportunities to discuss gender identity and sexuality, including LGBTQ+ people and themes in Personal Development and the wider curriculum where relevant.

1.7 The intended outcomes of our programme are that pupils will:

- Know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and with adults.
- Understand that they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touching.
- Recognise and know how to report abuse, including emotional, physical and sexual abuse.
- Understand that they have a responsibility to treat each other with kindness, consideration and respect including, when online, securing permission and giving and understanding the concept of privacy.
- Develop the skills to express their emotions and seek help where needed, to build friendship and recognise how this can support mental wellbeing.
- Develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, and building resilience.
- Understand how the equality act 2010 relates to them as a child and through adult life, to recognise and challenge any form of discrimination.

2. ROLES AND RESPONSIBILITIES

The RSHE programme will be led by PSHE leaders with the support of senior leaders and the governing body/ trustees. It will be taught by class teachers and delivered through the school curriculum and wider opportunities within the school.

The aims and intended outcomes of our approach are encompassed within the school visions and values to promote learning.

The RSHE programme will be supported by additional staff in school, appropriate external visitors and developed through advice from professional associations. A working party will be made up of governors/trustees, leaders, teachers, support staff, parents/carers and, where appropriate, members of the community.

3. GOVERNORS OR TRUSTEES

As well as fulfilling their legal obligations, the governing bodies or trustees should also make sure that:

- All pupils make progress in achieving the expected educational outcomes.
- The subjects are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils including those with SEND.
- Clear information is provided for parents/carers on the subject content and they have right to request that their child is withdrawn only from sex education (see statutory guidance, point 45). The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

4. HEADTEACHER AND PSHE LEADER

4.1 It is the responsibility of the Headteacher/PSHE leader to ensure that:

- Both staff and parents/carers are informed about our RSHE policy, and that the policy is implemented effectively.
- Staff are given sufficient training, so that they can teach about relationship and sex education effectively and handle any difficult issues with sensitivity.
- They liaise with external agencies regarding the school RSHE programme and ensure that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- The policy is monitored on a regular basis, and the effectiveness of the policy is reported to governors/trustees, when requested.

4.2 Adults working with children are entitled to:

- Access high quality, up-to-date, accurate information, resources and training.

- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSHE.
- Contribute their views and ideas in support of the development of RSHE for children.
- Professional guidance and support.
- Opportunities to share good practice.
- Be informed about issues of confidentiality and procedures to be followed.

4.3 External Visitors

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. Each school will ensure that:

- The validity of the visitor or visiting organisation's credentials is authentic.
- That teaching delivered by the visitor fits with the planned programme and published policy.
- Discussion occurs in relation to the detail of how the visitor will deliver their sessions and scrutinised to ensure that the content is age-appropriate and accessible for the pupils.
- Visitor's materials are reviewed in advance, to ensure that they meet the full range of pupils' needs (e.g. Special Educational Needs).
- Confidentiality will be maintained in lessons and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

4.4 Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs.
- A safe and supportive environment for their children.
- Information on how and when RSHE is taught.
- Understand both their rights and responsibilities in relation to the RSHE policy and curriculum.
- Be informed about issues of confidentiality and how it affects them and their children.
- Have their views and ideas received in a respectful, non-judgemental manner.

5. LEGISLATION

5.1 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary and secondary education. They also make Health Education compulsory in all schools.

5.2 The RSHE policy supports/complements the following policies:

- PSHE policy

- Safeguarding Policy
- Anti-Bullying Policy
- Equality Policy and statement
- Acceptable use of IT policy
- Appropriate Curriculum policies

5.3 Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education – Statutory
- Safeguarding Guidance (2019)
- Children and Social Work Act (2017)
- DFE guidance RSHE 2019

6. CURRICULUM DESIGN

6.1 Our RSHE programme is an integral part of our whole school PSHE. High quality relationships and sex education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RSHE on the understanding that:

- It is taught in the context of family life.
- It is part of a wider process of social, personal, spiritual and moral education.
- Children should be taught to have respect for their own bodies.
- Children should learn about their responsibilities to others and be aware of the consequences of sexual activity.
- It is important to build positive relationships with others, involving trust and respect, both in person and online.
- It makes a significant contribution to our duty to safeguard and protect all children.
- It plays a key role in improving health outcomes for children and young people such as reducing teenage pregnancy and risk-taking behaviour, including online behaviour.

Note that some schools may not label their curriculum RSHE. It may be contained within Personal Development or Community, Health and Social Studies.

6.2 We teach about relationships and sex through different aspects of the curriculum. While we carry out the main RSHE in our PSHE curriculum, we also do some RSHE through the statutory science curriculum and other subject areas, such as PE and ICT. We believe all these contribute significantly to children's knowledge and understanding of positive

relationships, their own bodies and how they are changing and developing.

Our relationship and sex education provision will cover:

6.3 Primary Schools

Relationships	Health and Mental Well Being	Other foci Living in the Wider World
Families and people who care for me Caring Friendship Respectful Friendships Online Relationships Being safe	Mental well-being Internet safety and harm Physical health and fitness Healthy eating Drug, alcohol and tobacco Health and prevention Basic first aid Changing adolescent body	Economic well-being Enterprise careers British values

6.4 Secondary Schools

Relationships	Health and Well Being	Other Foci Living in the Wider World
Positive relationships Relationship values Forming and maintaining respectful relationships Consent Contraception and parenthood Bullying, abuse and discrimination Social influences LGBTQ+ Pornography FGM Rape Sexual harassment Child sexual exploitation	Self-image Mental health and well being Healthy lifestyles Health-related decisions Drugs alcohol and tobacco Managing risk and personal safety Puberty and sexual health Sexual health and fertility	Learning skills Choices and pathways Work and career Employment and responsibilities Financial choices Media literacy and digital resilience

6.5 The overriding concepts explored through the curriculum are:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and

what influences these; understanding and maintaining boundaries around their personal privacy, including online).

- Relationships (including different types and in different settings, including online).
- Health (learning how to move towards a physically, emotionally and socially balanced lifestyle and including health within relationships, work-life, exercise and rest, spending and saving and lifestyle choices).
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world).
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010).
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts).
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance).
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes).
- Career (including enterprise, employability and economic understanding).

6.6 We understand the importance of ensuring that all children in our school receive their entitlement to RSHE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSHE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

6.7 In order to ensure the RSHE Curriculum meets the needs of all we will:

- Accept and celebrate difference.
- Encourage respect and expect a zero tolerance with regards to abuse and exploitation.
- Not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

6.8 In relation to those with special educational needs or disability, we will review our RSHE Programme to ensure that provision is made for those with additional needs. We will consider:

- Their level of vulnerability.
- Their need to learn and demonstrate appropriate behaviour.
- Their need to develop self-esteem and positive body image.
- The need to involve all staff, including support staff and carers, in policy

development, planning and training.

- The management of personal care.
- Clarity about sources of support for pupils.

6.9 Our RSHE programme will be taught through a range of teaching methods and interactive activities. Lessons will be differentiated by all staff or visitors delivering sessions to ensure that individual needs of children are met. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context. High quality resources will support our RSHE provision and will be regularly reviewed. We will avoid a 'resource-led' approach to delivering RSHE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives.

6.10 We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- Are consistent with our Curriculum for RSHE.
- Relate to the aims and objectives of this Policy.
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the children.
- Appeal to adults and children.
- Are up-to-date in factual content.
- Are produced by a reputable organisation.
- Do not show unfair bias e.g. Towards a commercial product.
- Avoid racial, gender and sexual stereotyping.
- Encourage active and participative learning.
- Conform to the legal requirements for RSHE.

6.11 Learning about relationships and sex education in PSHE education lessons will link to/complement learning in Science, Religious Education, Health Education, including mental health education. Pupils will be encouraged to reflect on their own learning and progress, either through self-evaluation tools or through discussion. This will be integral within the approach to assessment of RSHE. We recognise that it is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values, however, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning must therefore use a combination of teacher assessment and pupil self- and peer assessment.



1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment for Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

Model taken from PSHE Association Primary Toolkit 2017

- 6.12 The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health). An overview of the learning in each year group can be found on the school website.

7. STAFF TRAINING

Teaching RSHE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSHE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSHE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSHE will be offered opportunities to consult with advisors.

8. SAFE AND EFFECTIVE PRACTICE

- 8.1 We will ensure a safe learning environment through ensuring RSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and pupils will agree ground rules at the beginning of any RSHE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language.
- The asking and answering of personal questions.
- Strategies for checking or accessing information.

- 8.2 To protect children's privacy, we will employ teaching and learning strategies known as distancing techniques which will enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, and theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

8.3 We acknowledge that sensitive and potentially difficult issues will arise in RSHE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSHE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age-appropriate way only to the child or children who have asked the question, where appropriate in consultation with a child's parent/carer. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader. When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the Designated Safeguarding Lead in line with school policy. We encourage other valued members of the community to work with us to provide advice and support to the children with regard to relationship and health education. In particular, members of the local health authority, such as the school nurse and other health professionals, and our local community police officer, can give us valuable support with our RSHE programme. We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the PSHE Coordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the RSHE programme.
- Visitors will be reminded that, whilst contributing to RSHE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.
- Pupils will be able to raise questions anonymously by utilising question boxes in class.
- All staff teaching RSHE will be supported by advice from the professional body, PSHE Association and through planned CPD.
- Teachers will seek advice from the PSHE leader or a senior leader in school if they have any questions relating to curriculum content or the delivery within lessons.

9. SAFEGUARDING

9.1 Our RSHE programme is one of the most important ways we act on our responsibility to

safeguard and protect our children, as set out in our Safeguarding/Child Protection policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in Keeping Children Safe in Education. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. In our Trust we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

- 9.2 Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where a concern or disclosure is raised teachers or other adults working with the child will consult with the designated safeguarding lead and in his/her absence their deputy safeguarding lead. Staff will respond in a similar way if a child indicates that they may have been a victim of any other type of abuse, including FGM. Staff should be familiar with the specific procedures relating to the reporting of FGM (see our Child Protection Policy). The Designated Safeguarding Lead will then deal with the matter in consultation with other social, health and education professionals, in accordance with statutory safeguarding procedures, following protocols identified in the school safeguarding policy.
- 9.3 Visitors/external agencies which support the delivery of RSHE will be required to inform the designated safeguarding lead or deputy in accordance with the school policy.
- 9.4 The protocol for inviting visitors into lessons will be that, prior to the commencement of any visit, visitors will be informed about the school's safeguarding protocol.

10. ENGAGING STAKEHOLDERS

- 10.1 The school acknowledges that the primary role in children's RSHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents/carers of children at our school, through mutual understanding, trust and cooperation. Parents/carers will be informed about the policy through consultation, information meetings and through written correspondence. The policy will be available to parents/carers through the school website.
- 10.2 We are committed to working with parents and carers by holding information sessions, providing workshops for parents/carers to enable them to be confident to answer their children's questions and through signposting via targeted support in school or through the school website, to other resources to support them at home. We work closely with parents/carers to ensure that they are fully aware of what is being taught. As part of our whole school approach to RSHE, Parent Information sessions and opportunities for parents/carers to view the materials and resources used will be held.

10.3 Each year parents/carers will be invited to information sessions to ensure all new parents/carers are fully aware of the school curriculum.

10.4 Parents/carers will be made aware when Relationships, Sex and Health Education will be taught, by written communication and through the sharing of our curriculum coverage plans.

From September 2020 parents/carers do not have the right to withdraw their children from relationship or health content.

10.5 **We acknowledge that parents/carers have the right to withdraw their children from all or part of the sex education taught in the school except for those parts included in the statutory National Curriculum: all children are expected to learn the content of the national science curriculum (see Appendix 2). Parents/carers are encouraged to establish exactly what is covered in the lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.**

10.6 If a parent/carer wishes their child to be withdrawn from any part of our sex education lessons, they should discuss this first with the Headteacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The schools in the Trust will always comply with the wishes of parents/carers in this regard where that is not part of statutory National Curriculum Science.

10.7 If a parent/carer requests that their child be removed from sex education, we will arrange for the child to be educated in another class who are not participating in the lesson and provide support by giving the parent/carer access to the materials.

10.8 This Policy describes the Trusts' views on how RSHE will be delivered in addition to requirements of the National Curriculum.

10.9 It is the responsibility of the governors to ensure, through consultation, that the RSHE Policy reflects consideration of the views of parents/carers of our community. It is the responsibility of governors to ensure that the Policy is made available to parents/carers. In order to facilitate this process, the RSHE Policy will appear annually on the agenda of a governors' meeting. The Policy will be made available for parents/carers on the school website and a link governor with responsibility for safeguarding (to include RSHE) will be nominated.

10.10 Pupil voice will be used to review and tailor our RSHE programme to match the different needs of pupils.

11. MONITORING, REPORTING AND EVALUATION

11.1 Teachers will critically reflect on their work in delivering RSHE through the evaluation of lessons, discussion with senior leaders and through monitoring activities led by the PSHE leader. We will involve children in the evaluation and development of their RSHE in ways appropriate to their age. As such, we will:

- Refer to local/countywide/national data.
- Engage the children in assessment activities to establish their developmental needs, for example 'draw and write' activities.
- Encourage children to ask questions as they arise by providing anonymous question boxes, where appropriate.
- Ask children to reflect on their learning and set goals for future learning.
- Consult children (e.g. Through school council) about their perception of the strengths of our RSHE programme and the areas to be further developed.

11.2 The governing body or trustees are responsible for monitoring the delivery of our RSHE policy. Governors give due consideration to any comments from parents/carers about the RSHE programme and require the Headteacher to keep a written record of parents/carers' comments.

12. **RSHE POLICY REVIEW**

This policy will be reviewed as indicated on the front cover.

It will be reviewed by the PSHE lead, senior leaders and representatives from the governing body and Trust. This will ensure that it is in line with current Department for Education advice and guidance.

APPENDIX 1

RSHE Elements of the National Science Curriculum

A. Key Stage 1 (age 5–7 years)

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and Guidance

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

B. Key Stage 2 (age 7–11 years)

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Notes and Guidance

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans;

by finding out and recording the length and mass of a baby as it grows.

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Notes and Guidance

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Note: At this stage, pupils are not expected to understand how genes and chromosomes work.

The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

[Department for Education, September 2013]

This policy should be read in conjunction with:

Appendix 2: **Relationships Education, Relationships and Sex Education (RSE) and Health Education**
– Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers (*Department for Education*)

Appendix 3: **Science Programmes of Study: Key Stage 3** – National curriculum in England
(*Department for Education, September 2013*)

Appendix 4: **Science Programmes of Study: Key Stage 4** – National curriculum in England

(Department for Education, December 2014)