



## DEANESFIELD PRIMARY SCHOOL Relationship, Sex & Health Education (RSHE) Policy

### Definition of Relationship, Sex & Health Education

At Deanesfield Primary School we want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from April 2021, all primary age children will be taught Relationships, Sex and Health Education. These subjects are designed to equip pupils with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when the SRE curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for our children. Our school has the flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious backgrounds of all its pupils.

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Pupils are taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, the school will cover how to treat each other with kindness, consideration and respect.

Sex Education sets out to inform pupils on the changes to their bodies including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age and reproduction in some plants and animals.

Health Education aims to give pupils the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

### Current RSHE requirements

All primary schools are legally obligated to maintain an up-to-date RSHE policy, that contains the framework that will be taught to fulfil the national curriculum requirements. The school's RSHE policy can be requested by parents/carers to view at any time. The school will also ensure the policy is available to freely view on the website. School governors' have a responsibility by law to ensure that the school RSHE policy is developed and implemented.

### Compulsory aspects of RSHE

The end of primary expectation is to deliver the content set out in RSHE DfE guidance, as part of our broad and balanced curriculum. 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 education They also make Health Education compulsory in all schools except independent schools.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. However, there continues to be no right of withdrawal from any part of the national curriculum.



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## Monitoring and Review

Curriculum leads monitor RSHE provision across the school as part of the wider PSHE curriculum. SLT support and challenge curriculum leaders through regular meetings and a subject audit. The Governing Body has responsibility for monitoring the Relationship, Sex & Health Education policy on an annual basis.

The curriculum leads' responsibilities include reporting their findings and any recommendations to the full Governing Board as and when the policy requires modification.

Curriculum leads and the Governing Body will take feedback from parents and carers into consideration when discussing the policy. Any changes made to this policy will be communicated to all staff and parents/carers via school website or APP.

## Working with parents and carers

At Deanesfield School, we believe it is very important to have the support of its parents, carers and the wider community when developing and implementing the RSHE programme. The school will provide parents and carers with the opportunity to review and discuss the PHSE/RSHE programme through parent/carer communication, feedback on policy and availability of resources/framework.

Parents and carers should be aware that the school has a legal responsibility to provide its pupils with a broad and balanced curriculum.

## Links to other policies and curriculum areas

Our school takes great pride in providing our pupils with a broad and balanced curriculum therefore we recognise there are clear links PSHE/RSHE and the following subjects and policies. All staff are aware to refer to these policies when appropriate or required.

- Science curriculum – reproductive systems of plants and animals, draw and labelling basic parts of the human body and describe the changes as humans develop to old age.
- IT curriculum – e-safety,, how to keep personal information private and where to go to get help/support.
- P.E curriculum – how to lead healthy and active lives.
- Safeguarding policy.
- Inclusion policy.
- Behaviour policy.
- Anti-Bullying policy.
- E-safety policy.

## Curriculum content

Relationships, Sex & Health Education has been organised into two different categories. The first category is

Relationship Education and second category is Health Education, which includes Sex Education.

- [See Appendix 1](#)



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## Delivery of RSHE

Relationship and Health Education is taught throughout the whole curriculum, which enables Deanesfield's School curriculum to be broad and balanced. This includes Personal, Social, Health Education (PSHE) curriculum, using the JIGSAW scheme of work, which will be embedded into our curriculum and is linked to our UNICEF Rights Respecting outcomes. The Science, Physical Education (P.E), Computing and aspects of the Religious Education (R.E) curriculum will continue to cover aspects of the RSHE requirements too. The school will ensure that content taught to pupils is sectioned into units of manageable size, content is communicated to pupils clearly and teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

### The learning environment

It is the responsibility of each teacher to establish a safe, open and positive learning environment based on trusting relationships between pupils and adults. As a UNICEF Rights Respecting School, we understand the importance of rights holders to voice their opinion, research information and to be treated equally and respectfully. Therefore, as the duty bearers it is equally important that we provide children with the skills to express themselves safely and ask questions without fear of embarrassment. To achieve this each classroom has a worry box and agreed classroom responsibilities in regard to how they discuss sensitive topics of conversation. It is important that pupils feel able to ask any question that they wish and that their questions are valued.

### Teaching sensitive issues and answering difficult questions

Teachers will be aware that opinions around RSHE is varied and while we respect all views, RSHE will be taught without bias. Questions that are presented by pupils will be answered using a variety of views and beliefs so that pupils can make their own informed opinions or decisions. Teachers and children alike understand that everybody has a right to their own opinion and respect that others may have a different opinion to them. Staff will answer pupils' questions honestly, sensitively and factually, in terms which are age appropriate. Teachers will use correct scientific terminology when talking about body parts as they would during Science topics. The PSHE framework will provide materials that are age appropriate and matched to the pupils' level of understanding.

All classrooms will provide pupils an option of putting their questions in a box beforehand, giving pupils anonymity and teachers time to look at questions and provide an appropriate response. Teachers will report any concerns by following the school safeguarding procedures.

## Sex Education

Guidance from the DfE currently for teaching RSHE states that Sex Education is not compulsory in primary schools and it is the school decision to teach its pupils some aspects of Sex Education. Sex Education covers aspects of relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. As a school, we feel it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. It should ensure that both boys and girls are prepared for the changes that adolescence brings.

We have chosen to teach aspects of Sex Education to the following year groups:



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**Year 4:** puberty including physical and emotional changes and feelings.

**Year 5:** puberty, body changes and emotional changes.

**Year 6:** sexual reproduction and how babies are made.

### **Withdrawal from RSE lessons**

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. It is the school's decision to teach Sex Education to the appropriate year groups. The school will provide parents with the opportunity to see what aspects of Sex Education will be taught and the resources that will be used in the lesson. If you do not want your child to take part in some or any of the lessons on Sex Education, you can ask for them to be withdrawn. At primary level, the head teacher must grant this request. The science curriculum in all schools also includes content on human development, including reproduction, which there is no right to withdraw from.

### **Outside agencies**

Working with external organisations can enhance delivery of subjects, bringing in specialist knowledge and different ways of engaging with the pupils. The school is responsible for ensuring that the appropriate checks are completed on visitors or visiting organisations. If an outside agency is used the school will ensure that the teaching delivered by the visitor fits with their planned programme, material age appropriate and follows RSHE policy. Any use of visitors will be to enhance teaching, rather than as a replacement for teaching by Deanesfield staff.

### **Training and support of staff**

All teachers are provided with PSHE training and resources in order to update and enhance their skills for delivering PSHE/RSHE. Opportunities are available for individual staff members to identify areas they need to develop on a yearly basis and once identified the relevant support is provided to ensure staff are confident in their subject knowledge. Support is also incorporated into our staff INSET and CPD programmes, which uses staff expertise or relevant external agencies.

### **Accessibility for SEND**

The school is committed to making reasonable adjustments whenever possible to promote accessibility and inclusivity of the curriculum, the school understands that pupils with SEND or other needs are entitled to learn about relationships and health education, and the programme is designed to be inclusive of all pupils. Teachers understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

### **Confidentiality and children protection/safeguarding issues**

Children may disclose information during RHSE lessons which could warrant investigation under the school's safeguarding policy. Children will be reassured that they have done nothing wrong & a member of staff will explain what will happen next. Procedures set out in the school's safeguarding policy will be followed.



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## Appendix 1: Curriculum Content

**Relationship Education:** When teaching Relationship Education, we focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults as outlined in DfE guidance:

### Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, 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.
- that others' families, 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.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- 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

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.



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- the importance of self-respect and how this links to their own happiness.
- 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 those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

### Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

### Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice, for example family, school or other sources.

**Health Education:** When teaching Health Education our focus is on teaching the characteristics of good physical health and mental wellbeing. We make it clear that mental wellbeing is a normal part of daily life, in the same way as physical health, as outlined in DfE guidance:

### Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking



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about their own and others' feelings.

- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom 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).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing 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.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

### Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise 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, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

### Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- 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 and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and



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drug-taking.

### Health and prevention

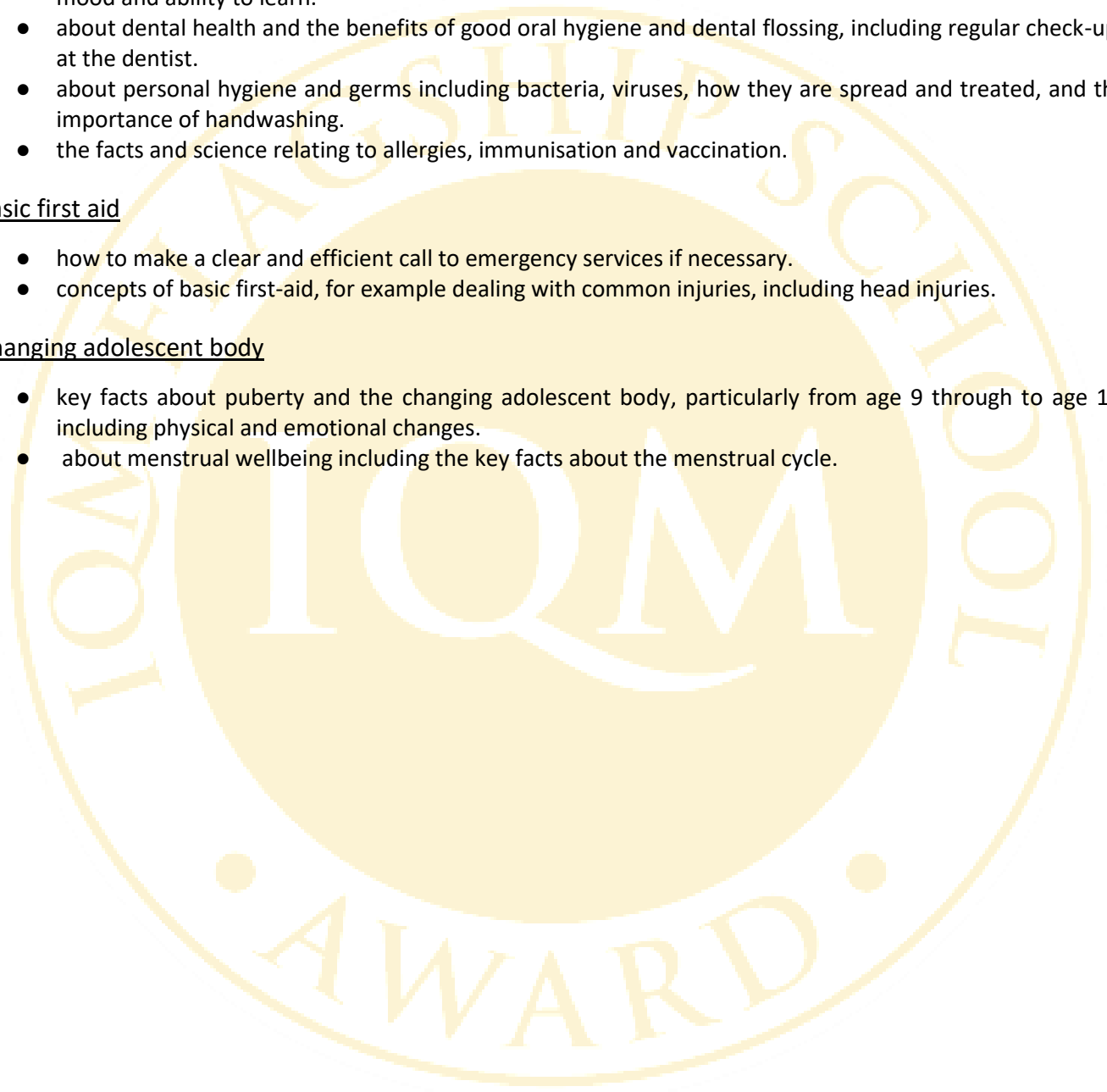
- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

### Basic first aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.



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## Appendix 2: JIGSAW framework including statutory content of RSHE and PSHE

Learning content for each year group will be drawn from the following:

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition



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## Appendix 3: Science Curriculum objectives and terminology as set by the National Curriculum.

### Year 1:

#### Statutory requirements

- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

#### Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Pupils should have plenty of opportunities to learn the names of the main body parts (including **head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth**) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

### Year 2:

#### Statutory requirements

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults



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### Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. 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.

### Notes and guidance (non-statutory)

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.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Year 5:

### Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

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

### Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

### Notes and guidance (non-statutory)

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 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.



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