



Relationships and Sex Education Policy

November 2023

Approved by the Governing Body Strategy Group 30/11/23

This Policy is due for renewal in Term 2

2025–26

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

OF

GODINTON PRIMARY SCHOOL

SECTION ONE – INTRODUCTION

1.1 We have based our school's Relationships and Sex Education (RSE) policy on the DfE's guidance document [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#). This policy should be read alongside the Personal, Social and Health Education Policy. Whilst devising this policy we have also adhered to the [The Equality Act 2010](#) and the [Public Sector Equality Duty \(PSED\)](#). The DfE's RSE guidance was updated in 2021 and is currently the most up to date documentation from the DfE. In this document the secretary of state for Education acknowledges and explains that:

“Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way... This is why we have made Relationships Education compulsory in all primary schools in England... In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy... These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4–5

Relationships and Health Education is now compulsory in all primary schools but parents continue to have a right to withdraw from sex education in primary school. Relationships and Sex Education (RSE) is firmly rooted within the personal, social and health education (PSHE) curriculum in our school. This document describes the compulsory element of relationships education in our school, how we implement this, details of how we teach sex education at Godinton Primary School and a parent's right to withdraw their child from sex education lessons. Sex education is more than just biological facts and whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality, individual responsibility and within the context of healthy relationships. Our sex education curriculum helps to support children with this part of their physical, emotional and moral development.

1.2 Policy Development

A whole school approach is taken in the development of this policy and consultation takes place. Input is made by teachers through staff meetings and governors through the Strategy Group. The RSE education policy is made available to parents on the school website. Year 6 parents' discuss the policy at the annual sex education information session, and we gather verbal feedback from them at this point. Further information is also shared with Year 4 and 5 parents in their 'Growing Up' information pack. Pupils' views are expressed through informal discussion. The views of all interested groups are then taken into consideration and amendments made accordingly.

1.3 Links with Other Policies

The relationship and relationships and sex education policy should be read in conjunction with the policies for PSHE and Citizenship, teaching and learning, equal opportunities and child protection (safeguarding).

SECTION TWO – AIMS AND OBJECTIVES

At Godinton Primary school our RSE education is taught as part of our Personal, Social and Health Education Curriculum. Our PSHE and Citizenship curriculum enables children to become healthy, independent and responsible members of society and includes all elements of the compulsory health education teaching that is described in the DfE guidance document. We value PSHE and our RSE Education as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning by teaching them about positive emotional and mental wellbeing and how healthy friendships and relationships can support this. We aim to achieve this by teaching the fundamental building characteristics of positive relationships with particular reference to friendships, all types of family relationships and relationships with other children and adults (DfE guidance p. 19/20). Our teaching of RSE aims to teach pupils the knowledge that they need to be able to report abuse, including emotional, physical and sexual abuse by helping them to understand boundaries and privacy and that they have rights over their own bodies. This includes the teaching of boundaries within friendships, peers and within their own families, as well as the diversity of family situations. This is within all contexts including online relationships.

Our relationship and sex education programme aims to:

- teach children about the physical development of their bodies as they grow into adults and prepare them for this in advance of their bodies changing.
- provide reassurance that physical and emotional changes at puberty will happen at different times for different individuals;
- teach children about the way humans reproduce;
- encourage children to respect their own bodies and those of other people;

- underline the importance of sexual activity within a committed, long-term and loving relationship;
- teach children about the importance of family life and that all families are different;
- encourage children to consider moral questions;
- develop an understanding of their role and the role of others within relationships;
- encourage children to have respect for the views of other people.

SECTION THREE – CONTENT

3.1 By the end of primary school all pupils should know and understand the following five key areas of relationships education, these are the compulsory elements of Relationships Education and RSE Education as described by the DfE. We teach these elements of relationship education as discrete PSHE lessons but they are also embedded in our whole schools ethos and values, assemblies, behaviour management approaches and our online safety focus each year. These are outlined in Appendix A.

3.2 RELATIONSHIPS and SEX EDUCATION (RSE)

We teach the children about puberty and the changes that will occur with their bodies as part of our compulsory Health Education lessons, details of how we do this can be found in the PSHE and Citizenship policy. This is taught with a view to preparing our children in advance for the changes that will occur with their bodies, therefore removing any anxiety or fear about these when they happen. We teach about the parts of the body, using correct terminology and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

We teach RSE education in the context of our school’s aims and values framework. While RSE education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school and in an age appropriate way.

In particular, we teach RSE education in the belief that:

- ‘(we) should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born’.(DfE guidance p. 23)
- sex education should be taught in the context of stable, loving long-term relationships (which may include marriage, but not always) and family life;
- RSE education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies and how to develop an awareness of keeping their bodies safe;

- 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;
- children need to learn the importance of self-control.

In Year 6 we teach the children about sexual intercourse and how babies are made.

In Year 5 we teach the children about the changes that start to happen to their bodies as they reach puberty, including menstruation.

In Year 4 we teach about the changes that start to happen to their bodies as they reach puberty.

3.3 LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER AND OTHER SEXUAL IDENTITIES (LGBTQ+)

When teaching relationships education and RSE, we need to ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. This includes the school adhering to the Equality Act 2010 that describes sexual orientation as a protected characteristic. We respect that pupils in our school community may belong to same sex families and as such believe that our pupils should understand that there are many types of families who adhere to the characteristics that are taught as part of the relationships curriculum content above.

Schools are expected to teach all pupils LGBTQ+ content at a timely point in the curriculum. This is not delivered as stand-alone unit to children but is embedded into the relationships curriculum. We ensure that our teaching is sensitive and age appropriate in its approach and content. (DfE guidance p.15).

Resources used in school, such as story books or images, reflect the diverse families we have within our school community.

SECTION FOUR – CURRICULUM ORGANISATION

4.1 To ensure progression and a spiral curriculum, we use an online resource ‘Jigsaw, the mindful approach to PSHE’, to support the teaching of our RSE curriculum in our PSHE lessons. We do not use the resource in its entirety but select the elements that match our curriculum content. Jigsaw have created an information leaflet for parents about the resource and this can be made available to parents on request. The resource is monitored and reviewed as we progress through the year to ensure that its content meets the needs of our pupils and community by the PSHE coordinator. Other curriculum resources are also used.

4.2 We also teach relationships and sex education through different aspects of the curriculum, especially science, but also PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

4.3 In science lessons we currently follow the National Curriculum. In Lower School we teach children about how animals, including humans, move, feed, grow and that they produce young. We also teach them about the main parts of their body, including their genitalia. Children learn to appreciate the differences between people and how to show respect for each other. In Middle School, we teach about life processes and in Upper School the main stages of the human life cycle in greater depth and include teaching about sexual intercourse (and how a baby is made) and puberty. In all year groups we teach about having positive body image. See Appendix B for the links to our science curriculum

4.4 In Years 4, 5 and 6 we place a particular emphasis on health education as many children experience puberty at this age. In Year 5 we teach pupils about health and hygiene at puberty, including menstruation. In Year 6, teachers extend children's understanding of puberty and teach about sexual intercourse and how a baby is made. We liaise with the local health authority about suitable teaching materials to use but this will include video links, PowerPoint presentations with images and discussion. Many of these will be sourced from the Jigsaw resource. Parents are invited to view any resource materials that are used to teach sexual intercourse, before these are used with the children.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born and created, how their bodies change during puberty (including having erections and wet dreams), what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

4.5 Most aspects of RSE are delivered as whole class lessons, taking into consideration the different needs of the children and differentiating where appropriate. In Years 4, 5 and 6 some aspects of SRE are taught to single sex groups. We feel that this is important as we are aware that some children may feel embarrassed talking in front of members of the opposite sex. Class teachers are responsible for the delivery of RSE to their class with support from the RSE coordinator.

4.6 Our school can help our children to develop confidence in talking, listening and thinking about relationships and sex. A number of teaching strategies are employed to assist with this:

- establishing ground rules with pupils;
- using 'distancing' techniques;
- knowing how to deal with unexpected questions or comments from pupils;

- encouraging reflection;
- using correct terminology.

Teachers are given support in employing these by the RSE coordinator.

4.7 As with all lessons in school, pupils' learning in RSE is facilitated by:

- The purpose of each lesson is made clear;
- Appropriate learning experiences are planned and meet the needs of all the pupils in the class;
- Learning experiences draw upon pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn and demonstrate skills, attitudes and knowledge;
- Time is given for pupils to reflect upon and consolidate their learning.

4.8 A variety of resources are used to support our RSE curriculum. We ensure that resources are up to date, complement our scheme of work, reflect different cultural groups in society and are balanced towards both genders. This is currently provided in the main part by the 'Jigsaw, mindful approach to PSHE' resource but this resource is not used in its entirety.

4.9 RSE can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

In our school we:

- Include both male and female teachers in our Year 6 RSE lessons;
- Provide a private classroom environment for RSE lessons to take place;
- Provide adequate time for RSE lessons to include questions from pupils;
- Allow desks to be moved for group discussion activities to take place.

4.10 Whilst some children may have a fairly broad knowledge and insight into relationships and sex education, there are those who have little or no knowledge at all. Teachers need to be sensitive to this issue and ensure that lessons are planned to take account of pupils/students' age, culture, experience and maturity. The needs of children with SEND will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some children. Where children have targets relating to their personal development, the teacher will ensure that opportunities are planned to support them in achieving these.

SECTION FIVE – THE ROLE OF PARENTS AND CARERS

5.1 Our school is aware that the primary role in children's Relationships and RSE education lies with parents and carers. We wish to build up a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this we:

- inform parents about the school's relationships and relationships and sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school's RSE policy and making modifications to it as necessary, through our parental feedback session for example;
- inform parents about the best practice known with regard to relationships and sex education, so that the teaching in school supports key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.
- Ensure that this policy is available to parents.
- Provide them with support leaflets which can be used to support their child at home, including those proved by the Jigsaw resource where relevant.
- Provide parents with access to lists of RSE support materials and support agencies which can be used to support RSE education at home when requested.

5.2 We arrange meetings for parents of children in Year 6 to discuss the particular programme of RSE lessons for this year group; including the content, how they are taught, to view our RSE policy and to see materials we use in teaching (including watching DVDs or animations used). For those parents unable to attend these meetings, a booklet is produced by the school which outlines the above. Parents are also advised as to those aspects of RSE that are not covered by our RSE programme (e.g masturbation). For parents of children in Year 4 and 5 a detailed package of information is provided and parents / carers are encouraged to discuss any issues or concerns with the RSE coordinator.

5.3 Parents have the right to withdraw their child from all or part of Sex Education lessons that fall outside those aspects covered in the National Curriculum science lessons. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in. Parents do not have to give their reasons for withdrawing their child but will be made aware of the implications of removing their child. The school always complies with the wishes of the parents in this regard. Alternative PSHE work will be provided for those children who are withdrawn.

5.4 An overview of the RSE curriculum is available for all parents upon request.

SECTION SIX – THE ROLE OF OTHER MEMBERS OF THE COMMUNITY

6.1 As a school, we lead our RSE programme, but outside visitors have a role and we encourage other valued members of the community to work with us to provide support to the children with regard to health education. We seek advice from the school nursing team, even though they are not currently leading any of the school's RSE lessons. Our school has guidelines for the involvement of visitors in PSHE / RSE sessions which includes ensuring appropriate content in accordance with this policy and our scheme of work which is arranged in advance.

SECTION SEVEN– STAFF DEVELOPMENT

7.1 Staff are supported in delivering RSE by the RSE coordinator. Staff development for RSE is identified through the annual PSHE and Citizenship training audit completed by teaching staff, which includes RSE and drugs education. This helps to identify priorities for whole staff development or where individuals may need support. Staff will attend training from outside agencies where appropriate. SRE training undertaken by the SRE coordinator or other members of staff will be disseminated to teaching staff where necessary.

7.2 The SRE coordinator ensures that staff are aware of the latest guidance for SRE, and provides staff with information on the delivery of SRE, resources which can be used and where additional information, such as support agencies, can be found.

7.3 The SRE coordinator provides guidance for staff on how to deal with specific issues which may arise such as confidentiality and boundaries, responding to pupils' questions appropriately, and using correct terminology.

SECTION EIGHT – CONFIDENTIALITY

8.1 Teachers conduct relationship and RSE education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that there is abuse within the household. In these circumstances, if the teacher has concerns, they will draw their concerns to the attention of the Head teacher, Assistant Headteacher or Family Liaison Officer who are our designated teachers for child protection. They will

then deal with the matter in consultation with health care professionals as required. (*See also Safeguarding (Child Protection) Policy.*) All staff are aware of our policy for child protection and the school's policy for confidentiality.

SECTION NINE – MONITORING AND ASSESSMENT

9.1 As with any learning process, assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievements and informs the development of the programme.

Teachers assess the children's progress in RSE by making informal judgements as they observe them during lessons and by more formal assessments made each year against suggested objectives for PSHE and science objectives. We have clear expectations of what the children will know, understand and be able to do at the end of each key stage. Pupils also have the opportunity to reflect on their own learning.

9.2 RSE is monitored by the RSE coordinator. This is done through discussion with pupils and staff, analysis of questionnaires and feedback from parents. Monitoring helps to ensure that this policy is being implemented, that pupils are making progress in this area, that areas for improvement, amendment or for staff development are identified and that staff have sufficient resources available to them.

SECTION TEN – ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher or designated member of staff to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

SECTION ELEVEN – CHILDREN IN CARE

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) to achieve the highest standards they can. To this end staff will ensure that in delivering the curriculum they set suitable learning challenges of CIC, respond to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC. The RSE coordinator will support staff in doing this within this subject.

SECTION TWELVE POLICY REVIEW

12.1 The Strategy Group of the Governing Body monitors our relationships and sex education policy on a biannual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Strategy Group gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

13.2 This policy will be available to all staff, governors and parent

SECTION THIRTEEN– EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

APPENDIX A

STATUTORY ASPECTS OF HEALTH EDUCATION

Relationships, Relationships and Sex Education and Health Education

<p>Families and People who care for me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • The characteristics of a 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 the 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.
<p>Caring friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.
<p>Respectful Relationships</p>	<p>Pupils should know:</p>

	<ul style="list-style-type: none"> • 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. • The importance of self-respect and how this links to their own happiness. • The 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to 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 they 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of p[privacy and the implications of it for both children and as adults; including that it is not always right to keep secrets if they relate to them 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.

	<ul style="list-style-type: none">• 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 e.g. family, school and/or other sources
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APPENDIX B

SCIENCE CURRICULUM LINKS WITH PSHE AND RSE

Year Group (NC)	Topic (Year group currently shown)	Attainment Target	Non Statutory guidance
1	Animals including humans (Yr 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.	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.
2	Animals including humans (Yr 2)	Pupils should be taught to notice that animals, including humans, have offspring, which grow into adults. Find out about the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene	<p>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.</p> <p>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.</p> <p>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.</p>

3	Animals including humans (Yr 3)	Pupils should be taught to: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.
4	Animals including humans (Yr 4)	Pupils should be taught to: Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions	Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.

5	All living things in their habitat (Yr 5)	<p>Pupils should be taught to:</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p>
	Animals including Humans (yr 5)	Pupils should be taught to describe the changes as humans develop to old age	<p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>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.</p>
6	Animals including Humans (Yr 6 but mtp only states circulatory system?)	<p>Pupils should be taught to:</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet,</p>	<p>Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.</p> <p>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.</p>

		exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.	
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