



DIOCESE OF
SHREWSBURY



Department
for Education



POLICY FOR RELATIONSHIPS EDUCATION and HEALTH EDUCATION

MISSION STATEMENT ACHIEVING EXCELLENCE TOGETHER

Our purpose is to develop learning in a Christian, caring environment and to promote the Catholic faith.

Inspiring independent learners with Jesus by our side

OUR CORE VALUES

Pride ~ Respect ~ Responsibility ~ Challenge ~ Curiosity

Our aim is:

- ◆ To **enable** everyone within the school to develop their full potential - spiritually, academically, socially and physically.
- ◆ To **provide** a high quality education which promotes the most desirable attitudes, values, skills and understanding.
- ◆ To **foster** the Catholic faith of the school community through prayer, worship and liturgy and to encourage and develop links with the family and the parish.
- ◆ To **promote** moral issues - justice, care, forgiveness, respect, self-discipline and to value the importance of relationships both within school and in the wider community.
- ◆ To **promote** equal opportunities by acknowledging and respecting the needs of individual children and by celebrating their achievements.
- ◆ To **maintain** school improvement through critical appraisal and the pursuit of challenging targets.

DfE: DEFINING RELATIONSHIP AND SEX EDUCATION

The DfE guidance defines RSE as *“lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DfE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”.*

STATUTORY CURRICULUM REQUIREMENTS

The Department for Education states that '*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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.'*

DfE Guidance: 65. 'The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this DfE guidance therefore focuses on Relationships Education.'

However, the reasons for our inclusion of Relationships and Health Education go further.

RATIONALE

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'

(Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to Relationships and Health Education therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. Relationships and Health Education, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE Relationships and Health Education will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centered on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All Relationships and Health Education will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

AIM OF RELATIONSHIPS AND HEALTH EDUCATION AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that Relationships and Health Education is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves, in partnership with parents, to provide children and young people with a "positive and prudent education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following **attitudes and virtues**:

- ✓ *respect for the dignity of every human being – in their own person and in the person of others;*
- ✓ *joy in the goodness of the created world and their own bodily natures;*
- ✓ *responsibility for their own actions and a recognition of the impact of these on others;*
- ✓ *recognising the importance of marriage and family life;*
- ✓ *fidelity in relationships.*

To develop the following **personal and social skills**:

- ✓ *making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;*
- ✓ *loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;*
- ✓ *managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;*
- ✓ *managing conflict positively, recognising the value of difference;*
- ✓ *cultivating humility, mercy and compassion, learning to forgive and be forgiven;*
- ✓ *developing self-esteem and confidence, demonstrating self-respect and empathy for others;*
- ✓ *building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;*
- ✓ *assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.*

To know and understand:

- ✓ *the Church's teaching on relationships*
- ✓ *the Church's teaching on marriage and the importance of marriage and family life;*
- ✓ *the centrality and importance of virtue in guiding human living and loving;*
- ✓ *the physical and psychological changes that accompany puberty;*
- ✓ *about human reproduction*

Outcomes

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure Relationships and Health Education is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will

also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

EQUALITIES OBLIGATIONS

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

BROAD CONTENT OF RELATIONSHIPS AND HEALTH EDUCATION

Three aspects of Relationships and Health Education - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships curriculum.

Our programme uses aspects within Science, Computing, PE, PSHE and the Religious Education 'The Way, the Truth and the Life' curriculum, addressing moral and ethical issues, which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the National Curriculum subject, it will not be deemed to be part of the Relationships and Health Education programme and therefore not subject to the parental right of withdrawal. As part of the PSHE syllabus, each year, children will be taught the Relationships sessions using the diocesan approved developmental programme "A Journey in Love." which is faithful to the Church's vision of human wholeness. Our programme will be taught from Reception to Year 6 and within each year group the themes will be structured in three aspects of growth: social and emotional, physical and spiritual. (Ref to Appendix B for Themes)

PROGRAMME

The Appendix B provide further information about the programme.

Teaching strategies will include:

establishing ground rules

- *discussion*
- *reflection*
- *activities*
- *brainstorming*
- *group work*
- *role-play*
- *values clarification*

ASSESSMENT

There is no formal assessment for Relationships and Health Education. There will be the same expectations of quality of work as for other curriculum areas. Pupils will have achieved the age related expectations as outlined in the guidance by the end of their primary school education. (Appendix A)

SEX EDUCATION

DfE Guidance 66. *The content set out in the guidance covers everything that primary schools should teach about 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. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils, although it is not a requirement.*

At St. Bede's, we do not teach pupils sex education beyond what is required of the science curriculum. However, in Year 6 pupils are taught how a child grows within a mother's womb – how the human body grows from *conception to old age*.

In line with our school's safeguarding policy, if a child is at risk of sexual harm, additional actions will be taken to ensure children have the knowledge and skills to keep themselves and others safe.

PARENTS AND CARERS

We recognise that parents/carers are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Parents/carers will be informed by letter when the more sensitive aspects of Relationships and Health Education will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parent/carers will be able to view the resources used by the school for the Relationships and Health Education programme. Our aim is that every parent/carer will have full confidence in the school's Relationships and Health Education programme to meet their child's needs.

'Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.' (DfE) Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum and to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. A record of this meeting will be kept. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

*'The Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. **There is no right to withdraw from Relationships Education or Health Education.**'* (DfE, June 2019)

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing a Relationships and Health Education programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to Relationships and Health Education. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individual

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships education programme lays with the PHSE coordinator and the class teacher. However, all staff will be involved in developing the attitudes and values aspect of the relationships and Health Education programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of Relationships and Health Education. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RELATIONSHIPS AND HEALTH EDUCATION

Governors

- *Draw up the Relationships and Health Education policy, in consultation with parents and teachers;*
- *Ensure that the policy is available to parents;*
- *Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;*
- *Ensure that parents know of their right to withdraw their children;*
- *Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;*
- *Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of Relationships and Health Education within PSHE.*

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority.

PSHE/RELATIONSHIPS AND HEALTH EDUCATION CO-ORDINATOR

The co-ordinator with the Headteacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to Relationships and Health Education and the provision of in-service training.

All Staff

Relationships and Health Education is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach Relationships and Health Education in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching Relationships and Health Education. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This Relationships and Health Education policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (e.g. Bullying policy, Safeguarding Policy etc.)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which Relationships and Health Education can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of Relationships and Health Education. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the Relationships and Health Education programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which Relationships and Health Education takes place. Effective Relationships and Health Education will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's Safeguarding Policy and immediately inform the designated senior member of staff responsible

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the Relationships and Health Education programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, Headteacher, but that the pupils would always be informed first that such action was going to be taken

MONITORING AND EVALUATION

The Relationships and Health Education Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The

programme will be evaluated annually and considered by the governors before amending the policy. Governors remain ultimately responsible for the policy.

Implementation and Review of Policy

Policy implementation of the policy took place after consultation with the Governors, the staff and parents in the Spring term 2021

This policy will be reviewed every 2 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff.

Reviewed Summer 2023 - no changes

The next review date is Summer 2025

Dissemination

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents from the school office. Details of the content of the Relationships and Health Education curriculum will also be published on the school's website.

By the end of primary school: RELATIONSHIPS EDUCATION

Families and people who care for me

Pupils should know

- 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 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

Pupils should know

- 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

Pupils should know

- 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.
- 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

Pupils should know

- 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

Pupils should know

- 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 e.g. family, school and/or other sources.

PHYSICAL HEALTH AND MENTAL WELL BEING

Mental wellbeing

Pupils should know

- 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 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

Pupils should know

- 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

Pupils should know

- 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

Pupils should know

- 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

Pupils should know

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

Health and Prevention

Pupils should know

- 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

Pupils should know:

- 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

Pupils should know:

- 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.

Appendix B

Overview of The Relationships Education Programme **Journey in Love**

Relationships Education Long Term Plan Journey in Love Summer Term	
Reception	God loves each of us in our uniqueness (we are all unique and special) <i>NSPCC PANTS Programme</i>
Year 1	We meet God's love in our family (growing and developing in our family)
Year 2	We meet God's love in our community (growing and developing in our community) <i>NSPCC PANTS Programme</i>
Year 3	How we live in love (the virtues of relationships and the importance of forgiveness)
Year 4	God loves our differences (differences and changes as we grow; the development of the baby in the womb)
Year 5	God loves me in my changing development (physical and emotional changes of puberty including menstruation)
Year 6	The wonder of God's love in creating new life (male and female reproductive organs, the development of a baby from conception to birth).

SCIENCE CURRICULUM

ANIMALS INCLUDING HUMANS

pupils are taught to

Year 1

- 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

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe 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.

Year 3

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- 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
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4

- 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
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Year 5

- 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.

Year 6

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.