

# Terrington and Foston Primary School



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## SRE Policy

Date agreed: TBC

Review date: September 2017

Signed: \_\_\_\_\_  
Chair Board of Governors

**Terrington and Foston Primary School**

**Policy for Sex and Relationships Education**

## **Contents**

### **Section 1 - The Context of Our SRE Policy**

- a) Our Shared Beliefs about SRE
- b) Entitlements
- c) The Wider Agenda

### **Section 2 - Our SRE Policy**

- a) Introduction
- b) Our Aims for SRE
- c) Delivering Our SRE Curriculum
- d) Responsibilities for Curriculum Delivery and Policy Implementation
- e) Teaching Methodologies
- f) Inclusion
- g) Resources
- h) Use of Visitors to Support SRE
- i) Confidentiality
  - 1) Safeguarding and Child Protection
  - 2) Sexually Active Pupils
- j) Staff Training
- k) Role of Governors
- l) Pupil Participation
- m) Working with Parents/Carers and our School Community
- n) Monitoring, Evaluating and Reviewing Our SRE Policy

### **Section 3 - Sensitive Issues**

- a) Puberty
- b) Contraception
- c) Abortion
- d) STI's and HIV/AIDS
- e) Sexual Identity and Sexual Orientation

### **Section 4 - Resources**

### **Section 5 - Appendices**

The national Entitlement Curriculum for SRE

## Section 1 – The Context of Our Sex and Relationships Education Policy

### a) Our Shared Beliefs about SRE

In our schools we believe:

- SRE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school and in the community.
- SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to SRE.
- SRE is most effective when provided in the wider context of social and emotional development. In schools, successful SRE is firmly rooted in personal, social and health education (PSHE).
- SRE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

### b) Entitlements

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

**Children** are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered SRE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their SRE programme.

**Adults working with children** are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of SRE
- Contribute their views and ideas in support of the development of SRE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

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

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children

- Information on how and when SRE is taught
- Understand their rights and responsibilities in relation to SRE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

### c) The Wider Agenda

SRE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our SRE Policy contributes to meeting local and national priorities as described in strategies such as:

- *Every Child Matters*
- *Sexual Health Strategies*
- *Looked After Children*
- *Children and Young People's Plan*
- *HIV and Sexual Health Strategy*
- *Safeguarding and Child Protection*

## Section 2 –Our Sex and Relationships Education Policy

### a) Introduction

Our work in SRE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.

This SRE Policy will be made available to staff in school and on the school website.

This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfEE 2000). Our Policy reflects the view of SRE contained within the Schools White Paper 'The Importance of Teaching' (Nov 2010) that children need high quality SRE, so they can make wise and informed choices. Our Policy also reflects recommendations from OfSTED and the Sex Education Forum.

We are engaged in the following areas of work, which support this policy and the delivery of effective SRE: continuing work within the Primary Personal Development Programme, developing as a health promoting school.

Our SRE policy is the responsibility of the governing body and has been developed by the PSHE Co-ordinator with the support of the Head teacher and reviewed by governors. It was discussed and ratified by the school governors on **[INSERT DATE]**

## **b) Our Aims for SRE**

All adults will work towards achieving these aims for SRE in our school. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- be able to name the parts of the body and understand the process of human reproduction
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional and physical effects of body changes
- understand the attitudes and skills needed to maintain their sexual health
- recognise and avoid exploitative relationships
- value, care for and respect their bodies
- access additional advice and support.

## **c) Delivering Our SRE Curriculum**

Our Curriculum for SRE (see Appendix) describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum (2000), DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our SRE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE guidance.

We consider SRE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of SRE.

The objectives of the SRE Curriculum will be taught in:

- PSHE through designated lessons.
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities, especially our assembly programme, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.

Specific Units of Work on SRE are planned into our teaching programme every other year (as described in our PSHE Personal Development Programme Plans). Specific content on Puberty will be taught in Year 5 and revisited in Year 6 in addition to a SRE unit of work each year.

We understand that at times children will benefit from varying methods of delivering the SRE curriculum. For example, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

## **d) Responsibilities for Curriculum Delivery and Policy Implementation**

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The SRE curriculum will primarily be delivered by class teachers.
- Those delivering SRE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Co-ordinator.

- The PSHE Co-ordinator is responsible for reviewing and evaluating SRE at our school. The PSHE Co-ordinator will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for SRE' by the PSHE Co-ordinator who will, with support, provide lesson plans and activities for colleagues and plan INSET to meet staff needs.
- Governors hold responsibility for the SRE Policy and will be assisted in monitoring its implementation by the PSHE Co-ordinator and Head Teacher.

### e) Teaching Methodologies

**Ground Rules:** SRE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

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

**Answering Questions:** We acknowledge that sensitive and potentially difficult issues will arise in SRE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for SRE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

**Distancing Techniques:** In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

### f) Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to SRE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering SRE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the SRE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

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

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

#### **f) Resources**

We will primarily use the North Yorkshire SRE Programme and the resources recommended within it when planning and delivering the SRE Curriculum. We will avoid a 'resource-led' approach to delivering SRE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with the Curriculum for SRE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- respect our status as a Church of England school
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for SRE.

#### **g) Use of Visitors to Support SRE**

We believe that SRE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are CRB checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the Class teacher, taking account of the age and needs of the group and the context of the work within the SRE programme.
- Visitors will be reminded that, whilst contributing to SRE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

**i) Confidentiality**

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

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Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned SRE programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

### **i) 1) Safeguarding and Child Protection**

We recognise that because effective SRE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

### **i) 2) Sexually Active Pupils**

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

### **j) Staff Training**

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

### **k) Role of Governors**

This Policy describes the governors' views on how SRE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the governors to ensure, through consultation, that the SRE Policy reflects the wishes of the parents and the views of our community. It is the responsibility of governors to ensure that the Policy is made available to parents.

In order to facilitate this process, the SRE Policy will appear every two years on the agenda of a governors' meeting.

### **l) Pupil Participation**

We will involve children in the evaluation and development of their SRE in ways appropriate to their age.

- a. We will refer to local/countywide/national data e.g. Growing up in North Yorkshire (GUINY) data
- b. We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- c. We will encourage children to ask questions as they arise by providing anonymous question boxes.
- d. We will ask children to reflect on their learning and set goals for future learning.
- e. We will consult children (e.g. through School Council) about their perception of the strengths of our SRE programme and the areas to be further developed.

### **m) Working with Parents/Carers and our School Community**

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that many children would prefer to receive information about SRE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

- a. Informing parents and carers by letter or leaflet of forthcoming SRE topics
- b. Inviting parents to learn more about resources and activities used in SRE
- c. Gathering parents' views on the SRE Policy and taking these into account when it is being reviewed
- d. Informing parents and carers about the SRE programme as their child joins the school through the school brochure/prospectus
- e. Providing supportive information about parents' role in SRE
- f. Inviting parents to discuss their views and concerns about SRE on an informal basis.

Parents and carers will be given access to this Policy on request. Parents and carers have the right to withdraw their children only from all or part of those elements of SRE which are not included in the statutory national curriculum Programmes of Study for Science. They are able to withdraw their children from those elements which fall within the non-statutory guidance for PSHE. The school will make alternative arrangements for children whose parents or carers withdraw them.

Any parent or carer who wishes to withdraw their child should, in the first instance, contact the Class Teacher to discuss the matter. Appendix will be used to guide the discussion to explain clearly which areas of SRE are statutory and which are non-statutory. We will enable parents wishing to withdraw their children from the non-statutory elements of SRE to access the leaflet 'SRE and Parents' (Phone 0845 602 2260 DfES Code 0706/2001 or download from [www.education.gov.uk](http://www.education.gov.uk).) Parents or carers will be asked to reconfirm their decision to withdraw each time SRE is planned for their child's class/year group.

### **n) Monitoring, Evaluating and Reviewing Our SRE Policy**

Monitoring and evaluation of the Policy is the responsibility of the governing body. Information will be gathered from the Head Teacher, the PSHE Co-ordinator and parents to inform judgements about effectiveness.

We are committed to working towards the delivery of the Entitlements (1b) and the provision of the 'Curriculum for SRE' (4a).

- We will reflect on our contribution to the provision of the Entitlements for SRE and seek to develop this.
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality SRE for our children.

The Policy will be formally reviewed every two years. The next review will take place in

**2017.**

## **Section 3 – Sensitive Issues**

### **a) Puberty**

We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for SRE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We **may** use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discretely, in a helpful way without embarrassment.

### **b) Contraception**

We recognise that some primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught SRE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals where appropriate.

### **c) Abortion**

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

### **d) Sexually Transmitted Infections (STI's) and HIV/AIDS**

We will not teach directly about STI's, however we will respond sensitively to questions posed by children. Teachers will use their professional judgement and guidance available to ensure their responses are factually correct and appropriate to the age of the child. Teachers will also acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

### **e) Sexual Identity and Sexual Orientation**

We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that SRE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy.

## **Section 4**

### **Resources**

- Knowing, Me, Knowing You
  - I know, I am, I can
  - Channel 4 Living and growing DVD
  - Local authority recommended resources
  - Lucinda & Godfrey resource pack will be utilised in Foundation Stage, Key Stage 1 and Key Stage 2. These will appear in year group curriculum maps.
  - NYCC PANTS campaign
  - SRE lessons developed by NYCC schools and on Fronter NYCC website
  - Challenging Homophobia in Primary Schools' ( <http://www.ellybarnes.com/>),
  - Expect Respect Toolkit
  - Childline School Service
  - Bounty – DVD and teaching pack <http://www.uniview.co.uk>
  - Resource on SRE for SEND The resource can be downloaded for free from [www.leedscommunityhealthcare.nhs.uk/document.php?o=328](http://www.leedscommunityhealthcare.nhs.uk/document.php?o=328)
- 
- Media smart- body  
image <https://www.mediasmart.org.uk/resources/bodyimage>
  - FPA - <http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers>
  - PSHE association website <https://www.pshe-association.org.uk/>

## **Section 5**

### **Appendix 1**

#### **What are schools required to teach?**

All maintained primary and secondary schools must teach the National Curriculum. Parents do not have a right to withdraw their child from this. The programmes of study for primary schools are set out year by year, but content may be introduced earlier if relevant to the pupils' needs.

- In primary school the new National Curriculum science includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they should also learn about the changes experienced in puberty (year 5).
- Year 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. Although not mentioned specifically, it is important that pupils are taught the names of the external genitalia and know the differences between boys and girls. This is vital for safeguarding so that a child has language to describe the private parts of their body and to seek help if they are abused. Ofsted has raised concerns about primary schools failing to teach correct names for sexual parts of the body.
- Legally, all state-funded schools must have due regard to the government SRE guidance (2000). This states that boys and girls should learn about puberty before they experience and should learn about how babies are born before they start secondary school.

#### **Extracts from the National Curriculum**

##### **Key Stage 1**

##### **NC Science – statutory from September 2014 Notes and Guidance (non-statutory)**

##### **Key Stage 1 Pupils should be taught to:**

Pupils should read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1

##### **Year 1 PoS Animals, including humans**

- 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.

## **Year 2 PoS Animals, including humans**

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

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

## **Key Stage 2**

### **Lower Key Stage 2 - Years 3 & 4 Pupils should be taught to:**

#### **Year 4 PoS Living things and their habitats**

- explore and use classification keys to help group, identify and name a variety of living things

Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals

### **Upper Key Stage 2 - Years 5 & 6 Pupils should be taught to:**

#### **Year 5 PoS Living things and their habitats**

- 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

#### **Animals including humans;**

- describe the changes as humans develop to old age

Pupils]... 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. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

#### **Year 6 PoS Living things and their habitats;**

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms

### **Animals including humans;**

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

### **Evolution and inheritance**

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.

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.

Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles.