



**Thameside Primary School**

**Relationships and Sex  
Education Policy**

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## 1. Aims of this policy

Our school is a member of the Vale Academy Trust (“the Trust”), and in common with all primary schools in the Trust we are committed to the academic, cultural, emotional and moral development of our pupils and to preparing them for the responsibilities and experiences of adolescence, and beyond into adult life. We believe that an important part of this development and preparation is the provision of age-appropriate Relationships and Sex Education (RSE).

The specific aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies
- At the appropriate age, help prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of relationships and sexuality

## 2. Terminology used in this policy

- ‘RSE’ means Relationships and Sex Education
- ‘Parent’ means a parent, carer or other legal guardian of a child at our school.
- ‘PSHE’ stands for Personal, Social, Health and Economic. PSHE Education is a school subject through which children develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work.
- ‘PSHE Coordinator’ is a teacher specially trained to provide support and leadership on PSHE matters in school
- ‘DSL’ stands for Designated Safeguarding Lead. The DSL is a teacher specially trained to provide support and leadership on safeguarding matters in school. He or she may be assisted by Deputy DSLs.
- ‘Key Stages’ refers to the way education is organised by the Government into blocks of years for purposes of assessment. The relevant Key Stages for primary schools are:
  - Early Years Foundation Stage (nursery and reception)
  - Key Stage 1 – ages 5 to 7 (years 1 and 2)
  - Key Stage 2 – ages 7 to 11 (years 3 to 6)

## 3. Definition of RSE

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity, sexual health and sexuality.
- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.

## 4. Statutory requirements

As a member school of the Trust, we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#)

In teaching RSE, we are required by the Trust’s funding agreements with the Department for Education (DfE) to have proper regard to [Government regulations and guidance](#), issued by the Secretary of State for Education, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996

- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

## 5. How this policy was developed

This policy was developed in consultation with pupils, parents, staff and governors. The consultation and development process involved the following steps:

1. Review – led by the Trust’s Head of Policy, a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – Each primary school in the Trust has a PSHE Coordinator who, working with other relevant staff, considered the content and implementation of this policy and made recommendations, which were incorporated where appropriate
3. Parent and governor consultation – parents from all years and governors were invited to read a draft of this policy and make comments and ask questions. The feedback was used to improve the policy.
4. Pupil consultation – we investigated what exactly pupils want to learn from RSE through a Year 6 survey, and made modifications where it was necessary to ensure this policy fits the needs of pupils in our school
5. Ratification – once amendments were made, this policy was shared with the Trust’s Board of Directors and ratified

## 6. Delivery of RSE

We have developed our school curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

If pupils ask questions outside the scope of the curriculum, teachers will respond in an appropriate manner so that pupils are fully informed and therefore less likely to seek answers online.

We consider RSE to be an integral part of our curriculum. As such, it is taught through various subjects: PSHE and Citizenship, Physical Education, Science, Computing and, at times, Religious Education, where pupils may reflect on family relationships, different family groups and friendship. Pupils may also learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Typically, RSE is taught within the PSHE education curriculum. However, biological aspects of RSE may also be taught within the science curriculum, such as life cycles and the changes as humans develop to old age. Other subjects may also provide opportunities for links to be made, meaning that teaching across subjects is integrated at times.

Our school places a high importance on creating a supportive and secure environment where pupils can develop the confidence needed to talk, listen and think about relationships, health and change. In order to do this, teachers will:

- Establish clear rules
- Emphasise the importance of mutual respect
- Require no open disclosures in a class setting
- Establish the importance of privacy within the sessions
- Establish the importance of age-appropriate discussions

- Where necessary, provide for anonymity so that pupils can ask the questions they need to ask

Throughout the RSE curriculum, pupils will develop the language needed to talk about their bodies, health and emotions.

Where possible, teachers look for opportunities to draw links between different subjects and integrate teaching when appropriate. Teachers' knowledge of the needs of the pupils in their classes mean that the delivery and content of all lessons will be made accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND).

In curriculum terms, we can look at RSE as comprising the two main elements, Relationships education and Sex education, and a third, related element, Health education.

For more information, please see Appendix 1, which describes what pupils should know by the time they finish primary school. Also, Appendix 2 contains information on what is covered through statutory science teaching.

## 6.1 Relationships education

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online and media
- Being safe
- Preparing children for the changes that adolescence brings

We aim to offer pupils a carefully planned programme on relationships; the primary focus of this will be on the teaching of fundamental building blocks and characteristics of positive, healthy relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

Part of learning about relationships will involve learning about what a relationship is, what a friendship is, what family means and who the people are that can support pupils. When learning about relationships, pupils will also be taught about respect for others in an age-appropriate way.

The teaching of positive relationships will also be applied to the teaching of online relationships so that online safety and appropriate behaviour can be taught in a way which is relevant to the age of the pupils.

When learning about families, teachers will use their knowledge of pupils and their circumstances so that content is taught in a sensitive and well-judged manner.

The Relationships education element of RSE provides an opportunity for pupils to be taught about positive emotional wellbeing, including how friendship can support mental wellbeing.

In learning about relationships, there are also opportunities to develop pupils' understanding of self-respect and self-worth as well as other positive personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Through the teaching of relationships, pupils will also be taught the knowledge they need to recognise and report abuse. In our school, this will be delivered by focusing on boundaries and privacy.

## 6.2 Sex education

Sex education is tailored to the age and the physical and emotional maturity of pupils.

Sex education in primary school is designed to prepare children for the changes that adolescence brings.

Sex education classes are usually delivered by the pupils' class teacher or a teacher that is familiar to the class. (See **8.3 Staff**).

Primary sex education will focus on:

- Preparing children for the changes that adolescence brings
- How a baby is conceived and born (typically taught in upper Key Stage 2 - ages 9 to 11)

Typically, pupils will learn about the changes that adolescence brings during Key Stage 2 (ages 7 to 11). Prior to this teaching, fundamental learning will take place so that pupils are able to understand the changes which are explored and have the appropriate vocabulary to be able to discuss these. This may include learning about the names for parts of the body.

Teaching in sex education will draw on learning from the Science curriculum (see Appendix 2 for an overview of the primary science curriculum).

Learning about how a baby is conceived and born is usually taught in upper Key Stage 2.

### **6.3 Health education**

Through RSE, pupils are also taught the characteristics of good physical health and mental wellbeing.

Pupils will learn about the benefits and importance of daily exercise, good nutrition and sufficient sleep.

Pupils will also learn about the steps that they can take to protect and support their own and others' health and wellbeing, including simple self-care, personal hygiene, prevention of health and wellbeing problems and basic first aid.

In addition, pupils will be taught about the benefits of hobbies, interests and participation in their own communities and how these can be beneficial to health and wellbeing.

All pupils will be taught about the risks of excessive use of electronic devices and the benefits of rationing time spent on them.

In later primary years, pupils will be taught why social media, computer games and online games have age restrictions.

Pupils will also be taught how to manage difficulties encountered online.

### **6.4 Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

Our Equality Policy, which applies to all Trust schools, underpins the RSE teaching. RSE can act as a basis for promoting equality between individuals and groups. It necessarily involves an exploration of human and social diversity, and a fostering of self-esteem and self-worth in a learning environment that recognises and respects difference. We work to ensure that RSE is relevant and accessible to all pupils and is appropriate for all levels of understanding and maturity. RSE will be respectful of how pupils choose to identify themselves with regard to their emerging sexual orientation and gender identity.

Furthermore these areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, and other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## 6.5 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

Work with external agencies that take or promote extreme political positions

Use materials produced by such agencies, even if the material itself is not extreme

## **8. Roles and responsibilities**

### **8.1 The Board of Directors and the Local Governing Body**

The Trust's Board of Directors will approve the Trust-wide RSE policy. The school's Local Governing Body (LGB) will hold the headteacher to account for its implementation locally.

### **8.2 The Headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

### **8.3 Staff**

Led by the PSHE Coordinator of each school, staff are responsible for:

- Delivering RSE in a sensitive and non-judgemental way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory or non-science components of RSE
- Raising any safeguarding concerns/disclosures to the DSL.

All staff will be expected to teach RSE. Staff who have concerns are encouraged to discuss the matter with our PSHE Coordinator or their line manager, where additional training or coaching could be made available.



As a general principle, we believe that in order to create a supportive and secure classroom environment, it is best if pupils know their teacher well.

All RSE teachers will be clear about the boundaries of confidentiality and about where pupils can go for further information, advice and support.

## **8.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **9. Parents – when a child can be withdrawn from sex education**

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. When a child is due to receive them the school notifies the parents and provides details of the lesson content. Parents may then withdraw their child, if they wish. See Appendix 3 for an example of the form used for this.

Parents do not have the right to withdraw their children from relationships or health education.

## **10. RSE Training**

Staff involved in the teaching and learning of RSE receive training and all teachers receive support with PSHE provision throughout the year. Our school will draw on the expertise of professionals from within our school and across the Trust, and from other agencies, such as the school health nurse team.

## **11. Policy monitoring arrangements**

The RSE teaching programme is reviewed regularly, taking into account the outcome of monitoring and evaluation carried out by our school's PSHE Coordinator and the Senior Leadership Team. Monitoring may be in the form of:

- Pupil voice conversations and written surveys regarding the teaching content and methods;
- RSE staff voice and surveys regarding the teaching content and methods;
- Planning/training sessions between RSE staff and PSHE Coordinator
- Learning walks
- Scrutiny of teacher planning

Pupil development in RSE is monitored by class teachers and PSHE Coordinators as part of our internal assessment systems and through day-to-day work by school leaders and pastoral teams. It may be evident through:

- Knowledge gained and the understanding of information and issues addressed in RSE;
- Evidence of pupils' increased sense of responsibility and respectful attitudes towards each other, as monitored by senior pastoral staff;
- A decrease in recorded instances of homophobia, sexual bullying, sexist graffiti and the casual use of derogatory language, particularly with sexual or gender meanings, as monitored by senior pastoral staff.

The information above will support our review of this policy every two years. Further consultation will be carried out with staff, pupils, parents and governors where necessary to ensure the effectiveness of the policy as a working document.

## Appendix 1: What pupils should know by the end of primary school

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## Health Education (Primary)

TOPIC	PUPILS SHOULD KNOW:
Mental wellbeing	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online</li> </ul>

TOPIC	PUPILS SHOULD KNOW:
Physical health and fitness	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>

## Appendix 2: Primary Science Curriculum

*“The programmes of study for science are set out year-by-year for Key Stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the Key Stage. Within each Key Stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce Key Stage content during an earlier Key Stage if appropriate.” National Curriculum*

KEY STAGE	YEAR GROUP	TOPIC	STATUTORY REQUIREMENTS
1	1	Plants	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>♣ identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>
		Animals, including humans	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>♣ identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>♣ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>♣ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>
		Everyday materials	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ distinguish between an object and the material from which it is made</li> <li>♣ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>♣ describe the simple physical properties of a variety of everyday materials</li> <li>♣ compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>
		Seasonal changes	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ observe changes across the four seasons</li> <li>♣ observe and describe weather associated with the seasons and how day length varies.</li> </ul>
		Living things and their habitat	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>♣ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>♣ identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>♣ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>

	2	Plants	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ observe and describe how seeds and bulbs grow into mature plants</li> <li>♣ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>
		Animals, including humans	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ notice that animals, including humans, have offspring which grow into adults</li> <li>♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>
		Uses of everyday materials	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>♣ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>
	3	Plants	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>♣ 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</li> <li>♣ investigate the way in which water is transported within plants</li> <li>♣ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>
		Animals, including humans	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>
		Rocks	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>♣ describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>♣ recognise that soils are made from rocks and organic matter.</li> </ul>

		Light	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ recognise that they need light in order to see things and that dark is the absence of light</li> <li>♣ notice that light is reflected from surfaces</li> <li>♣ recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>♣ recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>♣ find patterns in the way that the size of shadows change.</li> </ul>
		Forces & magnets	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ compare how things move on different surfaces</li> <li>♣ notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>♣ observe how magnets attract or repel each other and attract some materials and not others</li> <li>♣ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>♣ describe magnets as having two poles</li> <li>♣ predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>
	4	Living things and their habitats	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ recognise that living things can be grouped in a variety of ways</li> <li>♣ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>♣ recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>
		Animals, including humans	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ describe the simple functions of the basic parts of the digestive system in humans</li> <li>♣ identify the different types of teeth in humans and their simple functions</li> <li>♣ construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>
		States of matter	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ compare and group materials together, according to whether they are solids, liquids or gases</li> <li>♣ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees celsius (°C)</li> <li>♣ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>



		Sound	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ identify how sounds are made, associating some of them with something vibrating</li> <li>♣ recognise that vibrations from sounds travel through a medium to the ear</li> <li>♣ find patterns between the pitch of a sound and features of the object that produced it</li> <li>♣ find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>♣ recognise that sounds get fainter as the distance from the sound source increases</li> </ul>
		Electricity	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ identify common appliances that run on electricity</li> <li>♣ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>♣ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>♣ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>♣ recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>
	5	Living things and their habitat	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>♣ describe the life process of reproduction in some plants and animals.</li> </ul>
		Animals, including humans	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ describe the changes as humans develop to old age.</li> </ul>
		Properties and changes of materials	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>♣ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>♣ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>♣ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>♣ demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>♣ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</li> </ul>

		Earth and space	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ describe the movement of the earth, and other planets, relative to the sun in the solar system</li> <li>♣ describe the movement of the moon relative to the earth</li> <li>♣ describe the sun, earth and moon as approximately spherical bodies</li> <li>♣ use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>
		Forces	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object</li> <li>♣ identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>♣ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>
	6	Living things and their habitat	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> <li>♣ give reasons for classifying plants and animals based on specific characteristics.</li> </ul>
		Animals, including humans	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>♣ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>♣ describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>
		Evolution & inheritance	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago</li> <li>♣ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>♣ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>

		<p>Light</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ recognise that light appears to travel in straight lines</li> <li>♣ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>♣ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>♣ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>
		<p>Electricity</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>♣ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>♣ use recognised symbols when representing a simple circuit in a diagram.</li> </ul>

### Appendix 3: Parent form to withdraw child from sex education element of RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

  

TO BE COMPLETED BY THE SCHOOL	
Agreed actions	

TO BE COMPLETED BY THE SCHOOL

from discussion with parents	