

Policy for Relationships and Sex Education (RSE)



Policy: **RSE**

School name: **Hambleton CE Primary School**

Date of next review: Revised January 2022 Review date: Spring 2025

Responsibility: Headteacher - Tim Williams PSHE Subject Leader - Sarah Fogg

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Hambleton Primary School: definition Relationships and Sex Education (RSE)

The Department for Education defines relationships education as, *teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.*

We believe relationships education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity. It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

The definition of sex education at Hambleton Primary school includes 'how a baby is conceived and born' i.e. the understanding of human reproduction. For pupils to understand conception and birth they would need knowledge to underpin this; that a sperm and an egg is needed to make a baby, that the process of sexual intercourse or IVF brings the sperm and egg close enough together to fertilise, that babies develop in the uterus and are usually born through the vagina. Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils to gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships, staying safe both on and offline; enabling

them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Our approach to Relationships and Sex Education (RSE) is underpinned by scripture:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

And also by the scripture behind Hambleton CE Primary School's Christian Values of **Respectfulness** and **Compassion**:

We are Respectful

And as you wish that others would do to you, do so to them.

Luke 6:31

We are Compassionate

Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble.

1 Peter 3:8

RSHE encompasses our key Christian values of compassion, resilience, teamwork, creativity, and respectfulness.

In promoting teamwork, pupils are encouraged to grow to understand the unique gift of everyone else. RSE education will help pupils to understand that they will make mistakes in relationships but that there is a way back through forgiveness and reconciliation.

Rationale

The teaching of Relationships and Sex Education helps children learn about physical, moral, social and emotional development. It has a central focus on the development of the individual, lifelong learning and the understanding of the importance of family life, respect, stable and loving relationships, marriage, responsibilities, love and care. It is also about the teaching about sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. In addition, the effective teaching about RSE can help to support good mental health and academic achievement.

Values

We believe that the essential aim of RSE should be to provide pupils with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasising the benefits of a healthy lifestyle. We believe that RSE should contribute to promoting the spiritual, moral, cultural, emotional and physical development of pupils at school and that in turn, these should prepare individuals for the opportunities, responsibilities and experiences of adult life. We also believe that RSE should be taught within a caring and Christian climate of trust, respect and appropriate confidentiality, in which pupils and adults feel able to talk openly and honestly. Issues raised by children will be dealt with honestly and sympathetically, taking into account the maturity of the child.

We undertake to follow the principles in the Church of England *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)*.

Our Christian values underpin the teaching at Hambleton CE Primary School.



Our Christian Vision

We are:

Creative Resilient
Truthful Compassionate
Respectful Teamwork

Aims

Our Christian values underpin all teaching, in all subjects including RSE.

Objectives:

- To promote pupil's self-esteem and confidence, especially in their relationships with others
- To give accurate information about puberty, reproduction and to promote the skills to build positive personal relationships
- To give pupils opportunities to explore and clarify some of their attitudes towards friendships, sexuality and gender
- To teach about and promote good mental health
- To encourage exploration of values and moral issues, listening to the points of view of others, and respecting their own and other people's decisions, rights and bodies
- To encourage the development of communication and decision-making skills
- To help young people to develop skills to negotiate and resist unwanted pressure
- To give pupils a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships
- To be responsive to differing needs and backgrounds
- To prepare young people for transitions (such as puberty) and later life
- To fulfil statutory requirements

Statutory Requirements

There is a legal requirement from September 2020 to teach relationships and health education and primary schools can choose to teach sex education. The National Curriculum for Science specifies aspects of RSE that must be taught; it requires that pupils should be taught about body parts, human hygiene, changes in the human body over time, the human life cycle and reproduction at Key Stages 1 and 2.

The policy provides information based on the 2020 guidance on how we provide Sex and Relationships Education (RSE) as part of the Personal, Social, Health and Citizenship Education (PSHCE) framework (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>).

Hambleton CE Primary School has a statutory responsibility to:

- provide a curriculum which meets the statutory requirements of the Relationships and Sex Education and Health Education curriculum
- promote the spiritual, moral, social, cultural, mental and physical developments of pupils at the school and of society
- prepare pupils at the school for the opportunities, responsibilities and experience of later life
- fulfil the public duty under the Equality Act 2010 (www.legislation.gov.uk/ukpga/2010/15/contents)
- ensure pupils are taught about safeguarding, including online through teaching

RSE is an integral part of the curriculum in that it involves consideration of different types of relationships at different levels. Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice.

In the Foundation Stage and Key Stage 1 and lower Key Stage 2, the focus is on relationships in families and with friends (friendship; anti-bullying; building self-esteem). As children go through the school, they begin to consider other relationships. The children learn about changes in the body such as: puberty; periods; voices breaking; conception; anxieties related to bodily changes which are puberty learning outcomes under the health education requirements.

This policy is available to all staff, governors and parents on request. It is also available on the school's website. An electronic copy is located on the shared network. The policy links closely with the school's policies on equal opportunities, assessment and teaching and learning as well as forming a foundation for healthy schools.

Safeguarding: Child Protection and Confidentiality

It is the responsibility of Hambleton CE Primary School to support its pupils but no individual should guarantee a child absolute confidentiality. If there are any disclosures made which raise concerns, the teacher must refer to Child Protection protocol by consulting with the Headteacher or the Designated Safeguarding Lead who will advise or act upon the concern.

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe, how to share a concern and complain. All pupils are informed that we have a Designated Safeguarding Lead with responsibility for child protection and who this is. We inform pupils of who they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding and are all aware of our school's Safeguarding Statement & Child Protection Manual and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review safeguarding procedures. If relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for some children, who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

Equality and accessibility

All children at Hambleton CE Primary School are given equal access to RSE appropriate to their maturity and age.

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

The SEND Leader will help and support teachers and pupils by developing and suggesting support strategies and resources. Lessons will be adapted to allow all children to access and apply the taught knowledge.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

Diversity

Hambleton CE Primary School is aware that all pupils from all faiths and cultures have an entitlement to RSE and we will therefore; promote all pupils' spiritual, moral, social and cultural development to enable them to participate fully in democratic, modern Britain.

Lesbian, Gay, Bisexual and Transgender (LGBTQ+) and work on 'Different Families': Pupils will be provided with the opportunities to learn about different family structures from when children start school. Sexual orientation is a protected characteristic in the 2010 Equalities Act, so the curriculum will cater for LGB, transgender and heterosexual pupils. The school will be proactive in preventing and tackling homophobic, bi-phobic and transphobic bullying and it will make all children and young people feel included. The school aims to eliminate discrimination, advance equality and foster good relations.

Parents are informed of the puberty and relationships work that is to be covered in Y6 and if they have any questions or concerns, they may consult with the PSHE subject leader. Information is sent to parents providing the web site link to the clips used in the Year 6 'sex education sessions' before the lessons so content can be viewed.

Organisation, Planning and Resources

What do we teach when and who teaches it?

RSE is implemented and taught within the school's framework for PSHE and the National Curriculum for Science. The RSE curriculum delivered e.g. through PSHE lessons, Science sessions, e-safety, cross-curricular work by class teachers, teaching assistants and where appropriate, outside agencies.

To ensure full coverage, RSE is addressed in two ways:

- through designated curriculum time each week
- through other curriculum areas (Science, English, PE, PSHE and RE etc); these cross-curricular links are a made to make learning more meaningful.

Listed below are the topic headings used throughout an academic year in PSHE, linked with RSE education.

Being Me in the My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
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Hambleton CE Primary School uses the 'Jigsaw Programme' as a framework for PSHE. Integrating this personal and social development work into a comprehensive Personal, Social, Health Education (Health and Wellbeing) curriculum gives the relevant context to build skills, attitudes, self-esteem, resilience and confidence, all of which are taught explicitly as well as nurtured implicitly.

Whole-school approach

'Jigsaw' covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

'Jigsaw' is sequential, the six puzzles (units) starting with 'Being Me in My World' at the beginning of the school year and working through to the end of the year, 'Changing Me'.



Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding

Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Appendix 1 sets out the sex education content within the programme of study (PoS) for science in the National Curriculum (NC) at Key Stages 1, 2 .

Relationships Education (Jigsaw)

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education (Jigsaw)

Health Education at Hambleton Primary School will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Teaching children about puberty is a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

The mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education (Jigsaw)

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, Sex Education is not compulsory in primary school'.

At Hambleton Primary School, Sex education should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

At Hambleton Primary School, we believe children should understand the facts about human reproduction before they leave primary school.

We define Sex Education as the understanding human reproduction and is *taught as part of PSHE*.

At Hambleton CE Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right during the Spring Term before the Changing Me Puzzle is taught.

Expectations at the end of Year Six at Hambleton Primary School:

By the end of primary school:

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 others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

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.

Assessment and Reporting

Hambleton CE Primary School is committed to making the curriculum as relevant to the children's needs as possible. To this end, ongoing assessments will be made through observation of children and their work and by talking to and discussion between pupils.

RSE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects.

Assessment on a termly basis will also be undertaken, using the 'Jigsaw assessment document'.

Assessment and reporting of RSE will make reference to learning outcomes in PSHE and/or Science. RSE is assessed as part of PSHE assessment.

Withdrawing from the subjects

'Relationships' and 'Health education' are statutory at primary and parents do not have the right to withdraw their child from the subjects. Maintained schools are required to teach about the

main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the national curriculum.

'Sex education' is not statutory at primary level, therefore parents have the right to request to withdraw their child from all or part of the sex education curriculum delivered as part of the statutory RSE.

The headteacher will grant withdrawal requests in accordance with the above statutory requirements. However, the headteacher will discuss the request with the parent to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil - this could include, for example, social and emotional effects of being excluded from this learning. The headteacher will document this process to ensure that a record is kept. The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection Manual and Safeguarding Statement.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the Designated Safeguarding Lead and handled in accordance with the Child Protection Manual and Safeguarding Statement.

Appendix 1:

Sex Education in the National Curriculum for Science

This sets out the sex education content within the programme of study (PoS) for science in the new National Curriculum (NC) at Key Stages 1, 2 .

What are schools required to teach?

All maintained primary 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 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, where appropriate, 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.

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 subject content

Key Stage One	
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	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

<p>Animals including humans</p> <p>□ describe the changes as humans develop to old age</p>	<p>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.</p> <p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>
<p>6 PoS Living things and their habitats</p> <p>□ 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</p> <p>Animals including humans</p> <p>□ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Evolution and inheritance</p> <p>□ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	<p>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.</p> <p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged - including how some drugs and other substances can be harmful to the human body.</p> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>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.</p>