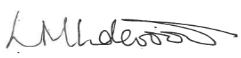


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Policy Review Date:	August 2024 November 2027	Mrs Louise Underwood (Head Teacher)		27.8.2021
Adopted by Governing Body:				
Chair Of Governors	C Brown		21.9.2021	
	Dr E Chester		11.11.24	



Avenue Primary School RSE Policy 2024- 2027



Rationale and Ethos

This policy is Avenue Primary Schools approach to Relationship Sex and Health Education and is based on the Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. It was produced by staff, pupils, governors and members of local schools through consultation with parents and other interested and relevant stakeholders.

At Avenue Primary School we define 'relationships and sex education' as 'enabling children to embrace the challenges of creating a happy and successful adult life'.

We believe that relationships, sex and health education is important for pupils at Avenue school because:

- it gives children the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships both now and in the future and builds their self-efficacy;
- it allows children the opportunity to discuss their knowledge as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts;
- it is the recognition that everyone faces difficult situations in their lives. At Avenue we recognised that relationship and sex education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

At Avenue Primary School, we view the partnership between home and school as vital to children learning about healthy, respectful relationships, focusing on family and friendships, in all contexts (face to face and online).

Avenue's overarching aims for our pupils are:

- to foster pupil's wellbeing and develop resilience and character;
- to foster pupil's ability to be successful and productive members of society;
- to know how to be safe in all aspects of life, including online;

- to be mentally and physically healthy;
- to positively able to manage their academic, personal and social lives;
- to demonstrate personal attributes in order to contribute to adult life in British Society (see Fundamental British Values statement) including although not exclusively: kindness, integrity, generosity, honesty, respect and tolerance.

At Avenue Primary School we ensure RSHE is inclusive and differentiated to meet the needs of all our pupils through its content (further guidance in the teaching and learning policy).

At Avenue Primary School we will ensure that all pupils understand the importance of equality and respect.

As a school we will ensure we comply with the relevant provisions of the Equality Act 2010, recognising under which sexual orientation and gender reassignment are amongst the protected characteristics. We ensure RSHE fosters gender equality and LGBT+ equality by ensuring content is age appropriate and developmentally appropriate.

Legislation

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools.

The RSHE policy supports/complements the following policies:

- PSHE policy
- Safeguarding Policy
- Anti-Bullying Policy
- Equality Policy and statement
- Acceptable use of IT policy

Documents that inform the school's RSHE policy include:

- Keeping Children Safe in Education (statutory guidance);
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline);
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils);
- Equality Act 2010 and schools;
- SEND code of practice: 0 to 25 years (statutory guidance);
- Alternative Provision (statutory guidance);
- Mental Health and Behaviour in Schools (advice for schools);
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying);
- Sexual violence and sexual harassment between children in schools (advice for schools);

- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts);
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development);
- National Citizen Service guidance for schools.

Intended Outcomes

The intended outcomes of Avenue Primary School's programme will be that pupils:

- know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults;
- understand that everyone has a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touch;
- recognise and know how to report abuse, including emotional, physical and sexual abuse;
- understand we all have a responsibility to treat each other with kindness, consideration and respect including when online;
- are able to express the emotions and seek help where needed;
- to build friendship in order to support their mental well being;
- develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice;
- develop character traits such as perseverance, working towards long term goals, dealing with setbacks, resilience, permission seeking and giving, and the concept of personal privacy recognise and challenge any form of discrimination.

Roles and Responsibilities

The RSHE programme at Avenue Primary School will be led by the RSHE leader with the support of senior leaders, other related subject leads and the governing body.

RSHE will be taught by class teachers and delivered through the school curriculum and wider opportunities within the school.

The aims and intended outcomes of our approach are encompassed within the school visions and values to promote learning.

The RSHE programme will be supported by additional staff in school, appropriate external visitors and developed through advice from professional associations.

If changes need to be made or consultation sought a working party will be created made up of governors, leaders, teachers, support staff, parents and where appropriate members of the community.

Governor

The governing body as well as fulfilling their legal obligations should ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND and children who are English as a Second Language/ New to English;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Head Teacher and RSHE Leader

It is the responsibility of the Head Teacher and PSHE leaders to ensure that:

- both staff and parents are informed about our RSHE policy, and that the policy is implemented effectively;
- staff are given sufficient training, support and guidance so that they can teach about relationship and sex education effectively, and are confident to handle any difficult issues with sensitivity;
- they liaise with external agencies regarding the school RSHE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework;
- monitoring of this policy on a regular basis, and report to governors, when requested, on the effectiveness of the policy;
- all staff are provided with high quality and relevant resources.

External Visitors

At Avenue Primary School we know that working with external organisations can enhance the delivery of the RSHE curriculum and that bringing in specialist knowledge can be a different ways of engaging with young people.

At Avenue Primary School will ensure:

- the validity of the visitor or visiting organisation's credentials;
- teaching delivered by the visitor fits with the planned programme and published policy;
- discussion occurs in relation to the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils;
- review the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs;
- agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

Parents, carers and other adults in the community will be provided with:

- accessible, accurate, up-to-date, information delivered in a way which meets their needs;
- information on how and when RSHE is taught;
- 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.

Curriculum Design

Avenue Primary School's RSHE programme runs parallel to our whole school curriculum and enhances and develops children's understanding and ability to access other areas of the curriculum.

At Avenue Primary School we teach RSHE on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect, both in person and online;
- it makes a significant contribution to our duty to safeguard and protect all children;
- it plays a key role in improving health outcomes for children and young people such as reducing teenage pregnancy and risk taking behaviour, including online behaviour.

Learning about relationships and sex education in RSHE education lessons will link to and complement learning in Science, Religious Education, Health Education, including mental health education.

Avenue Primary School's relationship and sex education provision and will cover:

Relationships	Health and mental well being	Other foci Living in the Wider World – Beyond DFE framework
Families and people who care for me Caring friendships Respectful friendships Online relationships Being safe	Mental Well-being Internet Safety and Harm Physical health and fitness Healthy Eating Drug, alcohol and tobacco Health and prevention Basic First Aid Changing Adolescent Body	Economic Wellbeing Enterprise Careers

The overriding concepts explored through the curriculum are:

- identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online) relationships (including different types and in different settings, including online)

- a healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- career (including enterprise, employability and economic understanding).

The overarching themes and elements within them in Avenue's curriculum are:

Myself and my relationships

Anti-bullying
Beginning and belonging
Family and friends
Managing change
My emotions

Citizenship

Diversity and communities
Rules and responsibilities
Working together

Healthy and safer lifestyles

Drugs education
Healthy lifestyles
Managing Safety & Risks
Personal safety
Sex and relationships

Economic wellbeing

Financial capability

These blocks are linked to safeguarding, the school values, Fundamental British values, rights and responsibilities, and 'growth mindset' so that the children have depth and breadth within this area of the curriculum.

At Avenue Primary School we understand the importance of ensuring that all children in our school receive their entitlement to RSHE. We will consider gender, age, religion, cultural and linguistic background when planning and delivering RSHE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils at Avenue Primary School and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSHE curriculum at Avenue Primary School meets the needs of all pupils we will:

- accept and celebrate difference
- encourage respect and discourage abuse and exploitation
- 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 at Avenue Primary School, we will review our RSHE Programme to ensure that provision is made where required. 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 support staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.
-

Avenue Primary School's RSHE programme will be taught in accordance with teaching and learning methods already in place at Avenue Primary School for other curriculum areas.

Lessons will be differentiated, where appropriate, by staff or visitors delivering sessions to ensure that individual needs of children are met.

Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context. High quality resources will support our RSHE provision and will be regularly reviewed. We will avoid a 'resource-led' approach to delivering RSHE, instead focusing on the needs of the children and our planned learning objectives.

We will select carefully resources which meet these objectives, evaluating teacher resources, leaflets and videos, before using them.

At Avenue Primary School we have chosen to use the Cambridge Scheme to support our RSHE curriculum. Appendix 3 shows the overviews of each year group.

The resources provided within the school:

- are consistent with our Curriculum for RSHE
- relate to the aims and objectives of this Policy

- are suitable for the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- 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 RSHE

Assessment

Pupils at Avenue Primary School will be encouraged to reflect on their own learning and progress, either through self-evaluation tools or through discussion. This will be integral within the approach to assessment of RSHE. We recognise that it is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning must therefore use a combination of teacher assessment and pupil self-assessment and peer assessment.



1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment for Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

Model taken from PSHE Association Primary Toolkit 2017

The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health). An overview of the learning in each year group can be found on the school website and in the Appendix 3.

Staff Training

Appropriate training and support will be given to help teachers in the delivery of RSHE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSHE will be offered opportunities to consult with advisors.

Approaches to Teaching

At Avenue Primary School RSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected.

Teachers and pupils will agree ground rules at the beginning of any RSHE work, in addition to those already used in the classroom.

They will cover the following areas:

- Communication (such as working noise in different situations, use of positive language, use of signals - e.g. 'hands up').
- Problem solving, such as ways of negotiating and resolving issues with/ without the teacher.
- Learning, such as sharing, trying hard, not disturbing others.
- Treatment, such as how we treat each other with fairness and consideration.
- Appropriate use of language around SRE.
- The asking and answering of personal questions.
- Strategies for checking or accessing information.

In order to protect children's privacy, we will employ teaching and learning strategies which will enable them to discuss issues without disclosing personal experience. Examples of these are: puppets, case studies, role-play, videos, and theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

We acknowledge that sensitive and potentially difficult issues will arise in RSHE as children will naturally share information and ask questions. If this situation arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSHE. Staff at Avenue Primary School will answer questions relating to the taught planned curriculum for that age group to the whole class. Questions relating to areas beyond the taught planned curriculum for that age group will be approached in a sensitive and age appropriate way only to the child(ren) who have asked the question, where appropriate in consultation with a child's parent. 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 RSHE leader.

When answering questions, we shall ensure that sharing personal information 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.

We encourage members of the community to work with us to provide advice and support to the children with regard to relationship and health education. 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 DBS 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 RSHE Co-ordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the RSHE programme
- visitors will be reminded that, whilst contributing to RSHE 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 RSHE Co-ordinator/Class Teacher beforehand
- the contributions of visitors will be regularly monitored and evaluated.

We will ensure that children receive teaching about puberty at Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will review the age at which puberty is introduced depending on the needs of each cohort.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively. We will team in teams (pairs) to enable us to best use teacher expertise and facilitate the greatest level of understanding for the children. We will ensure there are positive educational reasons for each method of delivery.

Safeguarding

Avenue Primary School's RSHE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection policy. In addition, we also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in Keeping Children Safe in Education. It is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help.

Where a concern or disclosure is raised, teachers or other adults working with the child will consult with the Designated Safeguarding Lead and in her absence their Deputy Safeguarding Lead/s. Staff will respond in a similar way if a child indicates that they may have been a victim of any other type of abuse, including FGM. Staff are familiar with the specific procedures relating to the reporting of FGM (see our Safeguarding & Protection Policy). The Designated Safeguarding Lead (or Deputy) will then deal with the matter in consultation with other social, health and education professionals, in accordance with statutory safeguarding procedures, following protocols identified in the school safeguarding policy.

Visitors/external agencies which support the delivery of RSHE will be required to inform the designated safeguarding lead or deputy in accordance to the school policy.

The protocol for inviting visitors into lessons:

- prior to the commencement of any visit, visitors will be given a copy of the school's safeguarding policy and protocol for reporting disclosures;
- all visitors will be given a copy of the RSHE policy.

Engaging Stakeholders

Pupils

Pupil voice will be used to review and tailor our RSHE programme to match the different needs of pupils.

Parents

Avenue Primary School acknowledges the role of parents in supporting the RSHE curriculum in school. The school will build positive and supporting relationships with the parents and carers through mutual understanding, trust and cooperation.

Parents will be informed about the policy through consultation, information meetings and through written correspondence. The policy will be available to parents through the school website.

We are committed to working with parents and carers by holding information sessions, providing workshops for parents to enable them to be confident to answer their children's questions and through signposting via targeted support in school or through the school website, to other resources to support them at home.

We work closely with parents to ensure that they are fully aware of what is being taught. As part of our whole school approach to RSHE, parent information sessions and opportunities for parents to view the materials and resources used will be held. Each year these sessions will be repeated to ensure all new parents are fully aware of the school curriculum.

We will notify parents when Relationships, Sex and Health Education will be taught, by written communication and through the sharing of our curriculum coverage plans. In addition to this, we will remind parents when the specific unit of work will be taught and offer an opportunity for parents to discuss the content prior to it being taught.

From September 2020 Parents/carers do not have the right to withdraw their children from relationship or health content. We acknowledge that parents have the right to withdraw their children from all or part of the sex education taught in the school except for those parts included in the statutory National Curriculum (see Appendix 1): all children are expected to learn the content of the national science curriculum (see Appendix 2). Parents are encouraged to establish exactly what is covered in the lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

If a parent wishes their child to be withdrawn from any part of our sex education lessons, they should discuss this first with the Head Teacher or Deputy Head Teacher, making it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. School will comply with the wishes of parents to withdraw their child from non-statutory aspects of the science curriculum; but is not able to with regard to the statutory elements of the NC for science.

If a parent/carer requests that their child be removed from sex education, we will arrange for the child to be educated in another class who are not participating in the lesson and provide support by giving the parent access to the materials.

Governors

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

It is the responsibility of the governors to ensure, through consultation, that the RSHE Policy reflects consideration of the views of parents 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 RSHE Policy will appear annually on the agenda of a governors' meeting. The Policy will be made available for parents/carers on the school website and a link governor with responsibility for safeguarding (to include RSHE) will be nominated.

Monitoring, Reporting and Evaluation

At Avenue Primary School teachers will critically reflect on their work in delivering RSHE through the evaluation of lessons, discussion with senior leaders and through monitoring activities led by the PSHE leader.

Avenue Primary School will involve children in the evaluation and development of their RSHE in ways appropriate to their age:

- we will refer to local/countywide/national data
- we will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- we will encourage children to ask questions as they arise by providing anonymous question boxes
- we will only answer questions that fall within the remit of the statutory curriculum, and non-statutory for those children who have not been withdrawn within relevant year groups (year 4 & 6)
- we will ask children to reflect on their learning and set goals for future learning
- we will consult children (e.g. through Learning Parliament) about their perception of the strengths of our RSHE programme and the areas to be further developed.

The governing body are responsible for monitoring the delivery of our RSHE policy. Governors give due consideration to any comments from parents about the RSHE programme, and require the Head Teacher to keep a written record of parents' comments

RSHE Policy Review Date

This policy will be reviewed every three years or earlier if deemed necessary. It will be reviewed by the PSHE lead, senior leaders and representatives from the governing body. This will ensure that it is in line with current Department for Education advice and guidance.

Appendix 1 – Right to Withdraw

Parents have the right to withdraw their children from the lessons which are classed as sex education as they are about conception and birth, although we do not encourage this. These non-statutory lessons are taught in Year 4 and Year 6 in the summer term of each academic year. All other lessons within this unit of learning are part of the statutory curriculum for science, and relationships and health education.

Year 4 objective – To understand that babies begin when a male seed and female egg join together.

Year 6 objective- To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse.

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education lessons.			
Please detail the specific objectives which you wish your child to be withdrawn from.			
Any other information you would like the school to consider			
Parent signature			
I understand that I will be contacted by the school to arrange a meeting for the purpose of discussing my concerns further.			

Appendix 2 - RSHE Elements of the National Science Curriculum

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Notes and guidance

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

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 (age 7-11 years)

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age.

Notes and guidance

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. 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 pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Notes and guidance

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.

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. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Note: At this stage, pupils are not expected to understand how genes and chromosomes work.

'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. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

Department for Education, September 2013