



Relationships and Sex Education (RSE) Policy 2023_{v1}

This policy was ratified by the governing body on 3rd July 2023 and will be reviewed every 3 years or as required.

Signed:

Chair of Governors Date: 3rd July 2023

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Section 1 - The Context of our Relationships and Sex Education Policy

a) Our Shared Beliefs about RSE

We believe RSE is learning about emotional, social and physical aspects of growing up and about ourselves and our relationships. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships and staying safe, both on and off line. It should equip young people with information about the body, reproduction, sex, sexuality and sexual health. It will help young people to develop skills to keep themselves and others safer, both physically and emotionally. RSE will enable young people to explore their own attitudes and those of others respectfully.

b) Entitlements

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

Children are entitled to:

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

Adults working with children are entitled to:

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

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

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgmental manner

c) The Wider Agenda

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

[Forthcoming statutory status of RSE and Health Education](#) Autumn 2020

[Sexual Health Enquiry – Health and Social Care Committee](#) Oct 2018

[Sexual Health Improvement Framework](#) 2013

[Transforming Children and young people's Mental Health Provision](#) July 2018

[Keeping Children Safe in Education 2022](#) including duties to prevent female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse.

[The link between pupil health and wellbeing and attainment 2014](#) Public Health England

This policy draws on and is informed by the following national and local documents:

[Sex and Relationships Education for the 21st Century'](#) (Brook, PSHE Association, Sex Education Forum)

[Sex Education Forum Guidance & Resources](#) (Sex Education Forum)

[National Curriculum](#) (DfE 2014)

[Sex and Relationship Education Guidance](#) (DfEE 2000)

[Not Yet Good Enough \(Ofsted 2013\)](#) (report on PSHE)

[Programme of Study for PSHE Education](#) (PSHE Association)

[Young People, Relationships and Sex – The New Norms](#) (IPPR 2014)

[Health-Related Behaviour Survey](#) 2016 SHEU

[Shhh....No Talking – LGBTQ Inclusive RSE in the UK](#) 2016

[Digital Romance Report](#) December 2017

['It's just everywhere' Sexism in Schools](#) Report December 2017

[Sexting in schools and colleges: Responding to incidents and safeguarding young people](#) UKCISS

[International technical guidance on sexuality education](#) UNESCO

Section 2- Our Relationships and Sex Education Policy

a) Introduction

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

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

Other school policies are relevant to our provision of RSE: PSHE and Citizenship, **Pupil Mental Health and Wellbeing**, Safeguarding and Child Protection, Science, Confidentiality, Behaviour, Anti-Bullying, Inclusion, Equality and Healthy Schools.

This RSE Policy will be made available to staff in the Symphony Learning Trust in our staff room, on our website and in our individual year group coverage files and in and relevant subject leader folders. It will also be available on the Symphony Learning Trust's website.

This policy is consistent with current national legislation (Education Act 2002, Academies Act 2010, Equalities Act). It takes account of the proposed changes to [RSE and Health Education](#) which will become statutory in Sept 2020 as described in the [Children and Social Work Bill 2017](#). It is also consistent with current national guidance '[Sex and Relationship Education Guidance](#)' (DfE 2000) and '[Sex and Relationships Education for the 21st Century](#)'.

We are engaged in the following areas of work, which support this policy and the delivery of effective RSE: Social and Emotional Aspects of Learning (SEAL) Programme, continuing work within the Primary Personal Development Programme, developing as a health promoting school and Route 2 Resilience.

Our RSE policy is the responsibility of the governing body for each Trust school and has been developed through discussion by a working party representing staff within the trust, parents and governors, by the PSHE Leader with the support of the PSHE governor and by the Head Teacher and reviewed by staff.

Our Policy also reflects recommendations from [OfSTED](#) and the [Sex Education Forum](#).

We believe that provision of high quality RSE supports us in fulfilling other statutory duties:

- Education and Inspection Act 2006 describes our duty to promote pupil wellbeing

- Keeping Children Safe in Education sets out our responsibilities for safeguarding and the requirement to be alert to signs of female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse, including sexual abuse and sexual harassment.
- The Equality Act 2010 describes our duty to ensure that teaching is inclusive for all students.

b) Our Aims for RSE

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

- *develop interpersonal and communication skills*
- *develop positive values and a moral framework that will guide their decisions and behaviour*
- *develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children*
- *respect themselves and others, their views, backgrounds, cultures and experiences*
- *develop loving, caring relationships based on mutual respect*
- *name the parts of the body confidently and communicate with trusted adults to keep themselves safe*
- *understand the process of human reproduction*
- *encourage, recognise and understand the reasons for and benefits of healthy and respectful relationships*
- *be prepared for puberty and the emotional and physical effects of body changes*
- *understand the attitudes and skills needed to maintain their physical and mental health*
- *recognise and avoid exploitative relationships*
- *have opportunities throughout their schooling to address RSE in an age-appropriate way*
- *value, care for and respect their bodies*
- *access additional advice and support.*

c) Delivering our RSE curriculum

Our RSE Curriculum (see appendix A) is wholly consistent with the National Curriculum (2014), DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on non-statutory guidance from the PSHE Association (2013). By September 2020, our RSE curriculum will be covered by the new statutory status of RSE and Health Education. We will review our curriculum, as the guidance on statutory RSE is announced.

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

The objectives of the RSE Curriculum will be taught in different ways:

For example -

- PSHE through designated lessons, circle time, focused events, health weeks/days
- Other Curriculum areas, especially Science, English, RE and PE

- Enrichment activities, especially our assembly programme, SEAL programme, visits from the Life Education Centre, **Commando Joe's**, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school through Route 2 Resilience work and via the School Council.

We will ensure there are positive educational reasons for each method of delivery.

d) Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The RSE curriculum will primarily be delivered by class teachers.
- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Leader.
- The PSHE Leader is responsible for reviewing and evaluating RSE at our school. The PSHE Leader will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for RSE' by the PSHE Leader who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.
- Governors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the PSHE Leader, Head Teacher and other senior leaders.

Teaching Methodologies

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

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

Example of a Working Together Agreement:

- To be kind to each other;
- To listen to each other;
- To respect our rights to share different views;
- To take care with information we share about ourselves;
- To remember that we can always ask about things in private with an adult in school, but the adult may have to share information if they are worried about our safety;
- Not to ask personal questions.

Answering Questions:

We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. Any questions beyond the planned curriculum will be encouraged to talk about with an adult at home. Question Boxes may be used to allow children to ask questions anonymously if preferred.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the designated person for child protection in line with school Safeguarding and Child Protection policy.

Distancing Techniques:

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

e) Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion and cultural and linguistic background when planning and delivering RSE.

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

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

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

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

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

f) Resources

We will use appropriate schemes for each Symphony Learning Trust school and the resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- 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 RSE

g) Use of visitors to support RSE

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

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

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are 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 liaison with the PSHE Leader/Class teacher, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE 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 PSHE Leader/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

h) Confidentiality

In our school we have a clear and explicit Confidentiality Policy, which is shared with staff, pupils and parents/carers. This Policy is communicated to parents/carers on the Symphony Learning Trust website. The policy states that:

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

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

1) Safeguarding and Child Protection

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

2) Sexually Active Pupils

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

i) Staff Training

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

j) Role of Governors

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

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

In order to facilitate this process, the RSE Policy will be reviewed as required on the agenda of a governors' meeting.

k) Pupil Participation

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

- 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.*

- c. *We will ask children to reflect on their learning and set goals for future learning.*
- d. *We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.*

l) Working with Parents/Carers and our School Community

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

- a. Informing parents and carers about the RSE programme within each Symphony Learning Trust school
- b. Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed if appropriate
- c. Encouraging parents to discuss their views and concerns about RSE on an informal basis.

Parents and carers will be given access to this Policy on request. It will be available on the school and Trust website and in the school Office.

Parents and carers currently have the right to withdraw their children only from all or part of those elements of RSE which are not included in the statutory national curriculum Programmes of Study for Science (see Appendix A). They are able to withdraw their children from those elements which fall within the non- statutory guidance for PSHE. The school will make alternative arrangements for children whose parents or carers withdraw them, which will include supporting parents in finding ways to deliver the content at home.

Any parent or carer who wishes to withdraw their child from non-statutory elements of RSE should, in the first instance, contact the Head Teacher to discuss this further. Appendix A will be used to guide the discussion to explain clearly which areas of RSE are currently statutory and which are non-statutory. We will enable parents wishing to withdraw their children from the non-statutory elements of RSE to develop their understanding the learning objectives and approaches taken. Parents or carers will be asked to reconfirm their decision to withdraw as appropriate and a record of any child's withdrawal will be kept.

m) Monitoring, Evaluating and Reviewing our RSE Policy

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

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

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

The Policy will be formally reviewed every three years. The next review will take place in Sept 2023.

Appendix A

Relationships and Health Education Curriculum at Newcroft Primary Academy

Bold specifics – any writing in bold is non- statutory within the RSE curriculum.

Year Group	Relationships and Health Specifics taught	Example vocabulary we may use	Science Specifics taught
Reception	<ul style="list-style-type: none"> • Understanding our bodies • Keeping clean • People who care for me • Family and special people <p>Health and self-care: children know the importance for good health, of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p><i>Understanding The World People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and tradition.</i></p> <ul style="list-style-type: none"> - To understand and value what their bodies can do. - To describe their own appearance and name external body parts including using agreed names for the sexual parts. - To recognise similarities and differences between the bodies of girls and boys. - To understand ways in which their body has changed since they were a baby. - To understand ways of looking after their body and keeping it clean. - To understand how members of their family and other trusted people care for and look after them. - To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others. - To recognise how growing up makes them feel - To be able to identify trusted adults who children can talk to and ask for help. - To assess the risks in the school and its grounds. - To be able to plan ahead to keep safer and understand and apply safety rules in different contexts, e.g. sun, water, fire and railways. - To be able to develop a strategy to keep them safer when they are lost. - To be able to identify safer places to play. - to be able to distinguish between different touches. - To be able to recognise what a secret is. - To be able to use an assertive voice and body language. - To be able to identify how and when to tell. - To understand basic road safety skills. - To be able to identify common harmful substances. - To know what goes on to and into a young child's body. - To understand what medicines are and why some people need medicines. - To understand how to be safe with medicines and who are the trusted people who help them to take medicines when they need it. - To understand some of the things needed to have a healthy body. - To be able to name and talk about foods they like and dislike. - To understand why different foods and drinks are important 	<p>Baby Child Girl Boy Hands Head Teeth Penis testicles vagina bottom nipple</p>	<p><u>In Understanding the World</u></p> <p>Children develop an understanding of growth, decay and changes over time.</p> <p>Children look closely at similarities, differences, patterns and change.</p> <p>Children make observations of animals and plants, and explain why some things occur and talk about changes.</p> <p><u>In Physical Development, Health and Self-Care</u></p> <p>Children observe the effects of activity on their bodies.</p> <p>Children eat a healthy range of foodstuffs and understand that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet and can talk about ways to keep healthy and safe.</p> <p><u>In PSED – Making Relationships</u></p> <p>Children can demonstrate friendly behaviour, initiate conversations and forming good relationships with peers and familiar adults.</p> <p>Children can show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p>

	<p>to help our bodies stay healthy.</p> <ul style="list-style-type: none"> - To understand what exercise is and why it's good for us. - To understand the importance of sleep for our bodies. - To begin to understand how to make choices to promote healthy living. 		
Year 1	<p><u>Beginning and Belonging</u></p> <ul style="list-style-type: none"> - To participate in activities that enable them to develop relationships in class. - To recognise what it may feel like to start something new. - To have some ideas about how to help new people feel welcome in class. - To learn simple strategies to help in new situations. - To be able to identify adults who can help them if they need support. - To know how to ask for help, and to have some ideas about how they can help each other. <p><u>Personal Safety</u></p> <ul style="list-style-type: none"> - To be able to identify different feelings and tell others how I feel. - To be able to name my own Early Warning Signs. - To recognise which adults and friends I can trust. - To know who I could talk with if I have a worry or need to ask for help. - To recognise which school/classroom rules are about helping people to feel safe. - To be able to identify private body parts. - To know that my body belongs to me and to be able to say 'no' to unwanted touch. - To know what I could do if I feel worried about a secret. - To know what I could do if a friend or someone in my family isn't kind to me. - To know what I could do if something worries or upsets me when I am online. <p><u>Relationships and Sex Education</u></p> <ul style="list-style-type: none"> - To recognise names for the main external parts of the bodies of humans, including names for sexual parts. - To describe what their bodies can do. - To understand that they have responsibility for their bodies actions and that their body belongs to them. - To know how to keep themselves clean. - To understand the importance of basic hygiene practices, e.g washing hands, using a tissue, and how these prevent the spread of disease. 	<p>same similar different unique special responsibility birth death male female woman man teenager adult</p>	<p><i>Non-statutory guidance - 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.</i></p> <p>Children 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.</p> <p><i>Non-statutory guidance - The focus at this stage should be on helping pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, caterpillar, pupa, butterfly. Growing into adults can include reference to baby, toddler, child, teenager, adult.</i></p> <p>Children should recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents e.g. Caterpillar/butterfly at a basic level.</p>
Year 2	<p><u>My Emotions</u></p> <ul style="list-style-type: none"> - To know the names of a basic range of feelings and the strength of their feeling. - To know what might prompt different feelings in themselves and others and understand that their emotions and actions can have an effect on themselves and others. - To understand the difference between impulsive behaviour and that which is thought through, and what both might feel and look like. - To know how to get support when they need it. - To talk about personal gifts and talents; what they are good and what they find more difficult. - To understand that they can do things to help change their mood and that this may be helpful. - To know what 'relaxed' means and how it feels. - To know that it is possible to affect our behaviour by stopping and thinking about what we are doing. - To be able to stand up for their own rights without being hurtful to others. <p><u>Family and Friends</u></p> <ul style="list-style-type: none"> - To describe what a good friend is and how it feels to be friends. 	<p>same similar different unique responsibility external body parts teenager adult penis vagina bottom nipple breast</p>	<p><i>Non-statutory guidance - children should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. 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.</i></p> <p>Children should be taught to - describe the importance for humans of exercise, eating the</p>

	<ul style="list-style-type: none"> - To understand why telling the truth is important, especially between friends. - To develop strategies for choosing, making and developing friendships. - To explore some ways friendships might be challenging and how we might feel. - To explore some positive ways to peacefully solve friendship problems. - To explore concepts of personal space and boundaries and how to express their wishes assertively. - To understand why families are important for children as they grow up and how people in families care for each other. - To identify special people outside their family, consider why they are special and how they offer support. <p>Relationships and Sex Education (RS2)</p> <ul style="list-style-type: none"> - To know that humans produce babies that grow into children and then into adults. - To understand that babies grow inside a female body until they are ready to be born. - To consider the ways they have changed physically since they were born. - To consider their responsibilities now and compare these with when they were younger. - To understand how the needs of babies and young children are met by their families. - To understand that not all families are the same, but that love and care should be at the heart of all families. 		<p>right amounts of different types of food, and hygiene.</p> <p>Children should be taught to - notice that animals, including humans, have offspring which grow into adults.</p> <p>Children should be taught to - Identify that most living things they depend on each other for survival.</p>
Year 3	<p>Family and Friends</p> <ul style="list-style-type: none"> - To recognise the quality of a good friend on and offline. - To understand more about healthy friendships and how trust plays an essential part. - To reflect on the effectiveness of their skills for choosing, making and developing friendships. - To develop more strategies for managing friendship challenges, repairing friendships and supporting others. - To empathise with another person in a disagreement, and to use this in resolving conflict. - To develop concepts of consent and personal boundaries. - To understand that healthy families protect and care for each other in difficult times. - To identify people, other than family members, who are special to them now and to recognise how they affect and support each other. <p>Relationships and Sex Education</p> <ul style="list-style-type: none"> - To know scientific names for male and female sexual parts and use them confidently. - To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults. - To value and respect their own bodies and understand their uniqueness. - To understand the value of carrying out regular personal hygiene routines. - To consider who is responsible for their personal hygiene now, and how this will change the future. - To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice might be spread and how they are able to reduce this. <p>Personal Safety</p> <ul style="list-style-type: none"> - To be able to recognise my own feelings and communicate them to others. - To be able to identify when my Early Warning Signs are telling me I don't feel safe. - To be able to describe the qualities of trusted adults and trusted friends. - To be able to name who is on my Network of Support and know how I can ask them for help. - To be able to decide which school and classroom rules are 	<p>Love Dependent Independent Breast Nipple Anus Scrotum Toiletries Bacteria Infection Hygiene</p>	<p><i>Non-statutory guidance - Pupils should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by exploring the family trees and family resemblances of historical personalities such as the Tudors or the Hapsburgs. Note: At this stage, pupils are not expected to understand how genes and chromosomes work.</i></p> <p>Children should be taught to - identify how plants and animals, including humans, resemble their parents in many features.</p> <p>Children should be taught to - 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.</p>

	<p>about helping people to feel safe.</p> <ul style="list-style-type: none"> - To be able to identify the sort of physical contact I feel comfortable with. - To know what I could do if I experience unwanted or unsafe physical contact. - To be able to decide if a secret is safe or unsafe. - To know what I could do if I feel worried about a friendship or family relationship? - To be able to suggest some ways in which I can keep safe online. 		
Year 4	<p><u>Relationship and Sex Education</u></p> <ul style="list-style-type: none"> - To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. - To understand that babies begin when a male seed and female egg join together. - To investigate perceptions of being physically, emotionally and socially 'grown up'. - To consider their responsibilities and how these have changed and how they will change in the future. - To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children. <p><u>My Emotions</u></p> <ul style="list-style-type: none"> - To be able to recognise and communicate an increasing range of emotions both comfortable and uncomfortable. - To begin to understand what is meant by 'mental health' or 'mental wellbeing' and why this is as important as physical wellbeing. - To understand some of the ways emotions may affect out interactions, and to show care towards others and their emotions. - To be able to identify worries and decide what to do about them. - To be able to get support when they need it. - To recognise some of the strengths and personal qualities of themselves and others. - To understand that how we feel can affect how we tackle things and whether or not we find them difficult. - To understand what is meant by 'over-reacting' and to be able to show myself and others understanding. - To know some strategies to move from an uncomfortable state to a more positive one. - To know what it means to be assertive and to be able to act assertively. <p><u>Family and Friends</u></p> <ul style="list-style-type: none"> - To recognise the qualities of a good friendship on and offline. - To understand more about healthy friendships and how trust plays an essential part. - To reflect on the effectiveness of their skills for choosing, making and developing friendships. - To develop more strategies for managing friendship challenges, repairing friendships and supporting others. - To empathise with another person in a disagreement, and to use this in resolving conflict. - To develop concepts of consent and personal boundaries. - To understand that healthy families protect and care for each other in difficult times. - To identify people, other than family members, who are special to them now and to recognise how they affect and support each other. 	<p>Love Dependent Independent Breast Nipple Anus Scrotum Toiletries Bacteria Infection Hygiene</p>	<p><i>Non-statutory guidance</i> - Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.</p> <p>Children should be taught to - describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Children should be taught to - describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death).</p>
Year 5	<p><u>Personal Safety</u></p> <ul style="list-style-type: none"> - To be able to recognise and report feelings of being unsafe or feeling bad about any adult. - To be able to recognise who to trust and who not to trust. - To be able to ask for advice or help for themselves or others, and to keep trying until they are heard. - To know where to get advice e.g. family, school and/or 	<p>Commitment Marriage Stable relationship Puberty Period Menstruation Cervix</p>	<p><i>Non-statutory guidance</i> – Children should know that growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils should find out about different types of reproduction, including sexual and asexual</p>

	<p>other sources.</p> <ul style="list-style-type: none"> - To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - To be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - To know the importance of permission-seeking and giving in relationships with friends, peers and adults. - To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - To know 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. - To know how to report concerns or abuse, and the vocabulary and confidence needed to do so. - To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - To be able to use a range of strategies to assess risk and decide on the actions I can take help me feel safer. <p>Relationship and Sex Education</p> <ul style="list-style-type: none"> - To identify male and female sexual parts confidently and describe their functions. - To know terminology for sexual parts appropriate for use in different situations. - To know and understand about the physical changes that take place at puberty and how to manage them. - To understand that physical changes affect people in a variety of ways and at different rates. - To understand how the media, families and friends can influence attitudes to their bodies. - To know about aspects of personal hygiene relevant to puberty and the implications of these. - To understand that safe routines can stop the spread of viruses and bacteria. <p>My Emotions</p> <ul style="list-style-type: none"> - To be able to communicate effectively a wide range of emotions, including mixed emotions. - To recognise emotions in others and consider these responses. - To be able to judge how appropriate and proportionate their own reactions might be when feeling overwhelmed. - To be able to describe how mental wellbeing is part of daily life for everyone. - To understand what is meant by mental ill health, and how common this is. - To be able to describe some self-care strategies and how these might help. - To understand what is meant by loneliness and to be able to suggest some strategies when feeling isolated. - To understand what is meant by someone's identity, and what might influence how confident and comfortable we feel in our identity. - To understand how to have self-respect and to be able to describe what might help to boost this. - To know when they might need support, who to approach and how to do this. 	<p>Labia Fallopian tube Clitoris Ovary/ovum Vulva/vagina Uterus/womb Sperm/sperm duct Urethra Pubic hair Voice breaking Arousal Erection Sexual intercourse Sex Ejaculate Conception Pregnancy Ovulation Sanitary towel Tampon Body odour Deodorant</p>	<p>reproduction in plants, and sexual reproduction in animals.</p> <p><i>Non-statutory guidance – children 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.</i></p> <p><i>Non-statutory guidance – children might 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.</i></p> <p>Children should be taught to - describe the life process of reproduction in some plants and animals.</p> <p>Children should be taught to - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Children should be taught to - describe the changes as humans develop to old age.</p>
<p>Year 6</p>	<p>Family and Friends</p> <ul style="list-style-type: none"> - To be aware of and to be able to identify a range of factors which contribute to their physical and mental health. - To understand that variety is needed for a healthy diet because different foods contain different substances, including nutrients, which our body needs, and to know that the Eatwell guide represents this balanced diet. - To understand the benefits of a range of nutrients for keeping the body healthy. - To be able to plan, prepare and cook simple healthy meals. 	<p>Commitment Marriage Stable relationship Puberty Period Menstruation Cervix Labia Fallopian</p>	<p><i>Non-statutory guidance - They should be introduced to the idea that variation in offspring over time can make animals more or less able to survive in particular environments and lead to evolutionary change. Pupils might find out about Charles Darwin's work on evolution</i></p>

	<ul style="list-style-type: none"> - To understand that different types and amounts of food provide different amounts of energy, and to know how to achieve an energy balance which will help us stay healthy and be active. - To understand the benefits of physical activity for promoting health, and the risks of not engaging in it. - To know about the benefits and risks to their physical and mental health of time spent online. - To know why apps and games are age restricted and to know how to make healthier choices. - To know the signs of physical illness and to explain how they might respond. - To understand that there are a range of influences on the choices they make about diet and exercise, including the media, peers and adults. - To understand the contribution behaviour and routines make to a healthy lifestyle, and to reflect on and take responsibility for their own lifestyle choices. <p><u>Managing Change</u></p> <ul style="list-style-type: none"> - To be able to identify a range of situations which involve loss and change. - To be able to identify changes which happen in families, and what the impact might be on family members. - To recognise emotions associated with loss and change, and understand how these can change over time. - To be able to identify what might help when experiencing different emotions, how to get support and how they could support others. - To recognise that a range of changes take place throughout everyone's lifetime and that people manage change in different ways. - To reflect on their own experiences of change and how they have affected them both positively and negatively. - To develop strategies for coping with future changes that they may experience. - To identify the changes and influences on their friendships and relationships, and how they might change these. <p><u>Relationship and Sex Education</u></p> <ul style="list-style-type: none"> - To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. - To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. - To understand that they have some responsibility for the feelings and wellbeing of others. - To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely. - To consider the reasons people enter marriage, civil partnerships e.g. love, trust, commitment. - To be aware of and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families. - To understand what they have learned and be able to share it with others. 	<p>tube Clitoris Ovary/ovum Vulva/vagina Uterus/womb Sperm/sperm duct Urethra Pubic hair Voice breaking Arousal Erection Sexual intercourse Sex Ejaculate Conception Pregnancy Ovulation Sanitary towel Tampon Body odour Deodorant</p>	<p><i>Non-statutory guidance- They should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</i></p> <p><i>Non-statutory guidance- They should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</i></p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> - describe the life process of reproduction in some plants and animals. - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - describe the ways in which nutrients and water are transported within animals, including humans.
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Statutory Guidance on Relationships and Health Education for Primary Schools (taken from DfE 2019)
Relationships education (Primary)
By the end of primary school:

Families and people who care for me	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • 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 ¹³ represents a formal and legally recognized 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	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • 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	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • 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	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • 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 recognize 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	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • 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.
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Physical health and mental wellbeing (Primary)

By the end of primary school:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed
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	early enough.
Internet safety and harms	<p><u>Pupils should know</u></p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

	<ul style="list-style-type: none"> • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

13 Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Guidance on Sex Education for Primary Schools (taken from DfE 2019)

Sex Education (Primary)

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

66. The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals (see below). It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

67. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting 24 these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

68. Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. Schools will want to draw on the good practice for conversations with parents around the right to withdraw as set out in paragraphs 45 and 46. Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

National curriculum – Science

KS1 - Identify the main parts of the human body

KS1 - Know that animals, including humans have offspring which grow into adults

KS2 - Describe the changes as humans develop into old age