

# St George's Central CE Primary School and Nursery

## National Curriculum - Links to Statutory Relationships and Health Education Key Stage 2

Curriculum subject	Subject content and year group	Links to statutory Relationships and Health Education (by the end of primary school pupils should know...)
Science	<ul style="list-style-type: none"> <li><b>Year 3</b> – identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> </ul>	<b>Healthy eating</b> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>
	<ul style="list-style-type: none"> <li><b>Year 3</b> – pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions (Notes and guidance - non-statutory).</li> </ul>	<b>Healthy eating</b> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>
	<ul style="list-style-type: none"> <li><b>Year 3</b> – they might research different food groups and how they keep us healthy, and design meals based on what they find out (Notes and guidance - non-statutory).</li> </ul>	<b>Healthy eating</b> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>the principles of planning and preparing a range of healthy meals</li> </ul>
	<ul style="list-style-type: none"> <li><b>Year 4</b> – identify the different types of teeth in humans and their simple functions.</li> </ul>	<b>Health and prevention</b> <ul style="list-style-type: none"> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Year 5</b> – describe the changes as humans develop to old age.</li> </ul>	<p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Year 5</b> – pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty (Notes and guidance – non-statutory).</li> </ul>	<p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Year 6</b> – recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> </ul>	<p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul> <p><b>Drugs and alcohol</b></p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Year 6</b> – 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 (Notes and guidance – non-statutory).</li> </ul>	<p><b>Drugs and alcohol</b></p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
<p><b>Computing</b></p>	<ul style="list-style-type: none"> <li>• <b>Key Stage 2</b> – use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> </ul>

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<p><b>Computing continued</b></p>		<ul style="list-style-type: none"> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• how information and data is shared and used online</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• where to get advice e.g. family, school and/or other sources</li> </ul> <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online</li> </ul>
<p><b>Design and technology</b></p>	<ul style="list-style-type: none"> <li>• <b>Key Stage 2</b> – understand and apply the principles of a healthy and varied diet.</li> </ul>	<p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• the principles of planning and preparing a range of healthy meals</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>

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<b>PE</b>	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• lead healthy, active lives.</li> </ul>	<p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> </ul>
<b>Religious Education</b>	<p>Schools may use a range of materials to deliver their RE curriculum. You may wish to map your current RE programme of study to the statutory guidance and include it in this grid so that the links can be clearly identified.</p>	

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