**Widnes Academy Relationship and Health Education Document**



**HOW DO THE PROGRAMME OF STUDY LEARNING OPPORTUNITIES RELATE TO THE STATUTORY GUIDANCE?**

**How do we support the Teaching of RSE throughout our curriculum?**

*The learning opportunities in the Programme of Study cover all of the content outlined in the Department for Education’s statutory Relationships, Sex and Health Education guidance, and go beyond this to integrate the statutory content within a complete and comprehensive PSHE education programme. The grids below set out where each aspect of the statutory guidance is covered by Programme of Study learning opportunities in key stages 1-2.*

*The statutory guidance is comprehensively covered by learning opportunities across all three core themes. Even though much of ‘Living in the wider world’ is not included in statutory requirements, the theme as a whole remains vitally important for pupils’ personal development and economic wellbeing, as well as in supporting schools to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy.*

**RELATIONSHIPS EDUCATION (PRIMARY)**

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|  | By the end of primary school: Pupils should know: | RSE: KS1 | RSE: KS2 | ThoughtBox – Year 1 | ThoughtBox – Year 2 | ThoughtBox – Year 3 | Cross – Curricular | Other resources | Wider -Curricular Activities | Notes |
| Families and people who care for me | • that families are important for children growing up because they can give love, security and stability. | R2 | R6 | Home  Habitats | Love & Relationships | Kindness and Ethics |  |  | Class assemblies – nativity etc  Parent Meet and Greets |  |
| • 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. | R1, R4 | R8 | Habitats | Love & Relationships | Kindness and Ethics |  |  | Class assemblies  Parent Meet and Greets  School environment |  |
| • 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. | H22, R3 | R2, R7 | Home  Habitats | Love & Relationships | Kindness and Ethics  Equality and Justice |  |  |  |  |
| • 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. | R3 | R1, R6, R7 | Habitats | Love & Relationships | Kindness and Ethics |  |  |  |  |
| • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. | R4 | R3, R5 |  | Love & Relationships |  |  |  | Vicar visits  Literacy tree books – families  Diversity Week – Summer 3.2 - June |  |
| • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | R5 | R4, R9 | Identity  Happiness | Love & Relationships | Kindness and Ethics |  |  |  |  |
| Caring Friendships | • how important friendships are in making us feel happy and secure, and how people choose and make friends. | R6 | R10 | Happiness  Identity  Home | Love & Relationships | Kindness and Ethics |  |  | Anti-bullying week  Anti-bullying ambassadors  Anti-bullying charters  Buddies – Yr6 – R  School Values Residentials – Y2 and Y6 – building relationships outside the school  Pastoral support – Ed – lego therpay, circle of friends, coping with emotions, resilience – playtime modelling  NSPCC – Speak out, stay safe (Spring 24)  Anti-bullying week (antibullying alliance) Make a noise about bullying (banter v bullying – Autumn 23) |  |
| • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. | R6 | R11 | Identity  Journeys  Home | Love & Relationships | Kindness and Ethics |  |  | School council support with wider activities  Welcome week back – expectations set |  |
| • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. | R7 | R13, R14 | Journeys  Home | Love & Relationships | Kindness and Ethics |  |  |  |  |
| • 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. | R8 | R16 | Home | Love & Relationships | Kindness and Ethics |  |  |  |  |
| • 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. | R9 | R18 |  | Love & Relationships | Kindness and Ethics |  |  |  |  |
| Respectful Friendships | • 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. | H22, R23, L4, L6 | R32, R33, L6 | Identity  Journeys  Home | Love & Relationships | Kindness and Ethics  Equality and Justice |  | Diversity week – Summer 3.2 - June |  |  |
| • practical steps they can take in a range of different contexts to improve or support respectful relationships. | R6, R8 | R33, R34 | Journeys  Identity  Home | Love & Relationships | Kindness and Ethics  Equality and Justice |  | Diversity week – Summer 3.2 - June |  |  |
| • the conventions of courtesy and manners. | R22 | R33 | Journeys  Home | Global Cultures | Kindness and Ethics  Awe and Wonder |  |  | Dinner times/ Snack time (playtime) |  |
| • the importance of self-respect and how this links to their own happiness. | H21, H23 R22 | R31 | Identity | Love & Relationships | Kindness and Ethics  Awe and Wonder |  |  |  |  |
| • 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. | R22, H22 | R31 | Journeys  Home | Love & Relationships | Kindness and Ethics  Awe and Wonder  Equality and Justice |  |  | Whole school ethos – school values |  |
| • 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. | R10, R11, R12 | R19, R20, R28 | Social Media | Love & Relationships | Social Media  Kindness and Ethics |  | ICT | Anti-bullying week 2023  Online safety lessons via Kapow – one per half term  Start of school year – class expectations – anti-bullying charters  Safer Internet Day |  |
| • what a stereotype is, and how stereotypes can be unfair, negative or destructive. | L4 | R21, L7, L8, L9 | Identity  Journeys  Home | Global Cultures | Kindness and Ethics  Awe and Wonder  Equality and Justice |  |  | Literacy tree books – challenging stereotypes  ThoughtBox – all topics |  |
| • the importance of permission-seeking and giving in relationships with friends, peers and adults. | R15, R17 | R22, R26 |  | Love & Relationships | Kindness and Ethics |  |  | Anti- bullying week  NSPCC – ‘Panto’suarus - KS1 (Spring 2.1)  Speak Out Stay Safe - WS (Spring 2.2) |  |
| Online Relationships | • that people sometimes behave differently online, including by pretending to be someone they are not. | R14 | R23 | Identity  Social Media |  | Social Media |  | Computing | Thoughtbox  Kapow lessons  Safer Internet Day (Spring 24)  Anti-bullying week 23 |  |
| • 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. | R12 | R24, R30, R31 | Identity  Social Media |  | Social Media  Awe and Wonder |  | Computing | Thoughtbox  Kapow lessons  Safer Internet Day (Spring 24)  Anti-bullying week 23 |  |
| • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. | R20 | R24, R29 | Social Media |  | Social Media |  | Computing | Thoughtbox  Kapow lessons  Safer Internet Day (Spring 24)  Anti-bullying week 23 |  |
| • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. | R15 | R24 | Social Media |  | Social Media |  | Computing | Thoughtbox  Kapow lessons  Safer Internet Day (Spring 24)  Anti-bullying week 23 |  |
| • how information and data is shared and used online. | H34 | L13, L14 | Social Media |  | Social Media |  |  | Thoughtbox  Kapow lessons  Safer Internet Day (Spring 24)  Anti-bullying week 23 |  |
| Being Safe | • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | R17 | R22 | Social Media | Love & Relationships | Kindness and Ethics  Social Media |  |  | Thoughtbox  Kapow lessons  Safer Internet Day (Spring 24)  Anti-bullying week 23 |  |
| • 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. | R13, R18 | R27 |  | Love & Relationships | Kindness and Ethics |  |  | NSPCC – Pantosaurus –KS1  NSPCC – Speak out Stay Safe – WS |  |
| • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. | R13 | H45, R25 |  | Love & Relationships |  |  |  | NSPCC – Pantosaurus –KS1  NSPCC – Speak out Stay Safe – Spring 2.2  Pastoral Support |  |
| • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. | R14, R15, R19 | R24 | Social Media | Love & Relationships | Social Media |  |  | Crucial Crew – Year 5 |  |
| • how to recognise and report feelings of being unsafe or feeling bad about any adult. | R20 | R29 |  |  |  |  |  | Whole school ethos – relationships with children – pastoral support  Childline assembly -  NSPCC – Pantosaurus- KS1 – Spring 2.1  Speak Out, Stay Safe (Spring 2.2) |  |
| • how to ask for advice or help for themselves or others, and to keep trying until they are heard. | R20 | R29 |  |  |  |  |  | Whole school ethos – relationships with children – pastoral support  Childline assembly -  Speak Out, Stay Safe (Spring 2.2) |  |
| • how to report concerns or abuse, and the vocabulary and confidence needed to do so. | R20 | R29, H45 |  |  |  |  |  | Childline assembly -  Speak Out, Stay Safe (Spring 2.2)  NSPCC – Pantosaurus – Spring 2.1 - KS1 |  |
| • where to get advice e.g. family, school and/or other sources. | R20 | R29 |  |  |  |  |  | School environment posters  NSPCC – Pantosaurus – Spring 2.1 - KS1  Speak Out, Stay Safe (Spring 2.2) |  |

**Mental Health**

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|  | By the end of Primary pupils should know: | KS1 | KS2 | ThoughtBox Year 1 | ThoughtBox Year 2 | ThoughtBox – Year 3 | Cross – Curricular | Other resources | Wider – Curricular Activities | Notes |
| Mental wellbeing | • that mental wellbeing is a normal part of daily life, in the same way as physical health. | H1 | H15 | Happiness |  | Food  Awe and Wonder  Kindness and Care |  | Extra-curricular offer – wide range of opportunities for children to explore – cookery club etc  Emotion check ins  Calm corners  Mental health Referrals for specific children  Wellbeing Award – February 2023 – see evidence  Welcome back class discussions  Square Breathing – after lunch – other times if needed to self regulate |  | Parent mental health drop ins  Emma Bloxham – school nurse half termly drop ins |
| • 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. | H11, H12, H13, H14 | H17 | Happiness  Journeys  Home |  | Awe and Wonder  Kindness and Care |  | Emotion check ins  Calm corners  Mental health Referrals for specific children  Wellbeing Award – February 2023 – see evidence  Welcome back class discussions  Square Breathing – after lunch – other times if needed to self regulate |  |  |
| • 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. | H15, H16 | H19 | Happiness  Journeys  Home |  | Awe and Wonder  Kindness and Care  Changing Climates |  | Emotions check ins |  |  |
| • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. | H18, H19 | H20, H21 | Happiness |  | Awe and Wonder |  |  |  |  |
| • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. | H17 | H16 | Happiness |  | Awe and Wonder  Kindness and Care |  | Complete PE - Health and Wellbeing topics – all years  Litter picking – Year 3/ 4 – Halton health improvement team  Elderly afternoon tea – school council – Easter/ Summer  School Council – Halton Health Improvement – whole school initiative  Fit for Life – Year 5  Information at parents evening – Halton Family Support |  |  |
| • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. | H18, H20, H24 | H16, | Happiness |  | Awe and Wonder  Kindness and Care |  | Mental Health Team – transition mental health workshop, SAT’s mental health workshop, ??? |  |  |
| • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. | H24, H27, R7 | H24, R13 | Happiness |  | Awe and Wonder  Kindness and Care |  | Pastoral support – Ed  Beginning of school year – get to know you discussions  Children’s mental health week – Spring 2.1 |  |  |
| • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. | R10, R11 | R19 | Social Media |  | Social Media |  | ICT lessons - Kapow  Anti-bullying week  Safer internet week – Feb 24 |  |  |
| • 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). | H19, R12 | H21, R20 | Happiness  Social Media |  | Social Media |  | Staff in school – first week back  Pastoral Support – leading whole school assemblies |  |  |
| • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. | H24 | H22 | Happiness |  | Awe and Wonder |  | Whole School Ethos  Children’s mental health week – Spring 2.1  Pastoral Support |  |  |
| Internet Safety and Harms | • that for most people the internet is an integral part of life and has many benefits. | L7, L8 | L11 | Social Media |  | Social Media |  | Kapow – online lessons  Computing curriculum  Anti-bullying week 23  Internet Safety Day 24 |  |  |
| • 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. | H9 | H13 | Social Media |  | Social Media |  |  |  |  |
| • 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. | R10, R12 | R30, L11, L15 | Social Media |  | Social Media |  |  |  |  |
| • why social media, some computer games and online gaming, for example, are age restricted. | H28 | H37, L23 | Social Media |  | Social Media |  |  |  |  |
| • 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. | H34 | H37, R20, L11, | Social Media |  | Social Media |  |  |  |  |
| • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. | L9 | L12, L13, L14, L16 | Social Media |  | Social Media |  |  |  |  |
| • where and how to report concerns and get support with issues online. | H34 | H42 | Social Media |  | Social Media |  |  |  |  |
| Physical Health and Fitness | • the characteristics and mental and physical benefits of an active lifestyle. | H1 | H7 |  |  |  |  | Complete PE curriculum – Health and Wellbeing topics – all years |  |  |
| • 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. | H3 | H7 |  |  |  |  | PE curriculum offer extended  PE after school clubs  Active playtimes  Bike ability – Y4 and Y6  Santa Dash – Dec 23 |  |  |
| • the risks associated with an inactive lifestyle (including obesity). | H3 | H4, H7 |  |  |  |  | Fit for Life – Y5 – Halton Health Improvement Team  Complete PE – topics – Health and Wellbeing  DT – food topics |  | Nurse drop ins for parents |
| • how and when to seek support including which adults to speak to in school if they are worried about their health. | H10 | H14 |  |  |  |  | Welcome back week – teacher inputs  Parent meet and greets – Sep 24 |  |  |
| Healthy Eating | • what constitutes a healthy diet (including understanding calories and other nutritional content). | H2, H3 | H1, H6 |  |  |  |  | DT – food topic  Cookery Club – KS2 |  |  |
| • the principles of planning and preparing a range of healthy meals. | H2 | H6 |  |  |  |  | DT – food topic  Science – Y3 – animals including humans |  |  |
| • 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). | H2 | H2, H3, H6 |  |  |  |  | DT – food topic  Science – Y3 – animals including humans  Oral Health – R, Y2 and Y5  Tabacco education – Y6  Alcohol education – Y6 |  |  |
| Drugs, Alcohol and Tobacco | • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | H37 | H46, H47, H48 |  |  |  |  | Tabacco education – Y6 – TBC  Alcohol education – Y6 – Autumn 1.2  Safer Schools – Y6 – range of workshops/ assemblies – drugs, stay safe, county lines, online safety, cybercrime – Cheshire Polic |  |  |
| Health and Prevention | • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. |  | H5 |  |  |  |  | Growing and Changing – Y6  Science ??? CHECK |  |  |
| • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. | H8 | H12 |  |  |  |  | Sun Safety Assemblies – WS  Science curriculum – Y1  Whole school assemblies – LK |  |  |
| • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. | H4 | H8 |  |  |  |  | Online safety lessons – Kapow – screen time  Year 6 – pre SAT’s |  | Parent/Carer workshops – sent to parents via newsletter – online |
| • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. | H7 | H11 |  |  |  |  | Oral Health – R, Y2, Y5 – Spring 2.1 - Feb |  |  |
| • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. | H5 | H9, H40 |  |  |  |  | E-Bug – Halton Health Improvement Team – Summer 24 |  |  |
| • the facts and science relating to allergies, immunisation and vaccination. | H6 | H10 |  |  |  |  | E-Bug – Halton Health Improvement Team – Summer 24 |  |  |
| Basic First  Aid | • how to make a clear and efficient call to emergency services if necessary. | H35, H36 | H44 |  |  |  |  | St John Ambulance lessons – KS2 – Summer 2.2  First Aid – Y6 – Spring 2.1 - Feb |  |  |
| • concepts of basic first-aid, for example dealing with common injuries, including head injuries. | H35, H37 | H43 |  |  |  |  | St John Ambulance lessons – KS2 – Summer 2.2  First Aid – Y6 – Spring 2.1 - Feb |  |  |
| Changing Adolescent Body | • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. | H25, H26 | H30, H31, H32, H34 |  |  |  |  | Science curriculum – Y5  Growing and Changing – Halton Health Improvement Team – Y6 |  |  |
| • about menstrual wellbeing including the key facts about the menstrual cycle. |  | H30 H31 |  |  |  |  | Science curriculum - Y5  Growing and Changing – Halton Health Improvement Team – Y6 |  |  |

**Extra Resources to support Relationships and Health Education Primary**

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| Twinkl | Unit | Year Groups |
|  | Mental Health and Wellbeing - It’s my body | Year 1/ 3/ 5 |
| Mental Health and Wellbeing - Safety First | Year 2/ 4/ 6 |
| Relationships – Growing Up | Year 2/ 4/ 6 |
| Living in the Wider World – Money Matters | Year 1/ 3/ 5 – technically in Third Core Strand but I think it is really important for our children |

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| Picture News | Unit | Year Groups |
|  | Picture News covers aspects of Living in the Wider World.  It covers weekly issues within the news, developing children’s knowledge of what is happening around them and sharing other people’s views and opinions.  It also covers aspects of British Values and SMSC which is important across Relationships and Health Education and PSHE. | All years – EYFS, KS1 and KS2 |

**Delivery and teaching strategies National curriculum subjects: citizenship, science, computing and PE**

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| 104. Relationships Education, RSE and Health Education complement several national curriculum subjects. Where schools are teaching the national curriculum, they should look for opportunities to draw links between the subjects and integrate teaching where appropriate. There continues to be no right of withdrawal from any part of the national curriculum.  105. The national curriculum for citizenship at key stages 3 and 4 aims to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils’ awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the knowledge to explore political and social issues, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.  106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. At key stage 3 and 4, it includes teaching about reproduction in humans; for example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.  107. The national curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.  108. The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.  109. Schools need to consider how they can ensure that Relationships Education, RSE and Health Education complement existing national curriculum subjects and whole school approaches to wellbeing and health. For example, health education can complement what is taught through PE by developing core knowledge and broader understanding that enables people to lead healthy, active lives and citizenship can 40 complement all of the new subjects in the coverage of law. Schools should tailor their curriculum to meet the needs of their pupils. |

**Science Curriculum Overview**

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| **Year 1** | | |
| **Area of Science** | **Objectives** | **Notes** |
| Animals inc Humans | * identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals | **Notes and guidance (non-statutory)**  Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.  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.  Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells. |
|  | * identify and name a variety of common animals that are carnivores, herbivores and omnivores |
|  | * describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) |
|  | * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense |

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| **Year 2** | | |
| **Area of Science** | **Objectives** | **Notes** |
| Animals inc Humans | * notice that animals, including humans, have offspring which grow into adults | Notes and guidance (non-statutory) Pupils 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, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.  Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions. |
|  | * find out about and describe the basic needs of animals, including humans, for survival (water, food and air) |
|  | * describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene |

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| **Year 3** | | |
| **Area of Science** | **Objectives** | **Notes** |
| Animals inc Humans | * 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 | Notes and guidance (non-statutory) 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.  Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy, and design meals based on what they find out. |
|  | * identify that humans and some other animals have skeletons and muscles for support, protection and movement |

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| **Year 4** | | |
| **Area of Science** | **Objectives** | **Notes** |
| Animals inc Humans | * describe the simple functions of the basic parts of the digestive system in humans | Notes and guidance (non-statutory) 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.  Pupils might work scientifically by: comparing the teeth of carnivores and herbivores and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images. |
|  | * identify the different types of teeth in humans and their simple functions |
|  | * construct and interpret a variety of food chains, identifying producers, predators and prey |

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| **Year 5** | | |
| **Area of Science** | **Objectives** | **Notes** |
| Animals inc Humans | * describe the changes as humans develop to old age | Notes and guidance (non-statutory) 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. |
| Living Things and their Habitats | * describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird | Notes and guidance (non-statutory) Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.  Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.  Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. 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. |
|  | * describe the life process of reproduction in some plants and animals |

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| **Year 6** | | |
| **Area of Science** | **Objectives** | **Notes** |
| Animals inc Humans | * identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood | Notes and guidance (non-statutory) Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.  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.  Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. |
|  | * 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 |
| Living Things and their Habitats | * describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals | Notes and guidance (non-statutory) Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.  Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system. |
|  | * give reasons for classifying plants and animals based on specific characteristics |

**Design Technology**

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| **Key Stage 1** | | |
| **Area of Design Technology** | **Objectives** | **Notes** |
| Cooking and Nutrition | * use the basic principles of a healthy and varied diet to prepare dishes | As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. |
|  | * understand where food comes from. |

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| **Key Stage 2** | | |
| **Area of Design Technology** | **Objectives** | **Notes** |
| Cooking and Nutrition | * understand and apply the principles of a healthy and varied diet | As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. |
|  | * prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |
|  | * understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |

**Computing**

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| **Key Stage 1** | | |
| **Area of Computing** | **Objectives** | **Notes** |
|  | * recognise common uses of information technology beyond school |  |
|  | * use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |

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| **Key Stage 2** | | |
| **Area of Computing** | **Objectives** | **Notes** |
|  | * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |  |