

# *LANGDON*

## *PRIMARY SCHOOL*

### **Relationships and Health Education Policy**

*Created Summer 2023*

*Agreed by the Governing Body 11.7.23*

*Due for review Summer 2025*

# Policy for Relationships and Health Education

## 1. Introduction

In order to become happy, successful adults, pupils in our school need knowledge that will help them make informed decisions about their well-being, health and relationships. In teaching pupils this knowledge we aim to help them develop the capacity to make sound decisions, to know how and when to ask for help and to know where to access support. Our teaching includes online aspects of health and relationships since this is increasingly important in the 'internet age' where children have greater exposure to information than ever before and are able to access it outside the safety of the classroom or family context.

Teaching about relationships and health will, at times, be taught discretely (eg. in e-safety lessons) and at other times, within other curriculum subjects (eg. in science). There will also be much opportunity for pupils to learn about relationships and health in Personal, Social and Health Education activities, extra-curricular activities and in the wider curriculum.

At Langdon School we will teach relationships education and health education. At this school we have chosen to only teach the element of sex education that is in the science subject guidance of the National Curriculum.

This policy has been produced with reference to Department for Education guidance and in consultation with pupils, staff, parents and governors and as such reflects the ideas and opinions of all stakeholders and the local context in which they live.

## 2. Relationships Education

Relationships education focuses on the teaching of the fundamental building blocks and characteristics of positive, loving, caring relationships such as friendships, family relationships and relationships with other adults and children. There is an emphasis on teaching about healthy relationships that children are likely to encounter in order to enable them to form, from an early age, an understanding of the features of relationships that are likely to lead to happiness and security.

Children are taught what relationships are and what they look like, about stable friendships and family relationships and the diversity of these and about people who can help and support them.

Children are also taught the skills, virtues and values of kindness, consideration, generosity and respect; the importance of integrity, truthfulness and honesty; of resilience, courage and humility; of seeking and giving permission and the concept of personal privacy. They are also taught about personal space and boundaries and about appropriate and inappropriate or unsafe contact. Children are taught to respect themselves and others. They are taught how to keep themselves and others safe.

Children are taught that the principles of positive relationships apply online as well as in real life situations. They are taught how to work safely and respectfully online, how to protect themselves when sharing information and data and how to seek help and support if needed.

Much of our work around relationships will help children understand that they are valued as individuals, are loved in many positive ways and will instil a feeling of positive self worth and emotional and mental well-being.

In line with statutory guidance to schools, pupils will have a good knowledge of the following subjects within relationships education:

- There are many types of families
- People who care for us
- Caring friendships
- Respectful relationships
- Online relationships and how to safely navigate them
- Being safe both online and in real life

### **3. Health Education**

Health education focuses equally on the teaching of the characteristics of good physical health and mental well-being. We give our pupils information to help them make good decisions about their health and well-being and to be able to recognise what is an issue in themselves and how to seek advice, help and support if needed. We emphasize the link between good physical health and good mental well-being and how the two elements affect each other.

Pupils are taught about the benefits and importance of personal hygiene, regular exercise, good nutrition and sufficient sleep. Pupils will be encouraged to understand the normal range of emotions that everyone experiences and how to articulate their emotions and feelings proportionate to the situation they find themselves in.

Pupils are taught how to protect their own health and well-being and manage problems by taking preventative actions, maintaining good personal hygiene and through basic first aid.

We encourage our pupils to be active, to engage in exercise and to spend time outdoors. We recognise that there are many ways to be active and promote activities that happen outside of school, as well as inside school such as Scouting and Guiding movements, swimming, dance and gymnastics, for example. We particularly encourage children to spend reasonable amounts of time away from online activities and electronic devices.

We also address the negative effects of poor mental well-being in subjects such as isolation, unhappiness and bullying and share ways that children can ask for help and support where they need it.

In line with statutory guidance to schools, pupils will have a good knowledge of the following subjects within health education:

- Mental well-being
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing and growing
- Adolescence and puberty (including menstruation)

- Internet safety and harms

#### **4. Sex Education**

At Langdon School we only teach the elements of sex education that are in the statutory guidance of the science aspect of the National Curriculum. The National Curriculum for Science includes subject content that support pupils' physical and emotional development effectively. Pupils are taught about the human body (external body parts, growth from birth to old age, puberty and reproduction) at an age appropriate level, preparing them for the changes that adolescence brings. When covering the scientific content of sex education that is included in the National Curriculum for Science, including in questions and informal discussions that may arise, we draw links with the importance of loving and stable relationships, referring to work covered elsewhere in relationships education.

#### **5. Scheme of work and teaching**

It is impossible to teach relationships and health in a meaningful way unless these two themes run through all that we do in school. School is a social environment where relationships are formed, tested and change and where our care includes pupils' health, safety and well-being as a priority. There is much opportunity for pupils to learn through real experiences both inside and outside of the classroom. There will be much teaching and learning that is not timetabled or planned but arises through real interaction in situations such as role modelling, developing friendships, offering support and advice and encouraging and rewarding achievements for example.

As with all taught subjects of the National Curriculum, at Langdon we have produced a progression map outlining our syllabus for relationships and health education, or the content to be taught linked to phases, ie. what will be taught and when. This map allows staff to track the progress of pupils in their learning and to determine what will be taught next following assessment of pupil and cohort needs. The content to be taught in each phase group is appropriate to the age of the pupils.

The progression map for Relationships and Health Education can be found in Appendix A of this policy. There is also a copy for parents available on the school website or a paper copy can be obtained from the school office.

Classroom based staff are responsible for teaching relationships and health education to their usual class. They will decide on resources that will support the teaching after first assessing them to ensure they are appropriate to the age and maturity of the pupils in their class.

At times, visitors may support usual class teaching, particularly where an aspect of the syllabus can benefit from outside expertise eg. first aid coaching, e-safety training by Kent Police or health advice from the school nursing service.

When teaching relationships, health or sex education staff will set clear expectations to ensure that pupils understand what is appropriate in a classroom setting. Our staff are aware that at times, however, unexpected questions may arise eg. a question that a member of staff does not know the answer to; that is too personal or explicit or that raises a safeguarding concern. In such situations staff will always acknowledge the contribution then move on with their teaching before handling the question with the individual and/or based on other policies and procedures that may be appropriate (such as child protection procedures or behaviour management procedures).

All staff are expected to teach relationships and health education and the aspects of sex education from the National Curriculum for Science. Staff do not have the right to opt out of teaching but may

ask for colleague or senior leadership support if they feel that this would be helpful and/or beneficial to them or their class.

## **6. Parental Involvement and right to withdraw**

Parents are crucial partners in terms of teaching children how to understand relationships and healthy living. In light of this, school leaders will, from time to time, share information about the way we determine how we will teach relationships and health education with parents in order to gather their thoughts, ideas and opinions. Parents are encouraged to share their ideas with us with regard to the policy, progression map and teaching content of relationships and health education in order to ensure that they reflect the local context of our school. Of course, this does not mean that every individual opinion will be included, rather that an overall understanding and consensus is generated that reflects the thoughts of all stakeholders and the requirements for schools in terms of teaching relationships and health education.

Sex education is not compulsory in primary schools. Parents have the right, by law, to withdraw their child from any sex education that is taught in primary schools where the teaching is *above and beyond* the requirements laid out in the science curriculum for Key Stages 1 and 2 and in the DfE guidance for relationships and health education. At Langdon, sex education only covers content as set down in the guidance from the DfE for the teaching of relationships and health education and the science curriculum; no additional or further content is taught. Parents therefore, *do not* have the right to withdraw their child from this element of our curriculum or teaching.

There is no right to withdraw a child from any aspect of relationships education or health education because these are compulsory subjects in all primary schools.

Occasionally, issues about relationships and sex may arise spontaneously in other lessons, while studying a text in English for example, where it is not the main focus of the lesson. This is not considered to be part of the planned curriculum and parents should be aware that they cannot withdraw their child from this type of incidental teaching. They should be aware that staff will always handle any such incidental situation sensitively and honestly and in line with our guidance for teaching relationships as laid out in this policy.

## **6. Special Educational Needs and Disability (SEND)**

Relationships and health education is accessible to all pupils at Langdon School. Our teaching is differentiated and personalised to ensure that all pupils are able to engage with planned activities appropriate to their needs. We are mindful of the 'Preparing for Adulthood' outcomes of the Code of Practice for SEND when teaching about relationships and health with pupils who have additional needs.

Staff are aware of the importance of some issues that arise in relationships and health education that may be particularly relevant to pupils with SEND who are vulnerable to exploitation, bullying or poor well-being and mental health. They will take the opportunity to show pupils how to work collaboratively to support each other and also how to get advice, help or support if needed for themselves or for others if concerns arise.

## **7. Equality**

Under the provisions of the Equality Act schools must not discriminate unlawfully against others on the grounds of protected characteristics ie. because of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity or sexual orientation.

At Langdon School pupils are encouraged to acknowledge, appreciate and understand difference and diversity in preparation for positive and active involvement in today's society. Staff will ensure that the needs of all pupils are appropriately met in all teaching activities (including in relationships and health education) and in all pastoral support and that pupils understand the importance of equality and respect. Staff will ensure that resources used in teaching activities are free from bias and stereotyping wherever possible.

If staff identify that there is an issue arising linked to the equality that could be positively addressed in relationships and health education, opportunities to build in activities to address this will be found. This will be alongside usual existing pastoral support and wider curriculum opportunities.

## **8. Monitoring and review**

The governing body will review and approve the policy every two years. From time to time, as part of their overview of statutory curriculum implementation, they may monitor provision against the policy. School staff and the head teacher will ensure there is a focus on coverage of the curriculum and on the quality of teaching and learning in relationships and health education as part of their usual round of monitoring.

## Appendix A

### Langdon Primary School – Progression in Relationships and Health Education (Last Reviewed 2023)

RELATIONSHIPS	Year R	Links to other subjects where this may be taught	Years 1 and 2	Links to other subjects where this may be taught
Families and people who care for me	<ul style="list-style-type: none"> <li>• Talking about my own family and who the family members are</li> <li>• Knowing that my family love me and keep me safe</li> <li>• Knowing that there are many different types of families</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the world – family portraits</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing what families are together</li> <li>• Knowing that other families may look different to my family</li> </ul>	<ul style="list-style-type: none"> <li>• RE – families with faith</li> <li>• Science – animals including humans, offspring to adults, basic needs including for survival</li> <li>• History – family trees</li> <li>• Art – family portraits</li> <li>• English – stories about families</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• Knowing what make a good friendship</li> <li>• Knowing that friendships have ups and downs and how to deal with them</li> <li>• Knowing that there are other people who can help or give advice when we fall out with friends</li> </ul>	<ul style="list-style-type: none"> <li>• PSHCE – Circle Time, school rules,</li> <li>• E-safety – online with friends</li> <li>• Literacy – stories about friends and friendship</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing how important friendship is in making us feel happy and secure</li> <li>• Understanding that healthy friendships are positive and welcoming</li> </ul>	<ul style="list-style-type: none"> <li>• PSHCE – circle time</li> <li>• E-safety</li> <li>• English – stories about friendship, working with talk partners</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• Knowing and using good manners</li> <li>• Respecting other people</li> </ul>	<ul style="list-style-type: none"> <li>• Physical development – how to use a knife and fork, holding doors open, helping tidy up</li> <li>• PSHCE – saying please and thank you, circle time, taking turns and losing gracefully when playing games, fundraising and charity involvement</li> <li>• Physical Development – following the rules of games</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and using good manners</li> <li>• Showing courtesy to others</li> </ul>	<ul style="list-style-type: none"> <li>• PSHCE – circle time, fundraising and charity involvement</li> <li>• English – stories about good manners and showing kindness</li> <li>• E-safety – good manners and kindness online</li> </ul>

Online relationships	<ul style="list-style-type: none"> <li>• Knowing how to keep myself safe online</li> </ul>	<ul style="list-style-type: none"> <li>• E-safety – what to share and what not to share online</li> <li>• PSED – being safe on the roads, ‘stranger-danger’ in the real world and online</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing that there are ‘rules’ to follow to keep myself safe online</li> <li>• Understanding that people sometimes act differently online and how to put this right if it is me</li> </ul>	<ul style="list-style-type: none"> <li>• Computing – reinforcing rules for safe use when online</li> <li>• E-safety – showing good manners and kindness online, how to put something wrong right</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• Understanding my body belongs to me</li> <li>• Knowing that it’s OK to keep my body private</li> <li>• Knowing what to do if I feel unsafe or unhappy about my body</li> </ul>	<ul style="list-style-type: none"> <li>• PSED – privacy using the toilets/getting changed for PE, secrets and when to keep them secret</li> <li>• PSHCE – Circle Time</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that my body belongs to me</li> <li>• Knowing that my body is private and how to keep it so</li> <li>• Understanding appropriate boundaries</li> <li>• Knowing how to respond appropriately to adults</li> </ul>	<ul style="list-style-type: none"> <li>• PSHCE – circle time, how to independently behave well in all areas of school, including in the toilets, and at break times, behaviour policy and procedure</li> <li>• Science – naming body parts, basic needs of animals for survival, importance of exercise, nutrition and hygiene</li> <li>• E-safety – reinforcing rules for safe use when online</li> </ul>



HEALTH AND WELL BEING	Year R	Links to other subjects where this may be taught	Years 1 and 2	Links to other subjects where this may be taught
Mental well being	<ul style="list-style-type: none"> <li>Identifying simple emotions and how they feel for me</li> <li>What makes me feel happy</li> <li>What I can do when I feel sad or angry</li> <li>Who I can talk to when I need help</li> </ul>	<ul style="list-style-type: none"> <li>PSED – feelings, friendships</li> <li>Literacy – stories about different emotions, looking at things from other people’s viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>What makes us feel different ways – explore simple emotions (eg. sad, happy, angry, upset, disappointed, embarrassed)</li> <li>Belonging and being part of things I enjoy</li> <li>Knowing who to ask for help when I need it</li> </ul>	<ul style="list-style-type: none"> <li>PSHCE – circle time</li> <li>RE - belonging</li> <li>Wider curriculum – clubs and activities out of school hours, achievement assemblies</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>Keeping information about me safe online</li> <li>Knowing what to do if there is something I don’t like or a problem I have online</li> <li>Understanding that IT should be used sometimes, not all of the time</li> </ul>	<ul style="list-style-type: none"> <li>E-safety</li> <li>Computing</li> </ul>	<ul style="list-style-type: none"> <li>Behaving well online</li> <li>Knowing what to do if I feel unhappy, uncomfortable or bullied online</li> <li>Making the right decisions about using IT some of the time, not all of the time</li> </ul>	<ul style="list-style-type: none"> <li>E-safety</li> <li>Computing</li> <li>PSHCE – circle time, having good playtimes, behaviour policy and procedure</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>Knowing that exercise is good fun and makes me feel great</li> <li>Knowing how my body responds to exercise</li> <li>Getting rid of germs</li> </ul>	<ul style="list-style-type: none"> <li>Physical Development</li> <li>PSED - handwashing</li> </ul>	<ul style="list-style-type: none"> <li>Knowing why exercise is good for us and how it affects our bodies</li> <li>Understanding the importance of healthy eating</li> <li>Knowing the benefit of getting a good night’s sleep</li> <li>Knowing how to keep myself clean</li> </ul>	<ul style="list-style-type: none"> <li>PE</li> <li>Science – exercise, healthy eating, personal hygiene</li> <li>PSHCE – sleep support for individual families</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>Which foods are good for me, making healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>PSED – healthy food choices, healthy meals, school dinner choices</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the importance of healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>Science –healthy eating</li> <li>PSHCE – mealtimes choices</li> </ul>

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• Being safe with medicines</li> </ul>	<ul style="list-style-type: none"> <li>• UTW – people who help us</li> <li>• PESD – caring for others</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing why we use drugs to treat illnesses</li> <li>• Understanding how important some drugs have been in medical care</li> </ul>	<ul style="list-style-type: none"> <li>• History – Florence Nightingale/Mary Seacole</li> <li>• Science – staying healthy</li> <li>• PSHCE – caring for others, understanding illnesses in our friends</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• Being sun safe</li> <li>• Knowing that I need a good night's sleep</li> <li>• Looking after my teeth</li> <li>• Being clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>• PSHCE – sun safety</li> <li>• PESD – how to brush my teeth, handwashing</li> </ul>	<ul style="list-style-type: none"> <li>• Basic first aid awareness</li> <li>• How to look after my own personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• History – Florence Nightingale/Mary Seacole</li> <li>• Science – hygiene (germs and transmission)</li> </ul>
Changing bodies	<ul style="list-style-type: none"> <li>• Me as a baby and me now</li> </ul>	<ul style="list-style-type: none"> <li>• PESD – timeline photographs, changes in animals and people</li> <li>• Literacy – stories about animal lifecycles</li> </ul>	<ul style="list-style-type: none"> <li>• Growing and changing</li> </ul>	<ul style="list-style-type: none"> <li>• History – changes in a lifetime</li> <li>• Science – life cycles, babies to adult</li> </ul>

RELATIONSHIPS	Years 3 and 4	Links to other subjects where this may be taught	Years 5 and 6	Links to other subjects where this may be taught
Families and people who care for me	<ul style="list-style-type: none"> <li>Knowing what different types of families look like and the commonalities between them</li> <li>Knowing what marriage ceremonies are like in different cultures/religions</li> </ul>	<ul style="list-style-type: none"> <li>RE</li> </ul>	<ul style="list-style-type: none"> <li>Understanding diversity and differences between couples and families</li> <li>Exploring why people get married</li> </ul>	<ul style="list-style-type: none"> <li>RE</li> <li>Science</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>Characteristics of a good friend</li> <li>How to decide what a real friend is</li> <li>Knowing how to deal with friendship concerns</li> </ul>	<ul style="list-style-type: none"> <li>E-safety</li> <li>RE</li> <li>PSHCE</li> </ul>	<ul style="list-style-type: none"> <li>Treating others fairly – inclusion and exclusion</li> <li>Seeking help when things go wrong with friendships</li> <li>Moving on and making new friends</li> </ul>	<ul style="list-style-type: none"> <li>RE – faith leaders, inspirational leaders, faith communities, charity</li> <li>History – social injustice in history eg. slavery, apartheid, prejudice and discrimination</li> <li>PSHCE – transition to secondary school, fundraising and charity involvement</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>Exploring stereotypes and how they can be untrue and/or unfair</li> <li>What bullying looks like and knowing when to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>E-safety</li> <li>History – Ancient Egypt</li> <li>Geography - Fairtrade</li> <li>PSHCE – fundraising and charity involvement</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the damage caused by stereotyping, prejudice and discrimination</li> <li>Understanding the importance of seeking permission</li> </ul>	<ul style="list-style-type: none"> <li>History - moral/social injustice in history eg. slavery, apartheid, prejudice and discrimination</li> <li>Geography – economic activity and wealth distribution world-wide linked to resource distribution including water</li> <li>RE</li> <li>E-safety</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>Showing respect when online</li> <li>Exploring whether everyone tells the truth online</li> <li>Knowing key ‘rules’ for keeping safe online</li> </ul>	<ul style="list-style-type: none"> <li>E-Safety</li> <li>Computing</li> </ul>	<ul style="list-style-type: none"> <li>Being respectful online</li> <li>Knowing whether online sources are safe or accurate</li> <li>Knowing how data is shared online and making sensible choices with my own data</li> </ul>	<ul style="list-style-type: none"> <li>E-safety</li> </ul>

<p>Being safe</p>	<ul style="list-style-type: none"> <li>• How to stay safe in different scenarios eg. beach, on the roads, railways, in the sun</li> <li>• Knowing who to turn to when I feel unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• PSHCE – important adults who can help, emergency services, sun safety awareness, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Taking responsibility for my own safety in society</li> <li>• Knowing who can help when family and friends can't</li> <li>• Knowing how to report online concerns or abuse</li> </ul>	<ul style="list-style-type: none"> <li>• PSHCE – transition to secondary school, safety awareness training eg. NSPCC/Child Line/emergency services</li> <li>• E-safety</li> </ul>
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HEALTH AND WELL BEING	Years 3 and 4	Links to other subjects where this may be taught	Years 5 and 6	Links to other subjects where this may be taught
Mental wellbeing	<ul style="list-style-type: none"> <li>• Recognising different feelings and the impact of them on me physically</li> <li>• Knowing who can help in school, at home and in wider society</li> <li>• Understanding what bullying is and how to manage it</li> </ul>	<ul style="list-style-type: none"> <li>• PSHCE</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring mental well being and physical well being and the link between the two</li> <li>• The benefits of exercise and the outdoors on mental well being</li> <li>• Knowing who can help when family and friends can't</li> </ul>	<ul style="list-style-type: none"> <li>• PE</li> <li>• Science</li> <li>• PSHCE – transition to secondary school, safety awareness training eg. NSPCC/Child Line/emergency services</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>• Knowing about age limit restrictions on games and apps</li> <li>• Recognising when online information is true or false</li> <li>• Knowing how much time online is too much time</li> </ul>	<ul style="list-style-type: none"> <li>• E-safety</li> <li>• Computing</li> <li>• PSHCE</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the benefits and negative aspects of online activity</li> <li>• Knowing how to act responsibly online</li> <li>• Understanding the impact of trolling and cyber-bullying</li> </ul>	<ul style="list-style-type: none"> <li>• E-safety</li> <li>• Computing</li> <li>• PSHCE</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>• Knowing the importance of regular exercise on the body and on mental wellbeing</li> <li>• Identifying the negative effects of a lack of exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> <li>• PSHCE – Walk on Wednesday</li> <li>• PE –eg. Daily Mile, swimming lesson</li> <li>• Wider curriculum – active residential visits</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding what constitutes a healthy lifestyle and its impact on physical and mental well being</li> <li>• Identify the effect of exercise on the heart and human circulatory system</li> <li>• Recognise the impact of exercise and lifestyle on the way human bodies function</li> <li>• Understanding the risks associated with inactivity</li> </ul>	<ul style="list-style-type: none"> <li>• Science – human circulatory system and heart, impact of exercise and lifestyle on the way the body functions</li> <li>• PE – eg. Daily Mile, swimming lessons</li> <li>• PSHCE – Walk on Wednesday</li> <li>• Wider curriculum – active residential visits</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• Understand that animals, including humans, get nutrition from what they eat</li> <li>• Know the function of basic parts of the digestive system in humans</li> <li>• Knowing about food groups and how to create balanced meals</li> <li>• Know the negative effects of over-eating or eating too much from one food group</li> </ul>	<ul style="list-style-type: none"> <li>• DT – food technology</li> <li>• Science – healthy eating</li> <li>• PSHCE – school dinner choices</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the impact of poor diet on the body over the long term</li> <li>• Understanding how to use food group knowledge to plan healthy meals</li> <li>• Making links between food intake, energy expended and calorific burn</li> </ul>	<ul style="list-style-type: none"> <li>• Science – healthy eating, calories, impact of diet and lifestyle on the way the body functions</li> <li>• DT – food technology</li> </ul>

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing of the impact of drugs, alcohol and tobacco on the body</li> </ul>	<ul style="list-style-type: none"> <li>• Science - impact of drugs and lifestyle on the way the body functions</li> <li>•</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• Knowing that prolonged sun exposure can be unsafe</li> <li>• Knowing the damage that the sun can cause</li> <li>• Ensuring good dental health and knowing why this is important</li> <li>• Knowing about germ transmission routes and how to safeguard against them</li> </ul>	<ul style="list-style-type: none"> <li>• PSHCE – sun awareness training,</li> <li>• Science – teeth, personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing of the importance of immunisation and vaccination and the effects of this over time and in the present time</li> <li>• Having an awareness of allergies and how they manifest</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• Knowing how to call for emergency help</li> <li>• Basic first aid</li> </ul>	<ul style="list-style-type: none"> <li>• PSHCE – emergency service visits, first aid training</li> </ul>	<ul style="list-style-type: none"> <li>• Basic first aid certification</li> </ul>	<ul style="list-style-type: none"> <li>• PSHCE – emergency service visits, first aid training</li> </ul>
Changing bodies	<ul style="list-style-type: none"> <li>• Know of changes to teeth over time and how to ensure good dental hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Science - teeth</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the changes in humans as they age including the changes experience in puberty</li> <li>• Know of animal reproduction including human reproduction as part of the category of mammal reproduction</li> <li>• Know that living things produce offspring of the same kind but that they are not identical to their parents</li> </ul>	<ul style="list-style-type: none"> <li>• Science – animal reproduction, changes in the human body over time, puberty, menstruation</li> <li>• PSHCE</li> </ul>