

PSHE, Relationships Education and Health Education - Curriculum Links

Subject	Links & Opportunities
Science	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. We also look at how the children's bodies are similar and how they may differ too. Children also learn, through practical experiments, how different organs of our bodies work and how to keep them healthy.
Computing	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 (REAL LOVE ROCKS).
Physical Education (PE)	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. Health education can complement what is taught through PE by developing core knowledge and broader understanding that enables people to lead healthy, active lives. Children learn how to plan and set targets and that end goals may take time to be achieved but through hard work, resilience and determination they can be – whether that is individually or as part of a team.
R.E.	Through the RE curriculum we make a key contribution to pupils' personal development generally and also to school's provision for PSHE for example by providing opportunities for pupils' spiritual, moral, social and cultural development. As Britain is a multi-cultural nation with Christianity as the main religion of the population, Christianity receives the appropriate weighting within the religious education curriculum. However, we look at other religions in great depth and promote respect and understanding when learning about other religions.
English	We look at writing diaries, where emotions and situations are openly discussed and acted through drama so children can empathise with a variety of life events that may occur (Way Home book, WWII Postcards). The children learn to respect the wider world and local area when doing a variety of topics of work – one of which is where the children write to our local MP to suggest reasons to become a Plastic-Free Lake District. They learn to voice their concerns, reasons for doings so and also learn to respect the views of other people.
Maths	Our children learn what money is from an early age and progress to the Tenner Project where they research a product, design it and manufacture it. They also learn about profit and losses and how money is earned. They then learn how to make choices with their money on whether to re-invest or keep the profits that they give to charity.
Outdoor Ed	We have an extensive Outdoor Education provision where children learn to assess risk and manage it, make informed judgements and act upon these and work independently or as part of a team. They learn how different experiences can bring on different emotions and how these, coupled with different activities, can affect their minds and bodies. They also learn about how to recognise when they might need to ask for help and who to ask when they need it.
History	Children learn how they belong to different groups and communities: friendship groups, faith groups, clubs, classes etc. They learn how communities and civilisations of the past lived and imagine what it was to be a child in those times. This helps the children to learn about diverse communities, how and what it feels like to be part of these and how to be respectful toward people who may have lived/HElive differently.