

Curriculum links

England

PSHE

Key concepts

- 1.2 Healthy lifestyles: a recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.

Key processes

- 2.1 Critical reflection a reflect critically on their own and others' values and change their behaviour accordingly.
- 2.2 Decision-making and managing risk a use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary.
- 3 Range and content: where and how to obtain health information.
- 4 Curriculum opportunities a make real choices and decisions based on accurate information obtained through their own research using a range of sources

PSHE/PSD/PSE lesson

Wales

Skills

- **Developing thinking** when making informed decisions and choices effectively.

Developing communication

- Appreciate, reflect on and critically evaluate other points of view.

Range

Active Citizenship

- Engage in practical involvement in the community.
- Understand local and global issues.

Health and emotional wellbeing

- Understand statutory and voluntary organisations which support health and emotional wellbeing.

Moral and spiritual development

- Understand the range of values and principles by which people live.

Scotland

Citizenship

- respect for others.
- commitment to participate responsibly in social and cultural life.
- understand different beliefs and cultures.
- make informed choices and decisions.
- evaluate environmental, scientific and technological issues.
- develop informed, ethical views of complex issues.

Health and wellbeing

- develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives.
- make informed decisions in order to improve their physical, emotional and social wellbeing – apply their physical, emotional and social skills to pursue a healthy lifestyle.

Social Studies

- develop the capacity for critical thinking, through accessing, analysing and using information.
- form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures.

Northern Ireland

Learning for Life and Work

Personal Development

- develop an understanding of how to maximise and sustain their own health and well-being;

Local and Global Citizenship

- identify and exercise their rights and social responsibilities in relation to local, national and global issues.

England

Science

How science works
Knowledge skills and understanding
1.4 Applications and implications of science.

Students should be taught:

- a) about the use of contemporary scientific and technological developments and their benefits, drawbacks and risks.
- 2.1 Organisms and health
In their study of science, the following should be covered:
 - e) human health is affected by a range of environmental and inherited factors.

Wales

Science

Learners develop their ability to relate their understanding of science to their own and others' decisions about lifestyles and to scientific and technological developments in society.

Range

- Scientific and technological developments, their benefits, drawbacks and risks.
- Ethical, social and environmental issues and their interaction with science.

Organisms and health

5. Human health is affected by a range of environmental and inherited factors, by the use and misuse of drugs, and by medical treatments.

Scotland

Science in society

- Knowledge and understanding of the ways in which science and technology present individuals and communities with ethical choices.

Sciences

- Recognise the impact science makes on their lives, on the lives of others, on the environment and on culture.
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science.

Northern Ireland

Single and Double science

The application of science
Pupils should use their scientific knowledge and skills to make decisions and judgements and consider the effects of scientific and technological developments on individuals, communities and environments.

Double science

- Living organisms
- j) extend their knowledge of the circulatory system in humans to include the names of the main blood vessels entering and leaving the heart, and the main organs of the body (limited to lungs, kidney, liver and intestine);
 - k) understand the defence mechanisms of the body including the role of blood – clotting; antibodies and antigens, and types of active and passive immunity

Science lesson – blood

Science lesson – organs

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Single and Double science

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Single science

- Living organisms
- t) learn the basic functions of the major organ systems

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Religious Education

Key concepts

1.6 Values and commitments

Synthesising evidence and arguments about moral values and how they can relate to beliefs and experience.

2 Key processes

2.2 Learning from religion

- c) evaluate issues, beliefs, commitments and the influence of religion, including philosophical, spiritual and ethical perspectives.

Religious Education

Develop their beliefs attitudes, moral values and practices through reflection, discovery and critical evaluation and make a positive difference to the world by putting their beliefs and values into action.

Religious Education

- 3 Morality
- b) life and global issues
human rights and responsibilities