

## Appendix 1

### Science, Citizenship, PE, Computing national curriculum

In accordance with the DfE's 'Relationship and Sex Education and Health Education Statutory Guidance' 2019, there are certain aspects of the subjects which are compulsory for pupils to learn.

#### National curriculum in England: Science programmes of study - Updated 6 May 2015

<b>1. KS3 Pupils should be taught about:</b>
<ul style="list-style-type: none"> <li>1.1. reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta</li> <li>1.2. reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms</li> <li>1.3. the effects of recreational drugs (including substance misuse) on behaviour, health and life processes</li> </ul>
<b>2. KS4 Pupils should be taught about:</b>
<ul style="list-style-type: none"> <li>2.1. the relationship between health and disease</li> <li>2.2. communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)</li> <li>2.3. non-communicable diseases</li> <li>2.4. bacteria, viruses and fungi as pathogens in animals and plants</li> <li>2.5. body defenses against pathogens and the role of the immune system against disease</li> <li>2.6. reducing and preventing the spread of infectious diseases in animals and plants</li> <li>2.7. the process of discovery and development of new medicines</li> <li>2.8. the impact of lifestyle factors on the incidence of non-communicable diseases</li> <li>2.9. principles of nervous coordination and control in humans</li> <li>2.10. the relationship between the structure and function of the human nervous system</li> <li>2.11. the relationship between structure and function in a reflex arc</li> <li>2.12. principles of hormonal coordination and control in humans</li> <li>2.13. hormones in human reproduction, hormonal and non-hormonal methods of contraception</li> <li>2.14. homeostasis</li> </ul>

**National curriculum in England: Citizenship programmes of study for key stages 3 and 4 -  
Published 11 September 2013**

**3. Key stage 3 Pupils should be taught about:**

- 3.1. the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- 3.2. the operation of Parliament, including voting and elections, and the role of political parties
- 3.3. the precious liberties enjoyed by the citizens of the United Kingdom
- 3.4. the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- 3.5. the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- 3.6. the functions and uses of money, the importance and practice of budgeting, and managing risk

**4. Key stage 4 Pupils should be taught about:**

- 4.1. parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- 4.2. the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- 4.3. other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- 4.4. local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- 4.5. human rights and international law
- 4.6. the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- 4.7. diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- 4.8. the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- 4.9. income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

**National curriculum in England: Computing programmes of study - Published 11 September 2013**

<b>5. Key stage 3 Pupils should be taught to:</b>
5.1. understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns
<b>6. Key stage 4 All pupils should be taught to:</b>
6.1. understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns

**National curriculum in England: PE programmes of study - Published 11 September 2013**

<b>7. Key stage 3 Pupils should be taught to:</b>
7.1. use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
7.2. develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
7.3. perform dances using advanced dance techniques in a range of dance styles and forms
7.4. take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
7.5. analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
7.6. take part in competitive sports and activities outside school through community links or sports clubs

**8. Key stage 4 Pupils should be taught to:**

- 8.1. use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- 8.2. develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] or other physical activities [for example, dance]
- 8.3. take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- 8.4. evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- 8.5. continue to take part regularly in competitive sports and activities outside school through community links or sports clubs