



‘Be the light...’

let your light shine before others, so that they may see your good works and give glory to your Father in heaven.
(Matt. 5:14-16)

We are a church school where education is nourished through the teachings of Jesus Christ, enabling each child to fulfil their potential and which reflects our commitment to academic excellence.

Relationships, Sex and Health Education (RSHE)

Intent:

At Norley C of E Primary School, we want the teaching of safeguarding to play an integral part in our children’s learning and life. We believe a safeguarding curriculum is essential to enable them to navigate their way through the modern world and be successful, valuable and socially responsible citizens who know how to keep themselves safe and well. We ensure the RSHE expectations are met. Through this provision, our children should be well equipped, with the **belief** in themselves, to make informed decisions about their life choices and how they impact on their own and others’ lives. In addition to this we prepare them for success and to **achieve** in their education, career and for life in modern Britain both now and in their future. By enabling our children to develop their own skills, knowledge and understanding of how to be who they are, understand the world they are **growing** up in and how to keep themselves safe in all areas of their world, we believe that we are giving each and every one of them the best chance in their lives ahead.

Implementation:

At Norley C of E Primary School we use HeartSmart, No Outsiders and Hope Education materials. This allows us to create a bespoke, needs based, RSHE curriculum tailored to our cohort. We ensure high quality teaching & learning of RSHE by providing staff with tailored CPD to ensure their confidence & knowledge of the curriculum. This allows us to adhere to the DfE guiding principles that RSHE should:

- be age appropriate and developmentally appropriate.
- be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, while always with the aim of providing pupils with the knowledge they need of the law.
- be developed to support all young people to be happy, healthy and safe
- Equip children and young people with skills and attributes they need in adult life to make a positive contribution to society
- helps children from all backgrounds build positive and safe relationships, and to thrive in modern Britain
- take into account the various different forms family life can take, and schools with a religious character have flexibility to build on the core content by reflecting their beliefs in their teaching

The teaching of our safeguarding curriculum takes a variety of forms in order to engage all learners affectively and provide variation in addressing the range of topics we cover. These include, but are not limited to:

- Whole class lessons taught weekly
- Discrete RSHE lessons
- Cross-curricular coverage of RSHE objectives
- Sex Education (UKS2)
- Circle time (EYFS, KS1)
- Assemblies
- Topics designed around RSHE themes
- Participation in annual enrichment events such as Safer Internet Day, Anti-Bullying Week and Enterprise projects.

Impact:

Children will leave Norley C of E Primary School at the end of Key Stage 2 ready to transition seamlessly to their high schools with a suitable knowledge about how to conduct themselves and stay safe in their developing world. Our children demonstrate resilience, perseverance and independence with a social and cultural understanding that allows them to engage well with those around them and be able to respond to new opportunities and real life situations.

Long Term Planning

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education	Families and people who care for me Respectful relationship Online relationships Caring friendships Being safe				Mental wellbeing Physical health and fitness Healthy eating Health and prevention Basic first aid Drugs, alcohol and tobacco Internet safety and harms Changing adolescent body (yr5 &6)	
Heartsmart	Get Heartsmart	Don't Forget to let Love in	Too Much Selfie isn't Healthy	Don't Rub it in Rub it out	Fake is a Mistake	No Way Through isn't True!
Science Links						
Yr 1/2						
Yr 3/4			<u>Habitats and living things</u> Can I recognise that living things can be grouped in a variety of ways? Can I explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment? Can I recognise that environments can change and that this can sometimes pose dangers to living things?			

Yr 5/6					<u>Living things and their habitats</u> Can I describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird? Can I describe the life process of reproduction in some plants and animals? Can I describe the changes as humans develop to old age? Can I 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? Can I give reasons for classifying plants and animals based on specific characteristics?	
Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 1/2			<u>Living things and their habitats</u> Can I explore and compare the differences between things that are living, dead, and things that have never been alive? Can I identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other? Can I identify and name a variety of plants and animals in their habitats, including microhabitats? Can I describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food?		<u>Animals, including humans</u> Can I notice that animals, including humans, have offspring which grow into adults? Can I find out about and describe the basic needs of animals, including humans, for survival (water, food and air)? Can I describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene? Can I identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals? Can I identify and name a variety of common animals that are carnivores, herbivores and omnivores?	

			Can I compare the structure of a variety of a variety of common animals (fish, amphibians, reptiles, birds, mammals, including pets)? Can I identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense?	
Yr 3/4				<u>Animals, including humans</u> Can I understand why humans and some other animals have skeletons and muscles for support, protection and movement? Can I understand why animals, including humans, need the right types and amount of nutrition? Can I understand why animals including humans make their own food and get nutrition from what they eat? Can I describe how the basic parts of the digestive system in humans work? Can I identify the different types of teeth in humans and their simple functions? Can I construct and interpret a variety of food chains, identifying producers, predators and prey?
Yr 5/6			<u>Evolution and inheritance</u> Can I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago? Can I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? Can I identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?	<u>Animals including humans</u> Can I identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood? Can I recognise the impact of diet, exercise, drugs and lifestyle on

				the way their bodies function? Can I describe the ways in which nutrients and water are transported within animals, including humans?
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