



## SIR JOHN LILLIE PRIMARY SCHOOL

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Headteacher: Sue Hayward

Dear Parents / Carers,

As you will be aware, every year the Living and Growing / Growing Up element of our Personal, Social and, Health Education (PSHE) programme is delivered for each year group. The Department for Education has also put guidance in place for all primary schools stating that **the teaching of Relationships Education is statutory**. These lessons will take place in the Summer term.

The aim of teaching children in primary school is to support children's life-long journey of learning about their physical, moral and emotional development, looking at attitudes and values, and developing personal and social skills. All of the lessons will be in keeping with the school's ethos and beliefs.

It is important to note that the main biological part of Living and Growing is covered through the **compulsory** science curriculum:

### Key Stage 1 (Years 1 & 2)

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

### Key Stage 2 (Years 3- 6)

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

In addition, the **social, moral and emotional** aspects of Living and Growing are taught through the PSED programme which includes the **statutory** elements of Health and Relationships Education.

Lessons in Year 1,2,3 and 4 will be delivered by the class teacher, while some of the lessons in Year 5 and 6 will be taught by a specialist educator, who has been delivering these sessions at SJL for many years and is in high demand.

Please see overleaf for a more detailed account of the learning that will be covered in your child's year group



# Year 2 Safety and the changing body

**SCIENCE - notice that animals, including humans, have offspring which grow into adults**

## Programmes of Study

PSHE Framework 3d, about the process of growing from young to old and how people's

needs change  
3e, the names of the main parts of the body  
4c, to identify and respect the differences and similarities between people

## Science Attainment Targets

notice that animals, including humans, have offspring which grow into adults

## Learning Intentions and Learning Outcomes

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
<b>Learning objective</b>	To understand what the internet is and how it can help us	To understand how to stay safe when using the internet	To begin to understand the difference between secrets and surprises	To begin to understand the concept of privacy and the correct vocabulary for body parts	To understand safe and unsafe touches	To know my body is important and belongs to me	To understand ways to keep safe on and near roads	To understand ways to keep safe on and near roads	To begin to understand how to stay safe with medicines
<b>Statutory learning objective</b>	<p><b>Internet and safety links:</b></p> <ul style="list-style-type: none"> <li>Pupils should know that for most people the internet is an integral part of life and has many benefits.</li> </ul>	<ul style="list-style-type: none"> <li>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> </ul>	<p><b>Being safe:</b></p> <ul style="list-style-type: none"> <li>about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe</li> <li>To begin to understand the concept of privacy and the correct vocabulary for body parts.</li> </ul>	<ul style="list-style-type: none"> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do.</li> </ul>	<p><b>Being safe:</b></p> <ul style="list-style-type: none"> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>	<p><b>RSE Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> </ul> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>Road safety is not included in the statutory guidance. However, it is still an important area for children to learn about and features in the PSHE Association's Programme of Study for PSHE: Health and Wellbeing &gt; Keeping Safe &gt; strategies for keeping safe in the local environment or unfamiliar places (rail, water, road)</p>	<p><b>DAE:</b> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	

**Please note:**

Parents/Carers of years 5 and 6 have the right to withdraw their child from those elements of Living and Growing that are **not included** in the National Science Curriculum and any non-statutory elements of Health and Relationships Education. The content covered in all other year groups is **statutory** and does not include any Sex Education objectives. If you are concerned or have any questions, then we would encourage you to speak to your child's teacher. These individual decisions do not influence the curriculum that we follow, which has been designed in keeping with **government guidance** that is used in schools **nationally**. If you would like to withdraw your child, please let your child's class teacher know directly and **put your request in writing addressed to the head teacher**. If you have any questions, please do not hesitate to speak to a member of the senior leadership team or your child's class teacher.

Yours sincerely,

Victoria Hall and Chloe Grassie  
PSHE and Senior Mental Health Leads

