



SIR JOHN LILLIE PRIMARY SCHOOL

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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 3 Safety and the changing body

Programmes of Study

PSHE Framework

1b to recognise their worth as individuals
4e to recognise and challenge stereotypes

3e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable

4c, be aware of different types of relationship, including marriage and those between friends and families
4g where individuals, families and groups can get help and support

Learning Intentions and Learning Outcomes

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Learning objective	To understand the role I can take in and emergency situation.	To understand how to help if someone has been stung or bitten.	To understand the importance of being kind online and what this looks like.	To understand that cyberbullying involves being unkind online.	To understand that not all emails are genuine	To understand the choices people can make and those which are made by others.	To begin to recognise who and what can influence our decisions.	To develop an understanding of safety on or near roads.
Statutory learning objective	Basic first aid how to make a clear and efficient call to emergency services if necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries	Basic first aid how to make a clear and efficient call to emergency services if necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries	Internet and safety harms 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. Online relationships 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.	Internet and safety harms that for most people the internet is an integral part of life and has many benefits that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. where and how to report concerns and get support with issues online where and how to report concerns and get support with issues online Mental wellbeing that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing where to get advice e.g. family, school and/or other sources Online relationships > Pupils should know: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them where and how to report concerns and get support with issues online	Internet and safety harms How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted Where and how to report concerns and get support with issues online	DAE The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	DAE The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Road safety is not included in the statutory guidance however it does features in the PSHE Association's Programme of Study for PSHE: Health and Wellbeing > Keeping Safe > strategies for keeping safe in the local environment or unfamiliar places (rail, water, road).

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

