



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 5 Safety and the changing body



Science objectives

- 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.
- (notes and guidance: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)
- describe the changes as humans develop to old age.

(notes and guidance: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.)

Programmes of Study

PSHE Framework
1d) to recognise as they approach puberty, how people's emotions change at that time

and how to deal with their feelings towards themselves, their families and others in a positive way
3c, learn about how the body changes as children approach puberty

Science Attainment Targets

describe the changes as humans develop to old age

Learning Intentions and Learning Outcomes

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Learning objective	To begin to understand some issues related to online friendships including the impact of their actions	To learn about staying safe online	To understand physical changes during puberty	To understand the menstrual cycle	To understand emotional changes during puberty	To understand how to help someone who is bleeding	To begin to understand the influence others have on us and how we can make our own decisions
Statutory learning objective	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 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.	PSHE Association's Programme of Study for PSHE Education.	<ul style="list-style-type: none"> Changing adolescent body > key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Science: Y5 > Animals including humans: describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> Changing adolescent body: Pupils should know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Pupils should know about menstrual wellbeing including the key facts about the menstrual cycle. 	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	<p>Basic first aid</p> <p>Pupils should know:</p> <p>How to make a clear and efficient call to emergency services if necessary.</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Alongside the class teacher, these sessions will be delivered by Kat Francois who is a consultant and educator for PHSE, Relationships and Internet Safety for young people. Prior to Kat's sessions, parents will be invited to attend a workshop where she will share her resources and be able to answer any questions.

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. 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

