



## 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 6 Safety and the changing body

## Programmes of Study

PSHE Framework  
3c, learn about how the body changes as they approach puberty  
4c to be aware of different types of relationships, including marriage

and those between friends and families, and to develop the skills to be effective in relationships  
3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how

to ask for help and use basic techniques for resisting pressure to do wrong

## Science Attainment

### Targets

describe the life process of reproduction in some plants and animals

## Learning Intentions and Learning Outcomes

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Learning objective	To begin to understand the risks of alcohol	To start to become a discerning consumer of information online	To understand that online relationships should be treated in the same way as face to face relationships	Physical and emotional changes of puberty	Conception (Parents can withdraw their child from part of this lesson)	To understand the development of the baby during pregnancy (Parents have the right to withdraw their child from this lesson)	To understand how to help someone who is choking	To understand how to help someone who is unresponsive
Statutory learning objective	Children should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. National curriculum > Science > Animals including humans > Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.	<ul style="list-style-type: none"> <li>Internet and safety harms</li> <li>Pupils should know:</li> <li>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>	<p>Respectful relationships The importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>Online relationships That people sometimes behave differently online, including by pretending to be someone they are not 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</p> <p>Internet safety and harms How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the</p>	Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes.	<p>Pupils should know:</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle Other information:</p> <p>Some of this lesson goes beyond the requirements of the statutory guidance however the DfE recommends that it is good practice for children to understand how a baby is conceived and born before going to secondary school</p>	<p>This lesson goes beyond the teaching requirements of the statutory guidance however the DfE recommends that:</p> <p>“all Primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupil. It should ensure both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science – how a baby is conceived and born” (point 67 page 23).</p> <p>Note: each school can decide its approach to this</p>	<p>Basic first aid</p> <p>Pupils should know:</p> <p>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.</p>	<p>Basic first aid</p> <p>Pupils should know:</p> <p>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.</p>

		<p>importance of keeping personal information private 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</p> <p>Mental wellbeing That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p>			<p>and that parents would have the right to withdraw their children from this lesson.</p>		
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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

