

Growing and Changing

(Red = Science)

	Knowledge	Skills
Nursery	<ul style="list-style-type: none"> • Talk about change in the environment • Describe the changes in babies, young animals and plants as they grow • Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like 	<ul style="list-style-type: none"> • I can describe the different seasons. • I can talk about how babies and animals grow. • I can tell you how boys and girls can be different or the same.
Reception	<ul style="list-style-type: none"> • Understand that there are changes in nature and humans. • Name the different stages in childhood and growing up. • Understand that babies are made by a man and a woman. • Use the correct vocabulary when naming the different parts of the body. • Know how to keep themselves safe. 	<ul style="list-style-type: none"> • I can describe the life cycle of an animal or plant. • I can describe how a baby grows to an adult and what they might need. • I can tell you the scientific names for my body parts. • I can tell you the PANTS rule.
Y1	<ul style="list-style-type: none"> • To think of what babies need to stay happy and healthy. • To identify the changes they have made since they were a baby. • To identify the difference between a surprise and a secret. To identify who they can talk to about secrets. • To identify some internal organs and systems and those body parts which are private. • To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts. 	<ul style="list-style-type: none"> • I can tell you some things that babies need. • I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do. • I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried. • I can name the body parts girls and boys have that are the same and which body parts are different. • I can name the adults I can talk to at home and school if I need help.
Y2	<ul style="list-style-type: none"> • To give positive feedback to someone. • To recognise the range of feelings associated with loss and to discuss things people can do to feel better. • To identify the different stages of growth and what people are able to do at these different stages. • To identify the human private parts (Penis and Vagina) 	<ul style="list-style-type: none"> • I can give support to a friend. • I can describe feelings of loss and suggest what someone can do if a friend moves away. • I can describe the stages of growth I have been through and what I look forward to in my future. • I can talk about keeping private parts private.

	<ul style="list-style-type: none"> To explain who can see someone's private part, what consent means and how to protect privacy. 	
Y3	<ul style="list-style-type: none"> To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space. To identify the different types of relationships people have and their different purposes and qualities. To identify what makes a positive relationship and what makes a negative relationship. 	<ul style="list-style-type: none"> I can explain what body space is and how it feels when someone is too close to me. I can tell you some of the different relationships I have. I can tell you what qualities a healthy positive relationship has.
Y4	<ul style="list-style-type: none"> To identify puberty changes. To identify the different emotional reactions to different types of change and discuss. To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely. 	<ul style="list-style-type: none"> I can describe how change can make a person feel (both negative and positive). I can explain why young people can have mixed up feelings when they go through puberty. I can explain why puberty happens. I can explain why some people choose to get married, have a civil ceremony or live together.
Y5	<ul style="list-style-type: none"> To learn what happens to a woman or a man's body during puberty and that this is linked to reproduction. (Y4 Scarf) To understand the different parts of male and female genitalia To describe the intensity of different feelings and strategies to build resilience. To understand the different types of feelings and emotions associated with puberty. To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality. To identify the different types of products someone might use during puberty or menstruation. To explain how people might feel at times of change and loss. To consider strategies when coping with this. 	<ul style="list-style-type: none"> I can begin to manage challenging emotions by building my resilience. I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict. I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe. I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need. I can give examples of feelings and emotions people have at times of change.

Y6

- To identify types of emotional responses and some strategies for coping with change.
- To identify the physical and emotional challenges faced during puberty and the strategies or support available for this.
- To understand how healthy relationships and reproduction link and how babies are made.
- To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities.
- To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.
- To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.

- I can name some of the feelings and emotions people have during change.
- I can give examples of how someone could cope with or get support during puberty.
- I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.
- I can explain how to stay safe when sharing images and information online.
- I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.