

Please find below the learning outcomes from the lessons taught within the Growing and Changing Units for Y1-Y6.

I have given a brief summary of the content of the lessons within the Growing and Changing unit until the new EYFS framework is published and specific learning outcomes are written..

RECEPTION:

UNIT: Growing and changing

SCARF LESSON PLANS:

- **Seasons**
- **Life stages** – plants, animals, humans
- **Life stages** – human life stages – who will I be?
- **Where do babies come from?** – Children are introduced to the idea that babies come from a woman’s tummy and that they get there because of a type of seed, called an egg, from mummy/a woman and a type of seed, called a sperm, from daddy/a man.
- **Getting bigger** – Changes from babies to now. What can you do now that you couldn’t do as a baby?
- **Me and my body** - Children are introduced to the term ‘private parts’ as parts of the body that are covered up by their underwear/pants and that privates are private. They are taught to use the correct vocabulary when naming the different parts of the body (penis/testicles and vulva/vagina). We will be using the NSPCC PANTS resource to deliver this lesson.

UNIT: Keeping myself safe

SCARF LESSON PLANS:

- **Keeping safe online** – understanding how to recognise the feeling that something is wrong and how to get help if this happens, particularly in relation to things that they have seen online.
- **Listening to my feelings** - Consent and safe and unsafe touches

It is important to note that the content below is statutory within the Science National Curriculum.

Year 1: Children are taught to identify, name, draw and label the basic parts of the human body

Year 2: Children are taught that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not be expected to understand how reproduction occurs.

Year 5: Children are taught about the life cycles of humans and animals, including sexual reproduction in animals. They also learn about the changes that happen in humans from birth to old age. This includes learning about the changes that experienced in puberty.

Year 1 Summer 2 Unit: Growing and Changing	Year 2 Summer 2 Unit: Growing and Changing	Year 3 Summer 2 Unit: Growing and Changing
<p>Children will be able to:</p> <ul style="list-style-type: none"> •Name major internal body parts (heart, lungs, blood, stomach, intestines, brain). •Understand and explain the simple bodily processes associated with them. •Understand some of the tasks required to look after a baby. •Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. •Identify things they could do as a baby, a toddler and can do now. •Identify the people who help/helped them at those different stages. •Explain the difference between teasing and bullying. •Give examples of what they can do if they experience or witness bullying. •Say who they could get help from in a bullying situation. •Explain the difference between a secret and a nice surprise. •Identify situations as being secrets or surprises. •Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. •Identify parts of the body that are private – using language of penis and vulva for external genitals. •Describe ways in which private parts can be kept private. •Identify people they can talk to about their private parts. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> •Demonstrate simple ways of giving positive feedback to others. •Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. •Identify different stages of growth (e.g. baby, toddler, child, teenager, adult). •Understand and describe some of the things that people are capable of at these different stages. •Identify which parts of the human body are private – using language of penis, testicles, vulva and nipples. •Explain that a person's genitals help them to make babies when they are grown up. •Understand that humans mostly have the same body parts but that they can look different from person to person. •Explain what privacy means. •Know that you are not allowed to touch someone's private belongings without their permission. •Give examples of different types of private information. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> •Identify different types of relationships. •Recognise who they have positive healthy relationships with. •Understand what is meant by the term body space (or personal space). •Identify when it is appropriate or inappropriate to allow someone into their body space. •Rehearse strategies for when someone is inappropriately in their body space. •Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. •Recognise how different surprises and secrets might make them feel. •Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

Year 4 Summer 2 Unit: Growing and Changing	Year 5 Summer 1 Unit: Growing and Changing	Year 6 Summer 2 Unit: Growing and Changing
<p>Children will be able to:</p> <ul style="list-style-type: none"> •Describe some of the changes that happen to people during their lives. •Suggest people who may be able to help them deal with change. •Name some positive and negative feelings. •Understand how the onset of puberty can have emotional as well as physical impact. •Suggest reasons why young people sometimes fall out with their parents. •Take part in a role play practising how to compromise. •Identify parts of the body that males and females have in common and those that are different. •Know the correct terminology for their genitalia - using language of penis, testicles and vulva. •Understand and explain why puberty happens. •Know the key facts of the menstrual cycle (including learning terminology for female internal reproductive organs) •Understand that periods are a normal part of puberty for girls. •Identify some of the ways to cope better with periods. •Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. •Recognise how different surprises and secrets might make them feel. •Know who they could ask for help if a secret made them feel uncomfortable or unsafe. •Understand that marriage is a commitment to be entered into freely and not against someone's will. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> •Use a range of words and phrases to describe the intensity of different feelings. •Distinguish between good and not so good feelings, using appropriate vocabulary to describe these. •Explain strategies they can use to build resilience. •Identify people who can be trusted. •Understand what kinds of touch are acceptable or unacceptable. •Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. •Explain how someone might feel when they are separated from someone or something they like. •Suggest ways to help someone who is separated from someone or something they like. •Know the correct words for female and male external sexual organs. •Discuss some of the myths associated with puberty. •Identify some products that they may need during puberty and why. •Know what menstruation is and why it happens. •Recognise how our body feels when we're relaxed. •List some of the ways our body feels when it is nervous or sad. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> •Recognise some of the changes they have experienced and their emotional responses to those changes. •Suggest positive strategies for dealing with change. •Identify people who can support someone who is dealing with a challenging time of change. •Understand that fame can be short-lived. •Recognise that photos can be changed to match society's view of perfect. •Identify qualities that people have, as well as their looks. •Define what is meant by the term stereotype. •Recognise how the media can sometimes reinforce gender stereotypes. •Recognise that people fall into a wide range of what is seen as normal. •Challenge stereotypical gender portrayals of people. •Understand the risks of sharing images online and how these are hard to control, once shared. •Understand that people can feel pressured to behave in a certain way because of the influence of the peer group. •Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. •Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it.

<ul style="list-style-type: none"> •Recognise that marriage includes same sex and opposite sex partners. •Know the legal age for marriage in England or Scotland. •Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. 	<ul style="list-style-type: none"> •Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. •Identify the consequences of positive and negative behaviour on themselves and others. •Give examples of how individual/group actions can impact on others in a positive or negative way. •Explain the difference between a safe and an unsafe secret; •Identify situations where someone might need to break a confidence in order to keep someone safe. •Recognise that some people can get bullied because of the way they express their gender. •Give examples of how bullying behaviours can be stopped. 	<ul style="list-style-type: none"> •Suggest strategies that would help someone who felt challenged by the changes in puberty. •Understand what FGM is and that it is an illegal practice in this country. •Know where someone could get support if they were concerned about their own or another person's safety. •Explain the difference between a safe and an unsafe secret. •Identify situations where someone might need to break a confidence in order to keep someone safe. •Identify the changes that happen through puberty to allow sexual reproduction to occur. •Know a variety of ways in which the sperm can fertilise the egg to create a baby (conception – non-statutory sex education) •Know the legal age of consent and what it means.
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