

# Growing and Changing Unit 2022 – 2023 Spring Term 2 Woolaston Primary School

| Growing and Changing RECEPTION                 |                                                                                                                                                                                                                                                                                                                                                                                                    |
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| SCARF Lesson Plan title & half-termly unit     | SCARF Lesson Plan Learning Outcomes RECEPTION                                                                                                                                                                                                                                                                                                                                                      |
|                                                | <b>Overarching learning intentions across this unit</b><br>Children will be able to: <ul style="list-style-type: none"> <li>• Understand that there are changes in nature and humans.</li> <li>• Name the different stages in childhood and growing up.</li> <li>• Use the correct vocabulary when naming the different parts of the body.</li> <li>• Know how to keep themselves safe.</li> </ul> |
| Seasons                                        | <ul style="list-style-type: none"> <li>• Name the different seasons and describe their differences.</li> <li>• Explain the changes that occur as seasons change.</li> <li>• Talk about how they have grown in resilience.</li> </ul>                                                                                                                                                               |
| Life stages – plants, animals, humans          | <ul style="list-style-type: none"> <li>• To understand that animals and humans change in appearance over time.</li> <li>• Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals).</li> <li>• Make observations and ask questions about living things.</li> </ul>                                                                              |
| Life stages: Human life stage – who will I be? | <ul style="list-style-type: none"> <li>• Retell a story and respond to questions about it.</li> <li>• Use the language and describe the different life stages of: baby, child, teenager, adult, older age.</li> <li>• Talk about their own experience of growing up.</li> </ul>                                                                                                                    |
| Getting bigger                                 | <ul style="list-style-type: none"> <li>• Talk about how they have changed as they have grown.</li> <li>• Explain the differences between babies, children, and adults.</li> <li>• Understand that we are all unique.</li> </ul>                                                                                                                                                                    |
| Me and my body – girls and boys                | <ul style="list-style-type: none"> <li>• Name parts of the body using the correct vocabulary.</li> <li>• Explain which parts of their body are kept private and safe and why.</li> <li>• Tell or ask an appropriate adult for help if they feel unsafe.</li> </ul>                                                                                                                                 |

## Growing and Changing YEAR 1

SCARF Lesson Plan title &  
half-termly unit

SCARF Lesson Plan Learning Outcomes YEAR 1

| SCARF Lesson Plan title &<br>half-termly unit | SCARF Lesson Plan Learning Outcomes YEAR 1                                                                                                                                                                                                                                                       |
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| Inside my wonderful body!                     | <ul style="list-style-type: none"> <li>•Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> <li>•Understand and explain the simple bodily processes associated with them.</li> </ul>                                                                          |
| Taking care of a baby                         | <ul style="list-style-type: none"> <li>•Understand some of the tasks required to look after a baby;</li> <li>•Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</li> </ul>                                                          |
| Then and now                                  | <ul style="list-style-type: none"> <li>•Identify things they could do as a baby, a toddler and can do now;</li> <li>•Identify the people who help/helped them at those different stages.</li> </ul>                                                                                              |
| Who can help?(2)                              | <ul style="list-style-type: none"> <li>•Explain the difference between teasing and bullying;</li> <li>•Give examples of what they can do if they experience or witness bullying;</li> <li>•Say who they could get help from in a bullying situation.</li> </ul>                                  |
| Surprises and secrets                         | <ul style="list-style-type: none"> <li>•Explain the difference between a secret and a nice surprise;</li> <li>•Identify situations as being secrets or surprises;</li> <li>•Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> </ul> |
| Keeping privates private                      | <ul style="list-style-type: none"> <li>•Identify parts of the body that are private;</li> <li>•Describe ways in which private parts can be kept private;</li> <li>•Identify people they can talk to about their private parts.</li> </ul>                                                        |

## Growing and Changing YEAR 2

SCARF Lesson Plan title &  
half-termly unit

SCARF Lesson Plan Learning Outcomes YEAR 2

|                                                       |                                                                                                                                                                                                                                                                                  |
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| A helping hand                                        | •Demonstrate simple ways of giving positive feedback to others.                                                                                                                                                                                                                  |
| Sam moves house                                       | •Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.                                                                                                                                                           |
| Haven't you grown?                                    | •Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);<br>•Understand and describe some of the things that people are capable of at these different stages.                                                                                          |
| My Body, your body                                    | •Identify which parts of our body are private<br>•Explain that our genitals help us make babies when we are older<br>•Understand that we mostly have the same body parts but how they look is different from person to person.                                                   |
| Where do babies come from?<br>** moved from Reception | <ul style="list-style-type: none"> <li>• Explain that a baby is made by a woman and a man, and grows inside a mother's tummy.</li> <li>• Understand that every family is different.</li> <li>• Talk about similarities and differences between themselves and others.</li> </ul> |
| Respecting privacy                                    | •Explain what privacy means<br>•Know that you are not allowed to touch someone's private belongings without their permission<br>•Give examples of different types of private information.                                                                                        |
| Basic first aid                                       |                                                                                                                                                                                                                                                                                  |

## Growing and Changing YEAR 3

SCARF Lesson Plan title &  
half-termly unit

SCARF Lesson Plan Learning Outcomes YEAR 3

| Relationship Tree  | <ul style="list-style-type: none"> <li>•Identify different types of relationships;</li> <li>•Recognise who they have positive healthy relationships with.</li> </ul>                                                                                                                                                                  |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Body space         | <ul style="list-style-type: none"> <li>•Understand what is meant by the term body space (or personal space);</li> <li>•Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>•Rehearse strategies for when someone is inappropriately in their body space.</li> </ul>                     |
| Secret or surprise | <ul style="list-style-type: none"> <li>•Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>•Recognise how different surprises and secrets might make them feel;</li> <li>•Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul> |
| Basic first aid    |                                                                                                                                                                                                                                                                                                                                       |

## Growing and Changing YEAR 4

| SCARF Lesson Plan title & half-termly unit | SCARF Lesson Plan Learning Outcomes YEAR 4                                                                                                                                                                                                                                                                                                                                                                              |
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| Moving house                               | <ul style="list-style-type: none"> <li>•Describe some of the changes that happen to people during their lives;</li> <li>•Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>•Suggest people who may be able to help them deal with change.</li> </ul>                                                                                                                 |
| My feelings are all over the place!        | <ul style="list-style-type: none"> <li>•Name some positive and negative feelings;</li> <li>•Suggest reasons why young people sometimes fall out with their parents;</li> <li>•Take part in a role play practising how to compromise.</li> </ul>                                                                                                                                                                         |
| All change!                                | <ul style="list-style-type: none"> <li>•Identify parts of the body that males and females have in common and those that are different;</li> <li>•Know the correct terminology for their genitalia;</li> <li>•Understand and explain why puberty happens.</li> </ul>                                                                                                                                                     |
| Preparing for changes at puberty           | <ul style="list-style-type: none"> <li>•Know the key facts of the menstrual cycle;</li> <li>•Understand that periods are a normal part of puberty for girls;</li> <li>•Identify some of the ways they can cope better with periods.</li> </ul>                                                                                                                                                                          |
| My changing body<br>Moved FROM YEAR 3**    | <ul style="list-style-type: none"> <li>•Recognise that babies come from the joining of an egg and sperm;</li> <li>•Explain what happens when an egg doesn't meet a sperm;</li> <li>•Understand that for girls, periods are a normal part of puberty.</li> </ul>                                                                                                                                                         |
| Secret or surprise?                        | <ul style="list-style-type: none"> <li>•Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>•Recognise how different surprises and secrets might make them feel;</li> <li>•Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>                                                                                   |
| Together                                   | <ul style="list-style-type: none"> <li>•Understand that marriage is a commitment to be entered into freely and not against someone's will;</li> <li>•Recognise that marriage includes same sex and opposite sex partners;</li> <li>•Know the legal age for marriage in England or Scotland;</li> <li>•Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul> |

## Growing and Changing YEAR 5

SCARF Lesson Plan title &  
half-termly unit

SCARF Lesson Plan Learning Outcomes YEAR 5

|                                            |                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How are they feeling?                      | <ul style="list-style-type: none"> <li>• Use a range of words and phrases to describe the intensity of different feelings</li> <li>• Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> <li>• Explain strategies they can use to build resilience.</li> </ul>    |
| Taking notice of our feelings              | <ul style="list-style-type: none"> <li>• Identify people who can be trusted;</li> <li>• Understand what kinds of touch are acceptable or unacceptable;</li> <li>• Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</li> </ul> |
| Dear Hetty                                 | <ul style="list-style-type: none"> <li>• Explain how someone might feel when they are separated from someone or something they like;</li> <li>• Suggest ways to help someone who is separated from someone or something they like.</li> </ul>                                                                         |
| Changing bodies and feelings               | <ul style="list-style-type: none"> <li>• Know the correct words for the external sexual organs;</li> <li>• Discuss some of the myths associated with puberty.</li> </ul>                                                                                                                                              |
| Growing up and changing bodies             | <ul style="list-style-type: none"> <li>• Identify some products that they may need during puberty and why;</li> <li>• Know what menstruation is and why it happens.</li> </ul>                                                                                                                                        |
| It could happen to anyone                  | <ul style="list-style-type: none"> <li>• Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>• Give examples of how individual/group actions can impact on others in a positive or negative way.</li> </ul>                                                               |
| Help, I'm a teenager...get me out of here! | <ul style="list-style-type: none"> <li>• Recognise how our body feels when we're relaxed;</li> <li>• List some of the ways our body feels when it is nervous or sad;</li> <li>• Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> </ul>                           |
| Dear Ash                                   | <ul style="list-style-type: none"> <li>• Explain the difference between a safe and an unsafe secret;</li> <li>• Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul>                                                                                          |
| Stop, start stereotypes                    | <ul style="list-style-type: none"> <li>• Recognise that some people can get bullied because of the way they express their gender;</li> <li>• Give examples of how bullying behaviours can be stopped.</li> </ul>                                                                                                      |

## Growing and Changing YEAR 6

SCARF Lesson Plan title &  
half-termly unit

SCARF Lesson Plan Learning Outcomes YEAR 6

| SCARF Lesson Plan title &<br>half-termly unit | SCARF Lesson Plan Learning Outcomes YEAR 6                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Helpful or unhelpful?<br>Managing change      | <ul style="list-style-type: none"> <li>•Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>•Suggest positive strategies for dealing with change;</li> <li>•Identify people who can support someone who is dealing with a challenging time of change.</li> </ul>                                                                            |
| I look great!                                 | <ul style="list-style-type: none"> <li>•Understand that fame can be short-lived;</li> <li>•Recognise that photos can be changed to match society's view of perfect;</li> <li>•Identify qualities that people have, as well as their looks.</li> </ul>                                                                                                                                                |
| Media manipulation                            | <ul style="list-style-type: none"> <li>•Define what is meant by the term stereotype;</li> <li>•Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>•Recognise that people fall into a wide range of what is seen as normal;</li> <li>•Challenge stereotypical gender portrayals of people.</li> </ul>                                                                       |
| Pressure online                               | <ul style="list-style-type: none"> <li>•Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>•Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>•Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> </ul> |
| Is this normal?                               | <ul style="list-style-type: none"> <li>•Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>•Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>•Know where someone could get support if they were concerned about their own or another person's safety.</li> </ul>                 |
| Making babies                                 | <ul style="list-style-type: none"> <li>•Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>•Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>•Know the legal age of consent and what it means.</li> </ul>                                                                                                    |