

Belmont RSE Medium Term Plan (Growing and Changing SCARF)

Reception

Growing and Changing	
	<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <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.
Seasons	<ul style="list-style-type: none"> ● Name the different seasons and describe their differences; ● Explain the changes that occur as seasons change; ● Talk about how they have grown in resilience.
Life stages - plants, animals, humans	<ul style="list-style-type: none"> ● To understand that animals and humans change in appearance over time; ● Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals); ● Make observations and ask questions about living things.
	<ul style="list-style-type: none"> ● Retell a story and respond to questions about it. ● Use the language and describe the different life stages of: baby, child, teenager, adult, older age. ● Talk about their own experience of growing up.
Where do babies come from?	<ul style="list-style-type: none"> ● Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. ● Understand that every family is different. ● Talk about similarities and differences between themselves and others.
Getting bigger	<ul style="list-style-type: none"> ● Talk about how they have changed as they have grown.

	<ul style="list-style-type: none">• Explain the differences between babies, children, and adults.• Understand that we are all unique.
Me and my body - girls and boys	<ul style="list-style-type: none">• Name parts of the body (including reproductive parts) using the correct vocabulary.• Explain which parts of their body are kept private and safe and why.• Tell or ask an appropriate adult for help if they feel unsafe.

Year 1

Growing and Changing	
Healthy me	<ul style="list-style-type: none"> ● Understand that the body gets energy from food, water and air (oxygen); ● Recognise that exercise and sleep are important parts of a healthy lifestyle.
Then and now	<ul style="list-style-type: none"> ● 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.
Taking care of a baby	<ul style="list-style-type: none"> ● 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.
Who can help? (2)	<ul style="list-style-type: none"> ● 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.
Suprises and secrets	<ul style="list-style-type: none"> ● 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.
Keeping privates private	<ul style="list-style-type: none"> ● Identify parts of the body that are private; ● Describe ways in which private parts can be kept private; ● Identify people they can talk to about their private parts.

Year 2

Growing and Changing	
A helping hand	<ul style="list-style-type: none"> ● Demonstrate simple ways of giving positive feedback to others.
Sam moves house	<ul style="list-style-type: none"> ● Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
Haven't you grown?	<ul style="list-style-type: none"> ● 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.
My body, your body	<ul style="list-style-type: none"> ● Identify which parts of our body are private; ● Explain that our genitals help us make babies when we are older; ● Understand that we mostly have the same body parts but how they look is different from person to person.
Respecting privacy	<ul style="list-style-type: none"> ● 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.
Some secrets should never be kept	<ul style="list-style-type: none"> ● Identify how inappropriate touch can make someone feel; ● Understand that there are unsafe secrets and secrets that are nice surprises; ● Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

Year 3

Growing and Changing	
Relationship Tree	<ul style="list-style-type: none"> ● Identify different types of relationships; ● Recognise who they have positive healthy relationships with.
Body space	<ul style="list-style-type: none"> ● 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.
None of your business!	<ul style="list-style-type: none"> ● Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; ● Recognise and describe appropriate behaviour online as well as offline; ● Identify what constitutes personal information and when it is not appropriate or safe to share this; ● Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
Secret or surprise	<ul style="list-style-type: none"> ● 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.
My changing body	<ul style="list-style-type: none"> ● Recognise that babies come from the joining of an egg and sperm; ● Explain what happens when an egg doesn't meet a sperm; ● Understand that for girls, periods are a normal part of puberty.

Year 4

Growing and Changing	
Moving house	<ul style="list-style-type: none"> ● Describe some of the changes that happen to people during their lives; ● Explain how the Learning Line can be used as a tool to help them manage change more easily; ● Suggest people who may be able to help them deal with change.
My feelings are all over the place!	<ul style="list-style-type: none"> ● Name some positive and negative feelings; ● Suggest reasons why young people sometimes fall out with their parents; ● Take part in a role play practising how to compromise.
All change!	<ul style="list-style-type: none"> ● Identify parts of the body that males and females have in common and those that are different; ● Know the correct terminology for their genitalia; ● Understand and explain why puberty happens.
Preparing for changes at puberty (formerly Period positive)	<ul style="list-style-type: none"> ● Recognise that babies come from the joining of an egg and sperm; ● Explain what happens when an egg doesn't meet a sperm; ● Understand that periods are a normal part of puberty for girls; ● Identify some of the ways they can cope better with periods.
Secret or surprise?	<ul style="list-style-type: none"> ● 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.
Together	<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.

Year 5

Growing and Changing	
How are they feeling?	<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.
Taking notice of our feelings	<ul style="list-style-type: none"> ● Identify people who can be trusted; ● Describe strategies for dealing with situations in which they would feel uncomfortable.
Dear Ash	<ul style="list-style-type: none"> ● 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.
Growing up and changing bodies	<ul style="list-style-type: none"> ● Identify some products that they may need during puberty and why; ● Know what menstruation is and why it happens.
Changing bodies and feelings	<ul style="list-style-type: none"> ● Know the correct words for the external sexual organs; ● Discuss some of the myths associated with puberty.
Help, I'm a teenager...get me out of here!	<ul style="list-style-type: none"> ● Recognise how our body feels when we're relaxed; ● List some of the ways our body feels when it is nervous or sad; ● Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.

Year 6

Growing and Changing	
I look great!	<ul style="list-style-type: none"> ● 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.
Media manipulation	<ul style="list-style-type: none"> ● 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.
Pressure online	<ul style="list-style-type: none"> ● 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.
Helpful or unhelpful? Managing change	<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.
Is this normal?	<ul style="list-style-type: none"> ● Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; ● 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.

Making babies

- 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;
- Know the legal age of consent and what it means.