

Growing and Changing

RSE Learning Overview • Years 1–6

About Growing and Changing

As part of our PSHE and RSE curriculum, we use Coram SCARF to help children understand themselves, their bodies, their feelings and their relationships. The Growing and Changing unit is taught progressively, with learning becoming more detailed and age-appropriate as children move through school.

Our teaching is calm, respectful and age-appropriate. Children are encouraged to ask questions, use correct vocabulary, understand personal boundaries and know which trusted adults can support them. The curriculum also helps children prepare for the physical and emotional changes that may happen as they grow.

The exact order and emphasis of lessons may be adapted by the school to reflect pupils' needs, maturity and our published RSE policy.

The learning journey at a glance

Years 1–2	Years 3–4	Years 4–5	Year 6
Trust • independence • body awareness	Relationships • privacy • menstruation • body space	Puberty • feelings • resilience • body image	Puberty • self-esteem • privacy • transition

Website visual examples

The following original visual concepts can be used as illustrations or as prompts for selecting school photographs. They are intentionally non-anatomical and child-friendly.

Year 6

Preparing for adolescence, secondary school and the next stage of growing up

4

Year 6: Growing and Changing

- Puberty and emotional changes
- Body image and self-esteem
- Privacy, secrets and trusted adults
- Preparing for the move to secondary school

Suggested website image: a transition-to-secondary-school timeline, positive self-esteem statements, a trusted-adult network, or a media/body-image discussion activity.

In Year 6, children consolidate their understanding of puberty and explore how physical and emotional changes can affect wellbeing and self-esteem. The learning also supports children to think critically about body image, privacy, online influences and where to seek reliable support.

Key learning

- Understanding physical and emotional changes associated with puberty and recognising that experiences vary from person to person.
- Exploring body image, self-esteem and the ways media and other influences can affect how people feel about themselves.
- Understanding the difference between private secrets and information that should be shared with a trusted adult.
- Reinforcing privacy, personal boundaries, online safety and the importance of seeking help.
- Preparing children for the move to secondary school by helping them feel informed, confident and able to access support.

Key vocabulary

Puberty	Body image	Self-esteem	Privacy	Online safety	Support
---------	------------	-------------	---------	---------------	---------

Working in partnership with families

We recognise that parents and carers are children's primary educators and that conversations about growing and changing can sometimes feel difficult. Our aim is to provide clear, factual and age-appropriate teaching while encouraging children to talk to trusted adults at home and at school.

Before teaching content that represents a change from our published RSE approach, the school will communicate with parents and carers in line with our RSE policy and current statutory guidance. Parents and carers are welcome to contact the school if they would like further information about the content or resources used.

A helpful message for families: “If your child asks a question about growing up, you do not need to have the perfect answer. Listen, stay calm, use accurate language and let them know they can always talk to you.”

How children learn

- Age-appropriate discussion and questioning
- Stories, scenarios and carefully chosen visual resources
- Sorting and matching activities to explore safe/unsafe, helpful/unhelpful or public/private situations
- Role-play and sentence stems to practise assertive communication
- Anonymous question opportunities where appropriate
- Links with Science learning about animals, humans, growth and reproduction
- Reflection and review so children can identify trusted adults and ways to seek support

A note about language

We use correct, age-appropriate vocabulary for body parts and growing and changing. This helps children communicate clearly, understand information and know how to describe a concern if they ever need help. The level of detail is carefully matched to children's age and developmental stage.

Curriculum progression summary

Stage	Main theme	Children develop	Examples of learning	Website visual
Years 1–2	Growing & belonging	Body awareness, independence and help-seeking	Trusted adults; life cycles; body parts; support	Timeline / body outline
Years 3–4	Relationships & boundaries	Respect, privacy and understanding change	Positive relationships; menstruation; body space; puberty	Personal-space activity
Years 4–5	Preparing for adolescence	Puberty knowledge, resilience and self-care	Physical/emotional changes; feelings; boundaries; support	Puberty checklist
Year 6	Adolescence & transition	Self-esteem, privacy and confidence	Puberty; body image; secrets; online influences; transition	Transition timeline

Source and curriculum note

This overview is a school-friendly summary of the Coram SCARF 'Growing and Changing' progression. It paraphrases curriculum themes rather than reproducing SCARF lesson materials. Coram SCARF states that the unit focuses particularly on naming and understanding body parts and changes at puberty, while related RSE learning is also covered across the wider SCARF programme.

Coram Life Education / SCARF: <https://www.coramlifeeducation.org.uk/>

Coram SCARF RSE information for families: <https://www.coramlifeeducation.org.uk/RSE-for-Y6-and-P7>