

## Growing and Changing Progression Grid - Whole School

### Link to Zones of Regulation and online safety

Nursery	Reception	Year 1	Year 2	Year 3/4	Year 4/5	Year 5/6
Minimum learning is highlighted			Disciplinary knowledge is in red			
Growing and Changing						
<p>To know that we are <b>born as babies</b> and grow into <b>children</b></p> <p>To understand the concept of growing eg through plants</p>	<p>To understand that we were all babies and that we grow into <b>children</b> and then <b>adults</b>.</p> <p>To know that our older relatives look different –aged) and can describe some physical signs of the aging process</p>	<p>To think about themselves, to learn from their <b>experiences</b>, to recognise and celebrate their <b>strengths</b> and set <b>simple but challenging goals</b></p> <p>To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends)+</p>	<p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals – link to reflecting upon last year and setting goals for KS2</p> <p><b>To learn about the process of growing from young to old and how people’s needs change.</b></p> <p>To learn about growing and changing and new <b>opportunities</b> and <b>responsibilities</b> that increasing <b>independence</b> may bring</p> <p>To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p>	<p>For pupils to recognise that they may experience <b>conflicting emotions</b> and when they might need to <b>listen to, or overcome these</b></p> <p>To understand what may change in terms of the responsibilities they have to take in life as the move through primary school – links to school counsellors and peer mediators</p>	<p>To learn key facts about puberty and the changing adolescent body, including <b>physical and emotional changes</b></p> <p>For pupils to deepen their <b>understanding of comfortable and less comfortable feelings</b>, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p>	<p>For pupils to <b>reflect</b> on and celebrate their achievements, identify their strengths, areas for improvement, set high <b>aspirations</b> and goals – link to year 6 (SATs) and then high school</p> <p>For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty</p> <p>To learn about human reproduction (Taught through RHSE)</p> <p>To recap key facts about puberty and the changing adolescent body, including physical and emotional changes.</p>

Planning taken from School B example