ALL SAINTS CofE FIRST SCHOOL

Growing & Changing

Information for Parents and Carers 2026–27

At All Saints' CofE First School, we understand that parents and carers may have particular questions about the **Growing & Changing** part of our PSHE curriculum.

We want families to know exactly what this area of learning is for, what children learn as they progress through school and how we ensure that teaching is sensitive, appropriate and rooted in safeguarding.

What is Growing & Changing?

Growing & Changing is one of the six themes within our SCARF PSHE curriculum.

It supports children to understand that growing and changing are normal parts of life and helps them develop the knowledge, vocabulary and confidence they need to:

- understand themselves and their bodies;
- recognise and talk about feelings associated with change;
- develop independence;
- understand privacy and personal boundaries;
- recognise safe and unsafe situations;
- know who their trusted adults are;
- know when and how to ask for help;
- understand how people grow and change;
- prepare appropriately for changes they may experience as they grow older.

Learning develops gradually throughout children's time at All Saints' and is always appropriate to their age, maturity and developmental stage.

Why do we teach this?

Growing & Changing makes an important contribution to children's **health, wellbeing and safeguarding**.

Teaching children appropriate vocabulary and helping them understand privacy, personal boundaries and trusted adults gives them language they can use if they are worried or need help.

Our policy therefore places Growing & Changing firmly within our safeguarding curriculum. It includes privacy, personal boundaries, appropriate and inappropriate touch and speaking to trusted adults when children feel worried or unsafe.

Our aim is not to introduce children to concepts before they are ready. It is to give them appropriate knowledge and vocabulary as they grow.

What will my child learn?

Because All Saints' has mixed-age classes, our PSHE curriculum operates through a **two-year rolling programme**.

The following shows how Growing & Changing learning develops from Nursery to Year 4.

Nursery

In Nursery, learning is practical, play-based and woven into children's everyday experiences rather than relying on formal PSHE lessons.

The Growing & Changing focus includes:

- growth;
- life cycles;
- change;
- body awareness.

Children explore learning through stories, play, conversation, routines, adult-led experiences and continuous provision.

Reception

Reception children use age-appropriate SCARF learning.

Their Growing & Changing coverage includes:

- **Life Stages**
- **Getting Bigger**
- **Me and My Body**

Children begin to develop their understanding of life stages, growing up, their bodies and how people change over time.

The Nursery and Reception coverage above comes directly from our two-year curriculum programme.

Key Stage 1

Because of our two-year rolling programme, KS1 children encounter both the Year 1 and Year 2 SCARF learning across the two-year cycle.

Year 1 SCARF Learning — Year A

Growing & Changing includes:

- Healthy Me
- Then and Now
- Taking Care of a Baby
- Who Can Help?
- Surprises and Secrets
- Keeping Privates Private

Through this learning, children explore:

- life cycles;
- growing up;
- privacy;
- trusted adults;
- changes over time;
- asking for help.

This is the Year A KS1 sequence identified in our school curriculum programme.

Year 2 SCARF Learning — Year B

Growing & Changing includes:

- A Helping Hand
- Sam Moves Away
- Haven't You Grown!
- My Body, Your Body
- Respecting Privacy
- Some Secrets Should Never Be Kept

Through this learning, children explore:

- growing and changing;
- body awareness;
- privacy;
- personal safety;
- trusted adults;
- recognising when something should be shared with a trusted adult;

- managing change.

Our Year B programme specifically identifies body privacy, change, trusted adults and growing up within this learning.

Correct Names for Body Parts

As part of age-appropriate safeguarding education, children are taught correct anatomical vocabulary.

Our school policy states that **by the end of Key Stage 1**, children are taught correct anatomical names for body parts, including:

- **penis**
- **vulva**
- **testicles**

This is taught factually and within a safeguarding context.

Using accurate language helps children communicate clearly about their bodies, privacy and personal safety.

Lower Key Stage 2

Across the two-year cycle, children encounter Year 3 and Year 4 SCARF learning.

Year 3 SCARF Learning — Year A

Growing & Changing includes:

- **Relationship Tree**
- **Body Space**
- **None of Your Business!**
- **Secret or Surprise?**
- **My Changing Body**
- **Basic First Aid**

Through this learning, children develop their understanding of:

- relationships;
- body boundaries;
- personal space;
- privacy;
- emotional change;

- personal safety;
- managing change.

This is the Year A LKS2 sequence in our rolling programme.

Year 4 SCARF Learning — Year B

Growing & Changing includes:

- Moving House
- My Feelings Are All Over the Place!
- All Change!
- preparation for physical and emotional changes linked to growing up and puberty;
- Secret or Surprise?
- Together

Through this learning, children develop their understanding of:

- growing and changing;
- emotional wellbeing;
- managing change;
- relationships;
- privacy and personal safety;
- age-appropriate preparation for changes associated with growing up and puberty.

This reflects both our rolling programme and our school policy, which states that Year 4 pupils may receive age-appropriate learning linked to growing up and preparation for changes associated with puberty.

Does All Saints' teach Sex Education?

All Saints' CE First School does not teach non-statutory Sex Education.

Our school delivers:

- statutory Relationships Education;
- statutory Health Education;
- relevant National Curriculum Science;
- wider age-appropriate PSHE and safeguarding learning.

This position is explicitly stated in our PSHE and RSHE Policy.

Growing & Changing should therefore **not** be understood as a separate programme of non-statutory Sex Education.

Can I withdraw my child?

Parents do not have the right to withdraw their child from statutory Relationships Education or Health Education.

Relevant content taught through the statutory National Curriculum for Science is also not subject to parental withdrawal.

As All Saints' does not teach non-statutory Sex Education, our policy states that there is **no applicable right of withdrawal from non-statutory Sex Education provision**.

We do, however, want parents to understand and feel confident about what their children are learning. If you have a question or concern, we encourage you to speak to school.

How are sensitive topics taught?

All Growing & Changing learning is taught:

- sensitively;
- factually;
- at an age-appropriate level;
- with consideration of children's developmental readiness;
- within a safe and respectful classroom environment;
- with safeguarding at its heart.

Our policy requires sensitive content to be carefully sequenced and teaching to be age appropriate, developmentally appropriate, factual and inclusive.

Children are not expected to share private or personal experiences with their class.

What if my child asks a question?

Children are naturally curious and may sometimes ask questions during PSHE lessons.

Staff will respond sensitively and appropriately, taking account of the child's age and developmental stage.

If a question goes beyond what is appropriate for a whole-class discussion, staff will manage this sensitively rather than introducing inappropriate content to the class.

Safeguarding procedures are always followed if something a child says causes concern.

What about children with SEND?

PSHE and Relationships and Health Education are for **every child**.

Teaching is adapted appropriately to meet children's individual needs.

This may include:

- visual resources;
- simplified or repeated vocabulary;
- stories and role play;
- practical approaches;
- additional explanation;
- additional adult support;
- opportunities to revisit important learning.

Our policy specifically requires teaching to be adapted for pupils with SEND and to ensure that language and concepts are accessible.

Why teach about privacy and boundaries at such a young age?

Understanding privacy and personal boundaries is an important part of safeguarding.

Children need simple, appropriate language to understand that:

- their body belongs to them;
- some parts of the body are private;
- personal boundaries should be respected;
- they can say when something makes them uncomfortable;
- they should speak to a trusted adult if something worries them;
- some secrets should not be kept.

This learning develops progressively rather than being introduced all at once.

Why teach children anatomical vocabulary?

Using correct anatomical words helps children communicate clearly and reduces ambiguity when talking about their bodies.

The vocabulary is taught calmly and factually as part of children's understanding of their bodies, privacy and safeguarding.

It is **not** taught as non-statutory Sex Education.

Why is puberty mentioned in Year 4?

Children develop at different rates.

Our Year 4 curriculum therefore includes age-appropriate preparation for physical and emotional changes associated with growing up and puberty.

The purpose is to help children approach future changes with appropriate knowledge and reassurance rather than encountering them without preparation.

Teaching remains appropriate to children attending a First School and does not extend into non-statutory Sex Education.

Can parents see what is being taught?

Yes.

We are committed to open and transparent communication with parents and carers.

Our policy states that parents will be informed about curriculum content, have opportunities to ask questions and be able to view curriculum materials where appropriate.

Information about our PSHE curriculum, policy and two-year programme is also available on our school website.

What if I am worried about something my child will be taught?

Please speak to us.

We recognise that families may have different questions and concerns, particularly around children's bodies, growing up and sensitive safeguarding topics.

We would much rather discuss the actual lesson content with you than leave you uncertain about what your child will learn.

Please contact the school office if you would like further information or would like to speak to your child's teacher or the PSHE Subject Leader.

Further Information

Please see:

All Saints' PSHE & Relationships and Health Education Policy 2026

All Saints' Whole-School PSHE & Relationships and Health Education Curriculum Overview

All Saints' SCARF Two-Year Rolling Programme 2026–28

All Saints' Parent Information – PSHE & Relationships and Health Education 2026–27