

Changing and Growing			
	Bronze	Silver	Gold
B1	<p>Respond with curiosity to prompting about babies, what they look like and how they behave; about how we have changed since we were a baby.</p> <p>Respond with curiosity to adult prompting of the names for body parts and changes of puberty.</p> <p>Respond to adult modelling/visual stimuli for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us.</p> <p>Respond to stimuli about some of the different kinds of relationships there are within families.</p>	<p>Identify some of the differences between a baby, child and adult.</p> <p>Recognise correct vocabulary for some of the main body parts, including genitalia.</p> <p>Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched.</p> <p>Give examples of different types of relationships.</p>	<p>Describe how our needs have changed since we were a baby.</p> <p>Explain or demonstrate when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it).</p> <p>Identify the people who make up our family.</p>
B2	<p>Describe some of the things we can do now that we couldn't do when we were younger.</p> <p>Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate).</p> <p>Identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment.</p> <p>Identify different types of family</p>	<p>Identify stages of the human life cycle.</p> <p>Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate).</p> <p>Describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don't like it or want it.</p> <p>Recognise others' families in school may be different from their family</p>	<p>Explain how the needs of babies, children, adults and older people differ.</p> <p>Identify whom we can talk to about growing and changing.</p> <p>Describe some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation).</p> <p>Identify trusted adults we can tell regarding unwanted physical contact.</p> <p>Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us.</p>

			Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship.
B3	<p>Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes.</p> <p>Explain how we can respect other people's right to protect their bodies from inappropriate/ unwanted touching.</p> <p>Recognise that two people in a long term relationship might live together or be married (or in a civil partnership); that getting married must always be a choice both people make together.</p> <p>Recognise that two people who love and care for one another may or may not have children.</p>	<p>Use correct vocabulary to name male and female reproductive organs.</p> <p>Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private. (KS3/4 – Links to SoSafe)</p> <p>Explain when and whom to tell if we are worried, and the importance of persisting in telling until we feel comfortable and safe.</p> <p>Identify some of the roles and responsibilities of parents and carers.</p> <p>Explain the features of a healthy and positive friendship or family relationship.</p>	<p>Recognise that people experience the physical and emotional changes of puberty over different lengths of time.</p> <p>Identify reliable sources of advice on growing and changing.</p> <p>Identify someone we could safely go to for help if we are worried about ourselves or someone else.</p> <p>Identify whom to tell if something in our family life makes us unhappy or worried.</p> <p>Recognise that relationships, including marriage and civil partnership, can be between people of any gender</p>
B4	<p>Respond with curiosity to stimuli about the ways in which we change as we get older.</p> <p>Respond to stimuli about different kinds of friendship.</p> <p>Respond with curiosity to stimuli about different positive relationships we have in our lives.</p>	<p>Identify some of the different ways we have changed as we have grown older.</p> <p>Describe what having or being a friend means.</p> <p>Identify some key features of positive friendships/ relationships, and how they can make us feel.</p> <p>Identify instances in or out of school when we might</p>	<p>Describe some of the new opportunities and responsibilities we have experienced as we have grown older.</p> <p>Explain why puberty happens.</p> <p>Identify different kinds of friendship and ways in which friendship is important.</p>

	<p>Respond to stimuli about romantic relationships.</p> <p>Respond to stimuli about different kinds of families and different kinds of relationships in families.</p> <p>Respond to stimuli about parenthood.</p>	<p>need to seek permission or receive consent.</p> <p>Demonstrate how to ask for permission (get consent) before we borrow or take something from someone.</p> <p>Give examples of different types and features of committed, long-term relationships.</p> <p>Identify adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged).</p>	<p>Identify times when we might feel angry or sad because of someone's behaviour towards us.</p> <p>Demonstrate ways to indicate to others that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/ consent).</p> <p>Identify the similarities and differences between friendships and romantic/intimate relationships.</p> <p>Identify whom we can talk to about relationships.</p> <p>Identify what being in a family means.</p>
B5	<p>Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social).</p> <p>Identify occasions when we might need the support of friends.</p> <p>Give examples of how we can show support to our friends.</p> <p>Describe how we can let friends know that we need their help and support.</p> <p>Identify our expectations of friendships/ relationships (e.g. spending time together, sharing interests).</p> <p>Identify different types of intimate relationships</p>	<p>Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings.</p> <p>Identify occasions when our friends might need our support.</p> <p>Explain that we might disagree with someone and still be friends.</p> <p>Describe the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries).</p> <p>Explain how we expect people to behave towards</p>	<p>Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.</p> <p>Demonstrate ways to manage friendship disagreements restoratively.</p> <p>Recognise that friends do not always know what is best for each other.</p> <p>Identify the differences between positive/healthy and negative/unhealthy relationships.</p> <p>Identify people we can talk to about relationships.</p> <p>Recognise that although it may seem (in the media etc.) that everyone is</p>

	<p>including same-sex relationships.</p> <p>Describe how strong emotions (including sexual attraction) might make people feel.</p> <p>Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this.</p> <p>Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs).</p> <p>Recognise that contraception, including condoms, can help prevent pregnancy and some STIs.</p> <p>Explain the difference between appropriate and inappropriate relationship behaviours in public places.</p> <p>Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other.</p> <p>Recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families.</p> <p>Recognise that some relationships will end—meaning that a couple</p>	<p>us in friendships and relationships.</p> <p>Define what intimacy means.</p> <p>Identify readiness (emotional, physical and social) for a relationship that may include sex.</p> <p>Identify expectations we may have of being in a romantic/intimate/physical relationship, which may include sex.</p> <p>Identify whom we can talk to if we're worried about relationships changing/ending.</p> <p>Identify what the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent.</p> <p>Identify some of the responsibilities of being a parent.</p> <p>Recognise different ways a person can become pregnant, including assisted conception, donor conception.</p> <p>Identify possible reasons why people might choose to adopt or foster children or young people.</p>	<p>having a sexual relationship, in reality this is not the case.</p> <p>Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent.</p> <p>Explain that there are laws about the legal age of consent for sexual activity.</p> <p>Identify how others may manipulate/persuade us to do things we do not want to do or do not like.</p> <p>Describe ways we can take care of our own sexual health and that of others (e.g. using condoms to help prevent STIs).</p> <p>Identify where and how to obtain condoms and describe how to use them safely. Identify sources of support with relationships and sex.</p> <p>Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say.</p> <p>Identify what we can do and whom we could tell if we think someone is being forced to marry someone.</p>
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	<p>don't go out together, or live together any more.</p>		
B6	<p>Identify the functions of the reproductive organs, including how conception occurs.</p> <p>Describe ways in which friendships might change over time.</p> <p>Explain that sometimes friendships may end, through choice or circumstances.</p> <p>Identify the aspects of relationships that we are responsible for (e.g. being respectful, honest and kind).</p> <p>Identify positive strategies to manage inappropriate behaviour towards us</p> <p>Identify different levels of intimacy (physical/sexual) within relationships and their associated risks.</p> <p>Describe ways to manage others' expectations in relationships and our right not to be pressurised to do anything we do not want to do.</p> <p>Explain that if someone fails to respect another person's right to not give their consent, then they are committing a serious crime.</p> <p>Demonstrate different strategies to deal with manipulation/persuasion in relationships.</p> <p>Identify possible reasons for assisted conception,</p>	<p>Describe the different stages of reproduction, pregnancy and birth.</p> <p>Demonstrate strategies for managing feelings about friendships as they change and develop.</p> <p>Demonstrate how we might end a friendship positively.</p> <p>Recognise that some types of behaviour within relationships are against the law (e.g. hitting/hurting someone, telling someone what to do all the time, not allowing someone to make choices).</p> <p>Identify what we can do if we are worried or concerned about an unhealthy relationship.</p> <p>Recognise that the portrayal of sex in the media and social media (including pornography) is an unrealistic representation of sexual behaviour and can affect people's expectations of relationships and sex.</p> <p>Describe some forms of contraception, their correct use and where and how they can be accessed.</p> <p>Explain what STIs are (including HIV), how they can be tested for and why it is important that they are treated.</p>	<p>Evaluate how emotions may change as we get older and are no longer children.</p> <p>Recognise that fertility changes over time and in response to some lifestyle factors.</p> <p>Identify reliable and appropriate sources of support for ourselves and our friends.</p> <p>Demonstrate strategies to help us negotiate and assert our rights in a relationship.</p> <p>Explain what is meant by compromise and demonstrate some ways to compromise.</p> <p>Explain how the media portrayal of relationships may not reflect real life but may affect our expectations.</p> <p>Identify sources of support for us or someone we know who is experiencing abusive behaviour.</p> <p>Explain that consent must be sought and freely given before any sexual activity and how to tell if someone is giving or not giving their consent.</p> <p>Identify how saying 'yes' under pressure is not consent, and is not the same as freely given, CG4 enthusiastic consent.</p>

	<p>donor conception and surrogacy.</p> <p>Describe choices people have in the event of an unintended pregnancy.</p> <p>Explain what abortion or termination of a pregnancy means.</p> <p>Identify reliable, unbiased sources of support around pregnancy and fertility and explain how to access them.</p>	<p>Explain how and when to access sexual health services.</p> <p>Describe different ways relationships might be ended (e.g. divorce, separation, or bereavement).</p> <p>Describe the feelings people might have if they or someone they are close to is experiencing the ending of a relationship.</p> <p>Explain that the breakdown of a relationship between parents is not the fault of their children.</p> <p>Explain the importance of talking to someone if worried about the ending of a relationship.</p>	<p>Describe how alcohol/ drugs may influence choices we or others make in relationships, including sexual activity.</p> <p>Evaluate the advantages and disadvantages of different forms of contraception for different individuals.</p> <p>Recognise that viewing pornography can have ongoing harms and where and how to access help if concerned.</p> <p>Describe different reliable sources of support regarding relationships, sex and sexual health and how to access them.</p> <p>Identify some of the range of beliefs and opinions about pregnancy, adoption and termination.</p> <p>Recognise that long-term relationships experience challenges but that these can often be overcome.</p> <p>Identify some of the changes in family circumstances that might occur following separation, divorce, illness or bereavement.</p> <p>Explain strategies that people who are experiencing the end of a relationship might use to manage their feelings.</p> <p>Explain how and where people who are experiencing relationship difficulties or the end of a</p>
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