



### Changing and Growing

We will be able to:						
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
<b>Baby to adult</b>	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	Identify some of the differences between a baby, child and adult	Describe how our needs have changed since we were a baby	Describe some of the things we can do now that we couldn't do when we were younger	Identify stages of the human life cycle.	Explain how the needs of babies, children, adults and older people differ
<b>Changes at puberty</b>	Respond with curiosity to adult prompting of the names for body parts and changes of puberty.	Recognise correct vocabulary for some of the main body parts, including genitalia. Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate)	Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate). Identify whom we can talk to about growing and changing.	Describe some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation).	Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes. Use correct vocabulary to name male and female reproductive organs. Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private.	Recognise that people experience the physical and emotional changes of puberty over different lengths of time. Identify reliable sources of advice on growing and changing
<b>Dealing with touch</b>	Respond with interest to stimuli about different kinds of daily physical contact we experience.  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.	Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection.  Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched	Explain that our bodies belong to us and that we have a right to feel safe. Recognise the need to respect other people's bodies and to ask for permission before we touch them.  Explain when and why physical contact may be inappropriate (e.g.	Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact.  Describe or demonstrate how to respond to	Explain that we have the right to protect our bodies from inappropriate/unwanted touching.  Explain how we can respect other people's right to protect their bodies from inappropriate/unwanted touching. Explain when and whom	Explain that our bodies should be looked after and that female genital mutilation (FGM) (removing or injuring female genitalia for nonmedical reasons) is wrong and illegal, even if some adults think it is necessary.

			<p>it causes us to feel upset, hurts us, we feel uncomfortable about it). 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>unwanted physical contact; how to let someone know we don't like it or want it. Identify trusted adults we can tell.</p>	<p>to tell if we are worried, and the importance of persisting in telling until we feel comfortable and safe</p>	<p>Identify someone we could safely go to for help if we are worried about ourselves or someone else</p>
<p><b>Different Types of Relationship</b></p>	<p>Respond to stimuli about some of the different kinds of relationships there are within families.</p>	<p>Give examples of different types of relationships. Identify the people who make up our family</p>	<p>Identify different types of family. Recognise others' families in school may be different from their family</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. Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship.</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. Recognise that two people who love and care for one another may or may not have children. 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. Identify whom to tell if something in our family life makes us unhappy or worried. Recognise that relationships, including marriage and civil partnership, can be between people of any gender.</p>