



St. Charles' CVA Relationship and Sex Education



Progression Map – A Journey In Love

Throughout our entire curriculum, children at all ages and stages refer to the parts of the body by their scientific, anatomical names as recommended by DfE and NSPCC.

Reception		GOD LOVES EACH OF US AND OUR UNIQUENESS				
Unit Objective		Key Words			Key Skills	
Children know and understand that God has made them unique and that although we are all different we are all special to him.		God; unique; different; special; eyes; hair; boy; girl; hands; fingers; name; family; love; womb; describe			Listening; observing; relating; speaking; respecting; reflecting; praying; understanding	
Physical	Social	Emotional	Intellectual	Spiritual		
<ul style="list-style-type: none"> Does it matter if we are different? Look at me – How am I different from you? Look at you – How are you different from me? 	<ul style="list-style-type: none"> With whom do I play with at school/home? Why does [X] play with me? Name favourite games 	<ul style="list-style-type: none"> How do you feel about your friends? Do you both have other friends at school/home? Why do you play with them? 	<ul style="list-style-type: none"> Is it important to have friends? Describe a good friend. 	<ul style="list-style-type: none"> Is Jesus our friend? Read the story 'Jesus Welcomes the Little Children' and talk about children being special to God. Who is the Mother of Jesus? Why is she special? Jesus grew for nine months in Mary's womb. 		
Year One		WE MEET GOD'S LOVE IN OUR FAMILY				
Unit Objective		Key Words			Key Skills,	
Children know and understand that they are growing and developing as members of their own family and God's family.		Unique; friend; God; Important; different; special			Listening; observing; relating; speaking; respecting; reflecting; praying; understanding	
Physical	Social	Emotional	Intellectual	Spiritual		
<ul style="list-style-type: none"> Who is in my family? (eg mother, father, Brother, sister, grandparents etc) How many children have babies in their family? Remind children that babies come in different sizes: some have long legs, some with hair, some without hair, some big 	<ul style="list-style-type: none"> Invite children to share their home research (about age of first words/first stepsetc) Parents share the wonder and excitement of these moments of growth and development for them. 	<ul style="list-style-type: none"> What are the happiest moments in your family? (eg birthdays, christenings, weddings) What are the saddest moments in your family? (eg death of pets, leaving home) How is love shown in your family? 	<ul style="list-style-type: none"> Why do we need to grow up in families? What happens if you grow up without a family? Would it be a happy experience? What would you miss? How would life be different? 	<ul style="list-style-type: none"> We are members of God's family. How were we born into God's family? What special title do we give to God as members of God's family? 		

<ul style="list-style-type: none"> Talk about how fast babies change and grow. 					
Year Two		WE MEET GOD'S LOVE IN THE COMMUNITY			
Unit Objective		Key Words		Key Skills,	
Children know and understand that they are growing and developing in a God-given community.		God; community; belonging; family; father; mother; carer; guardian; feelings; emotions		Listening; observing; relating; speaking; respecting; reflecting; praying; understanding	
Physical	Social	Emotional	Intellectual	Spiritual	
<ul style="list-style-type: none"> Do you belong to a community? What other community do you belong to? How do you belong to these communities? 	<ul style="list-style-type: none"> Is belonging to a community important? What do we receive from the community we belong to? What do we give to the community we belong to? 	<ul style="list-style-type: none"> How does a community help us to develop our feelings and emotions? Are we always happy in our community? Are we, as a community, sometimes sad or upset? 	<ul style="list-style-type: none"> Could people feel alone even though they belong to a community? What would they miss out on? What are the advantages of being on your own? 	<ul style="list-style-type: none"> If God is called 'Our Father', what does that make us? As children of God, how should we treat each other? 	
Year Three		HOW WE LIVE IN LOVE			
Unit Objective		Key Words		Key Skills,	
Children know and understand the virtues essential to friendship, eg loyalty, responsibility... and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness.		God; care; community; growing; healthy; keeping safe; friends; forgive; forgiveness; supportive; alone; lonely		Listening; observing; relating; speaking; respecting; reflecting; praying; understanding	
Physical	Social	Emotional	Intellectual	Spiritual	
<ul style="list-style-type: none"> Who takes care of me? How do I look after myself? (eg safety, crossing the road, healthy eating) How am I changing? 	<ul style="list-style-type: none"> How do I keep myself safe? How do I help others to make and keep friends? How do I take care of others? 	<ul style="list-style-type: none"> How do you feel when a friend is not there for you? How do your friends feel when you are not there for them? How can you be a more supportive friend? 	<ul style="list-style-type: none"> Can you recognise the difference between being alone and being lonely? To recognise the need for personal privacy (eg personal space) 	<ul style="list-style-type: none"> Read or sing the story of Zacchaeus who was an outcast. Jesus accepted him as a friend, welcomed and forgave him. How can I forgive and include others as Jesus did? Write on a card what you like about your friend and share. Take the card home and keep it in a special place. 	
Year Four		GOD LOVES US IN OUR DIFFERENCES			
Unit Objective		Key Words		Key Skills,	
Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change.		God; gifts; talents; difference; development; change; male and female body parts; conception; conflict; appreciate; celebrate; achievements		sensitivity; respect	
Physical	Social	Emotional	Intellectual	Spiritual	

<ul style="list-style-type: none"> Continue to recognise that all pupils grow and develop at a different rate Name the different male and female body parts and introduce their various functions Identify the development of the baby in the womb 	<ul style="list-style-type: none"> How do I learn to accept and celebrate who I am? How do I accept difference in others? How do I deal with difference and manage the conflicts that arise? 	<ul style="list-style-type: none"> How do I appreciate my own gifts, talents, achievements and all that makes me unique? How do I appreciate others and the gifts they have been given? How do I deal with the natural, negative emotions that present themselves? 	<ul style="list-style-type: none"> Can I identify and name my feelings? Do I know and understand what these feelings are? How do I deal with what I feel, and can I analyse my feelings and actions? 	<ul style="list-style-type: none"> St Paul's teachings on love... 'Love is patient and kind; it is not jealous or conceited or proud....' Sing: 'Peace, perfect peace..'
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Year Five	GOD LOVES ME IN MY CHANGING AND DEVELOPMENT
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Unit Objective	Key Words	Key Skills,
Children know and become aware of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom, etc... and grow further in their understanding of God's presence in their daily lives.	God; sensitivity; puberty; presence; celebrate; external; internal; change; develop; ovulation; reproduction; production; hormones; menstruation	categorising; observing; classifying; listening; questioning; speaking; relating; respecting; reflecting; thinking; identifying; accepting; empathising; understanding; communicating; presenting; evaluating; researching

Physical & Intellectual	Social & Emotional	Spiritual
<ul style="list-style-type: none"> Identify and celebrate the ways I have changed since birth Discuss the external and internal changes which happen to boys and girls in puberty Recognise that sexual development is a natural part of human growth and that physical changes from child to adult means the ability and potential to become a mother or father The purpose of the menstrual cycle is to prepare the female body for reproduction: Know the two important stages – Menstruation & Ovulation 	<ul style="list-style-type: none"> Recognise behaviour changes as we grow up. Expectations are different and are often dependent on our experiences, and treatments by others, and our view of the world in which we live. Reflect on ways to become more sensitive to the emotional development of oneself and others. 	<ul style="list-style-type: none"> Ask children to share their understanding of change through poetry, prayer, art etc Share with each other and celebrate the wonder of change.

During the lessons on physical changes during adolescence and puberty, the girls and boys will be taught in single sex groups to allow them to ask questions openly. The children will learn about appropriate, accurate and inoffensive vocabulary in a secure, safe and professional classroom environment. (Previously addressed with NSPCC 'Big Talk' (Summer 2019))

The male pupils will have a male teacher and the female pupils will have a female teacher.

The lists of changes that are addressed within the teaching are outline below:

<p style="color: red;"><u>Physical Changes in Girls</u></p> <ul style="list-style-type: none"> Breasts develop; they come in all shapes and sizes. Hip broaden and waist slims. Ovaries produce oestrogen. Hormonal activity. Menstruation begins. Uterus enlarges. Vaginal lining thickens. First menstruation approximately 12 months after breasts have begun to develop. 	<p style="color: red;"><u>Physical Changes in Boys</u></p> <ul style="list-style-type: none"> Testosterone for boys carried in the blood stream and triggers changes Muscles and bones develop Voice deepens Some boys get uneven breast changes in early puberty Waist thickens Longer limbs in proportion to body Shoulders broaden Wet dreams and erections
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<ul style="list-style-type: none"> Usually start to grow hair on underarm, pubic area and legs. 	<ul style="list-style-type: none"> Penis and scrotum enlarge Hair can grown on face, chest, back, arms as well as under arms and pubic area. Production of sperm and discharge of seminal fluid during ejaculation. Adam's apple enlarges
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Year Six	THE WONDER OF GOD'S LOVE IN CREATING NEW LIFE
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Unit Objective	Key Words	Key Skills,
Children develop, in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.	God; Christian; appropriate; dignity; sexuality; intercourse; fallopian; conceive; relationship; uterus; cervix; marriage; fiancé; fiancée	categorising; observing; classifying; listening; questioning; speaking; relating; respecting; reflecting; thinking; identifying; accepting; empathising; understanding; communicating; presenting; evaluating; researching

Physical	Social	Emotional	Spiritual
<ul style="list-style-type: none"> Explain how human life is conceived. Understand how a child grows within the mother's womb 	<ul style="list-style-type: none"> Recognise and compile a list of the signs of love expressed in those around us, (eg signs of love between those who care for us, loving couples, older people etc) Reflect on the different degrees of friendship that exist, (eg school friends, close friends, best friends, mixed gender friends, life-long friends) 	<ul style="list-style-type: none"> Understand that relationships develop and eventually, you may be able to use the word love. Love reveals itself in complete commitment. Recognise the characteristics of love: <ul style="list-style-type: none"> Love is caring and sharing with another person. We can love many people. However, two people can be drawn to a love that at its deeper levels becomes more and more exclusive. Intimacies are shared with the loved one and not with others. Love needs more than a single dimension, such as a common interest, sexual attraction, or similar ideas. A basis for love needs to grow and develop, so that the two people are more and more generous in their shared love. The relationship needs time to develop and mature.....ultimately people may decide to marry Without love, relationships will fail because living with another human being means that they will find out exactly what you are like. What matters is what kind of person you are and what qualities you bring to the relationship. 	<ul style="list-style-type: none"> Understand that God causes new life to being through the love that parents have for each other. Celebrate God's creative love in creating us as his children and recognise that we grow as human beings to the extent we give and receive love. The on-going understanding of marriage is living out love. As Christians, we can appreciate the sheer wonder of the sexual act. God created the incredible natural process by which husband and wife bring new life into the world. The church celebrates all this in the Sacrament of Marriage.

A Journey in **LOVE**

A developmental programme for children in the primary years