

ST.HUGH'S CATHOLIC PRIMARY – Life to the Full
Year 6

KEY KNOWLEDGE AND SKILLS		KEY VOCABULARY
<p><u>Module 1 Unit 1 INDEPENDENCE & RESPONSIBILITY</u></p> <ul style="list-style-type: none"> To learn about the new opportunities and responsibilities that increasing independence may bring 		<p>Change, trust, new adventures, responsibility, responsible, opportunity, challenges, independent, growth, development.</p>
Assessment	<ul style="list-style-type: none"> All children will know that as we grow older new opportunities may arise Most children will understand that new opportunities bring responsibility Some children will be able to give more detailed examples of how increased independence and new opportunities as we grow will lead to greater responsibility 	
<p><u>Module 1 Unit 2 ME, MY BODY, MY HEALTH</u></p> <p>Gifts and talents</p> <ul style="list-style-type: none"> Similarities and differences between people arise as they grow and mature By living and working together ('teamwork') we create community. There are many different types of family set up Self-confidence arises from being loved by God (not status, etc.) <p>Girls and Boys Bodies</p> <ul style="list-style-type: none"> That human beings are different to other animals About the unique growth and development of humans, and the changes that girls/boys will experience during puberty About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately The need for modesty and appropriate boundaries 		<p>similarities differences gifts talents unique loved child of God accept self-confidence value show off jealousy compare community faults weaknesses</p> <p>body hair growth spurt puberty breasts buds nipples hips widen waist narrows perspiration oily skin genitals vagina uterus menstruation development self-conscious embarrassed changing natural respect boundaries private shoulders widen perspiration oily skin voice breaking genitals penis erections ejaculation semen urethra nocturnal emissions wet dreams hormones development self-conscious natural respect boundaries private</p>

<p>Spots and Sleep</p> <ul style="list-style-type: none"> How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc 	<p>embarrassed self-conscious spots sleep exercise personal hygiene screen time gaming addictive protein shake balanced diet choice impact health sun exposure dental hygiene</p>
<p>Assessment</p>	<p>Gifts and talents</p> <ul style="list-style-type: none"> All children will understand that we are all unique, with different family set-ups, gifts and talents. Most children will demonstrate some emotional intelligence when considering the ‘Paradise Street’ film and begin to infer and articulate the feelings of the characters involved. Some children will demonstrate a personal understanding of how our value and self-confidence can arise from knowing that we are loved by God and called His children. <p>Girls and Boy bodies</p> <ul style="list-style-type: none"> All children will know that the body changes which occur during puberty are necessary for a girl to become an adult woman and boy to become an adult man. Most children will understand and be able to recall some of the changes which girls experience during puberty. Some children will demonstrate prior knowledge about changes girls experience during puberty, and readily articulate respectful boundaries, e.g. privates are private. <p>Spots and sleep</p> <ul style="list-style-type: none"> All children will know that the choices we make regarding sleep, exercise, personal hygiene and electronic entertainment can impact on our health. Most children will be able to discern whether certain choices will have a good or bad impact on our health. Some children will demonstrate empathy in relation to the characters in the film, and be able to articulate how choices regarding health also impact on our feeling and well-being.
<p>Module 1 Unit 3 EMOTIONAL WELLBEING Body Image</p>	<p>pressure peer pressure body image media social media expectations teasing banter bullying thankfulness</p>

<ul style="list-style-type: none"> • To recognise that images in the media do not always reflect reality and can affect how people feel about themselves • That thankfulness builds resilience against feelings of envy, inadequacy etc, and against pressure from peers or the media <p>Peculiar feelings</p> <ul style="list-style-type: none"> • Deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action • Learn that some behaviour is wrong, unacceptable, unhealthy or risky <p>Emotional changes</p> <ul style="list-style-type: none"> • That emotions change as they grow up (including hormonal effects) • To deepen their understanding of the range and intensity of their feelings; that feelings are not good guides for action • That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being. • That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being. <p>Seeing stuff online</p> <ul style="list-style-type: none"> • The difference between harmful and harmless videos and images • The impact that harmful videos and images can have on young minds • Ways to combat and deal with viewing harmful videos and images 	<p>gratitude resist pressure build resilience</p> <p>appropriate inappropriate behaviour actions feelings emotions thoughts manage reframe</p> <p>appropriate inappropriate behaviour actions feelings emotions thoughts manage reframe scared excited happy intense crush infatuation puberty hormones mood swings HALT (Am I Hungry, Angry, Lonely or Tired?) isolation loneliness mental-ill health Childline</p> <p>online good bad pornography appropriate inappropriate addictive emotional brain thinking brain harmless harmful truth love respect online safety</p>
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<p>Assessment</p>	<p>Body Image</p> <ul style="list-style-type: none"> • All children will understand that images in the media do not always reflect reality. • Most children will understand that the pressures we face, e.g. from the media, can affect how people feel about themselves. Some children will understand the link between practising thankfulness and building resilience against pressure, and demonstrate prior experience of employing this practice themselves <p>Peculiar Feelings</p> <ul style="list-style-type: none"> • All children will understand that some behaviour is wrong, unacceptable, unhealthy or risky. • Most children will understand how thoughts, feelings and actions relate to one another and that feelings are not good guides for action.
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- Some children will demonstrate deeper understanding of the range and intensity of their own feelings and the feelings of others, and be curious as to the causes of these.

Emotional changes

- That emotions change as they grow up (including hormonal effects)
- To deepen their understanding of the range and intensity of their feelings; that feelings are not good guides for action
- That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being.
- That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.

Seeing stuff online

- All children will understand that there are harmless and harmful videos and images online.
- Most children will be able to discern whether content is good or bad, and know some of the impacts that harmful content can have on young minds.
- Some children will demonstrate with confidence how to avoid harmful content, and how to counter negative thoughts with truths about how God made us with love and wants us to respect ourselves and others.

Module 1 Unit 4 LIFE CYCLES

Making babies

- How a baby grows and develops in its mother’s womb
- Pregnancy and childbirth are God’s way of giving the gift of life: He creates new life, but entrusts parents with the job of making us
- Basic scientific facts about sexual intercourse between a man and woman

Menstruation

- About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life
- Some practical ways to manage the onset of menstruation

pregnant parents baby conception sperm egg Fallopian Tube womb uterus implantation placenta umbilical cord embryo foetus vagina birth organ development belly button

period menstruation sanitary towel sanitary products period hygiene blood premenstrual syndrome (PMS) cramps moodiness bloating spots the menstrual cycle ovaries egg womb lining tissue implantation sperm vagina fertilisation marriage calling

<p>Hope beyond death</p> <ul style="list-style-type: none"> • What 'death' means • About some feelings often connected with grief • What the Christian faith says about death and eternal life • Some ways to support themselves and others when they are grieving 		<p>death cemetery illness accident old age heaven eternal mystery afraid wake coffin funeral inquest obituary burial cremation gravestone epitaph hearse mourning interment urn grave deceased crematorium life everlasting Reception of the Body Requiem Mass memorial organ donation flowers hope grief pride absence natural process sad grumpy angry confused hard to concentrate lonely shocked puzzled messy</p>
<p>Assessment</p>	<p>Making babies</p> <ul style="list-style-type: none"> • All children will know that a baby grows and develops in its mother's womb. • Most children will be able to describe how a baby grows and develops in the womb, and demonstrate some wonder and curiosity about this. • Some children will, with gratitude and a sense of the profound, understand that pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us. <p>Menstruation</p> <ul style="list-style-type: none"> • All children will understand that girls start having periods during puberty. • Most children will understand some facts about periods and the menstrual cycle, including period hygiene. • Some children will demonstrate understanding of the role of menstruation in the fertility cycle, and that fertility is involved in the start of life. <p>Hope beyond death</p> <ul style="list-style-type: none"> • All children will understand what death is and some of the feelings that are often associated with grief. • Most children will demonstrate an understanding of what the Christian faith says about death and eternal life, and understand how this can help when grieving. • Some children will demonstrate greater resilience and empathy when discussing both conceptual and observed grief, and show an emerging personal belief about life beyond death. 	
<p><u>Module 2 Unit 2 PERSONAL RELATIONSHIPS</u></p> <p><u>Build Others Up</u></p> <ul style="list-style-type: none"> • About prejudice, bullying and discrimination: what they mean and how to challenge them. • About protected characteristics from the Equality Act 2010 such as race, age and disability. • That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal 		<p>fairness bullying prejudice discrimination harassment protected characteristics age disability race marriage civil partnership pregnancy maternity religion belief kindness dignity worthy honour respect welcome build others up</p>

tolerance and compassion. They can converse well with others and ask pertinent questions.

Catholic Social Teaching

- All children will learn what the seven principles of Catholic Social Teaching are.
- Most children will know that God loves them and wants them to love others, and be able to come up with examples of how Catholic Social Teaching principles can be practised.
- Some children will demonstrate a greater sense of conviction and motivation to incorporate Catholic Social Teaching principles in their daily lives and will be able to identify injustices in the world

Module 3 Unit 2 LIVING IN THE WIDER WORLD

Reaching Out

- Apply the principles of Catholic Social Teaching to current issues.
- Find ways in which they can spread God’s love in their community.

Money and Me

- There are a wide variety of payment options.
- The importance of budgeting and tracking spending and saving.
- About the hierarchy of needs and other influences on spending choices.
- Some people have more money than others.
- God asks us to be good stewards of our money and resources.

Catholic Social Teaching in/justice
 dignity family community
 participation rights responsibilities
 poor vulnerable workers solidarity
 care protect donate compassion

money payment cash cheque
 credit card debit card bank
 transfer online payment
 gift card loan tracking budget
 receipts saving goals hierarchy of
 needs attitudes
 feelings poverty wealth generosity
 stewardship tithing charitable
 giving talents ambitions

Assessment

Reaching Out

- All children will have a basic understanding of how to apply the principles of Catholic Social Teaching to current issues.
- Most children will understand how Catholic Social Teaching principles can help them to judge not only whether something is wrong, but why it is wrong.
- Some children will show great aptitude when categorising articles, and demonstrate compassion and motivation to challenge issues of injustice

	<p>Money and Me</p> <ul style="list-style-type: none"> • There are a wide variety of payment options. • The importance of budgeting and tracking spending and saving. • About the hierarchy of needs and other influences on spending choices. • Some people have more money than others. • God asks us to be good stewards of our money and resources. 	
<p>Module 1 Unit 4 continued Coping with Change/ Transitions</p> <ul style="list-style-type: none"> • That there are many emotions and feelings connected with change. • That gratitude and positivity help build resilience. <ul style="list-style-type: none"> • Coping strategies to manage changes. • That God is always with them 		<p>celebrate gratitude memories thankfulness change transition secondary school responsibility opportunity support grief feelings challenges coping strategies communicate resilience God is with us God's love</p>
<p>Assessment</p>	<ul style="list-style-type: none"> • All children will understand that they might experience different feelings when moving to their next class/secondary school. • Most children will demonstrate an understanding of strategies to help them cope in times of change. • Some children will demonstrate an understanding that God has helped them through times of change before and will continue to help them in the future. 	