

## ST.HUGH'S CATHOLIC PRIMARY – MEDIUM TERM PLANNING - KEYSTAGE 2 (YEAR 6)



### RHE - TEN TEN - LIFE TO THE FULL /PSHE - PSHE MATTERS

Module and Unit Title	Key Knowledge and Skills Life to the Full Ten:Ten	<u>PSHE Matters</u>  <u>Year A</u>	<u>PSHE Matters</u>  <u>Year B</u>
Module 1 Unit 1 Calming the storm	<ul style="list-style-type: none"> <li>• We were created individually by God who cares for us and wants us to put our faith in Him.</li> <li>• Physically becoming an adult is a natural phase of life.</li> <li>• Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!</li> </ul>	<u>Being Healthy</u> <ul style="list-style-type: none"> <li>➤ Exploring what affects their physical, mental and emotional health. Understanding the concept and benefits of a balanced healthy lifestyle.</li> <li>➤ Exploring how we make choices about the food we eat.</li> <li>➤ Identifying how to make informed choices. Developing skills to make their own choices. Recognising how images in the media do not always reflect reality.</li> <li>➤ Setting simple but challenging goals.</li> <li>➤ Exploring what is meant by the term habit and</li> </ul>	<u>Being Me</u> <ul style="list-style-type: none"> <li>➤ Exploring different kinds of responsibilities at school and in the community.</li> <li>➤ Identifying what being part of a community means.</li> <li>➤ Identifying that differences and similarities between people arise from a number of factors.</li> </ul> <u>Money Matters</u> <ul style="list-style-type: none"> <li>➤ Understand how finance plays an important part in people's lives.</li> <li>➤ Understanding about being a critical consumer.</li> </ul>
Module 1 Unit 2 Gifts and Talents  Girls' Bodies/	<ul style="list-style-type: none"> <li>• Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community;</li> <li>• Self-confidence arises from being loved by God (not status, etc).</li> <li>• That human beings are different to other animals;</li> <li>• About the unique growth and development of humans, and the changes that girls will experience during puberty;</li> <li>• About the need to respect their bodies as a gift</li> </ul>		

<p>Boy's Bodies</p> <p>Spots and sleep</p>	<p>from God to be looked after well, and treated appropriately;</p> <ul style="list-style-type: none"> <li>• The need for modesty and appropriate boundaries.</li> <li>• 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.</li> </ul>	<p>why habits can be hard to change</p> <p><u>Bullying Matters</u></p> <ul style="list-style-type: none"> <li>➤ Understanding that their actions affect themselves and others.</li> <li>➤ Developing strategies for getting support for themselves or for others at risk.</li> <li>➤ Identifying that differences and similarities arise from a number of factors.</li> <li>➤ Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').</li> </ul>	<ul style="list-style-type: none"> <li>➤ Developing an understanding of the concepts of interest, loan, debt and tax.</li> <li>➤ Identifying how resources are allocated and the effects on individuals, communities and the environment.</li> <li>➤ Developing enterprise skills. Critiquing how social media presents information. Recognising and managing dares.</li> </ul>
<p>Module 1 Unit 3</p> <p>Body image</p>	<ul style="list-style-type: none"> <li>• To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</li> </ul>	<p>Knowing how to recognise bullying and abuse in all its forms.</p>	<p><u>Changes</u></p> <ul style="list-style-type: none"> <li>➤ Exploring how images in the media and online do not always reflect reality. Identify the intensity of feelings.</li> <li>➤ Recognising conflicting feelings.</li> <li>➤ That simple hygiene routine can prevent the spread of bacteria.</li> <li>➤ Identify pressures and influences. Understanding changes that happen at puberty.</li> </ul>
<p>Funny feelings</p>	<ul style="list-style-type: none"> <li>• To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action.</li> <li>• That some behaviour is wrong, unacceptable, unhealthy or risky.</li> </ul>	<p><u>Being Responsible</u></p>	
<p>Emotional changes</p>	<ul style="list-style-type: none"> <li>• Emotions change as they grow up (including hormonal effects);</li> <li>• To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action;</li> <li>• About emotional well-being: that beauty, art,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Research, discuss and debate topical issues.</li> <li>➤ Identify why rules are needed in different situations. Understanding that there are human rights</li> </ul>	

<p>Seeing stuff online</p>	<p>etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.</p> <ul style="list-style-type: none"> <li>• The difference between harmful and harmless videos and images;</li> <li>• The impact that harmful videos and images can have on young minds;</li> <li>• Ways to combat and deal with viewing harmful videos and images.</li> </ul>	<p>to protect everyone.</p> <ul style="list-style-type: none"> <li>➤ To understand there are some cultural practices against British law.</li> <li>➤ Explore rights and responsibilities at home, school, community and the environment.</li> <li>➤ Develop skills to carry out responsibilities.</li> <li>➤ Explore others' points of view. Explore what being part of a community means and how they belong.</li> </ul> <p><u>Difference and Diversity</u></p>	<ul style="list-style-type: none"> <li>➤ Understanding what puberty and human reproduction is. Identifying qualities of a healthy relationship</li> <li>➤ About committed loving relationships. - About differences and similarities between people, but understand everyone is equal.</li> <li>➤ Debate topical issues.</li> </ul> <p><u>Growing up</u></p> <ul style="list-style-type: none"> <li>➤ Exploring how images in the media and online do not always reflect reality. Identify the intensity of feelings.</li> <li>➤ Recognising conflicting feelings.</li> <li>➤ That simple hygiene routine can prevent the spread of bacteria. - Identify pressures and influences.</li> <li>➤ Understanding changes that happen at puberty. Understanding what puberty and human reproduction is. Identifying qualities of a healthy relationship - About committed loving</li> </ul>
<p>Module 1 Unit 4 Making babies</p> <p>Making Babies Session 2 (OPTIONAL)</p> <p>Menstruation</p>	<ul style="list-style-type: none"> <li>• How a baby grows and develops in its mother's womb</li> <li>• 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</li> </ul> <ul style="list-style-type: none"> <li>• About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life</li> <li>• Some practical ways to manage the onset of menstruation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifying how to listen and respond respectfully to a wide range of people.</li> <li>➤ Recognising the factors that make people the same or different. Recognising the nature and consequences of discrimination. Recognising and challenging stereotypes.</li> </ul> <p>Understanding the correct use of the terms sex, gender identity and</p>	
<p>Module3 Unit 1 The Trinity</p>	<ul style="list-style-type: none"> <li>• God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity.</li> <li>• The Holy Spirit works through us to share God's</li> </ul>		

<p>Catholic Social Teaching</p>	<p>love and goodness with others.</p> <ul style="list-style-type: none"> <li>• The principles of Catholic Social Teaching</li> <li>• That God formed them out of love, to know and share His love with others</li> </ul>	<p>sexual orientation</p>	<p>relationships.</p> <ul style="list-style-type: none"> <li>➤ About differences and similarities between people, but understand everyone is equal.</li> <li>➤ Debate topical issues</li> </ul>
<p>Module3 Unit 2 Reaching Out</p>	<ul style="list-style-type: none"> <li>• Apply the principles of Catholic Social Teaching to current issues.</li> <li>• Find ways in which they can spread God's love in their community</li> </ul>	<p><u>Relationships</u></p>	<p><u>Drug Education</u></p>
		<ul style="list-style-type: none"> <li>➤ Recognising what a healthy relationship is.</li> <li>➤ Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> <li>➤ Recognising different types of relationship, including those between acquaintances, friends, relatives and families. Understanding the true meaning behind civil partnerships and marriage.</li> <li>➤ Resolving conflicts.</li> <li>➤ Recognising that forcing anyone to marry is a crime. Understanding about confidentiality and about times when it is necessary to break a confidence.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowing how to make informed choices. Identifying a range of drugs/substances and assessing some of the risks/effects. Identifying influences and when an influence becomes a pressure</li> <li>➤ Developing skills of how to ask for help.</li> <li>➤ Identify basic emergency procedures. Understanding the term 'habit' and why habits can be hard to change</li> </ul>
		<p><u>Exploring Emotions</u></p>	<p><u>Being safe</u></p>
			<ul style="list-style-type: none"> <li>➤ Understanding how to make informed choices.</li> <li>➤ Exploring how to recognise, predict and assess risks in different</li> </ul>

		<ul style="list-style-type: none"><li>➤ Recognising a wider range of feelings in others and how to respond appropriately. Recognising that their actions can affect themselves and others. Developing strategies to resolve disputes.</li><li>➤ Deepening their understanding of good and not so good feelings. Extending emotional vocabulary. Exploring the intensity and range of feelings.</li><li>➤ Recognising when they experience conflicting emotions and how to manage these.</li><li>➤ .</li></ul>	<p>situations. Understanding that increased independence brings increased responsibility to keep themselves safe.</p> <ul style="list-style-type: none"><li>➤ Explaining how rules can keep them safe.</li><li>➤ Identifying where and how to get help.</li><li>➤ Understanding the term 'habit.' Developing strategies for keeping physically and emotionally safe in different situations.</li><li>➤ Understanding the importance of protecting information particularly online</li><li>➤ Understanding how to become digitally responsible.</li></ul>
--	--	---	--