Year 6 PSHE & RHE Overview

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|  | Learning Intentions |
|  | Safeguarding Audit |
| **Module 1: Unit 1**  **Religious Understanding**  Story Sessions: Calming the Storm | Children will learn that:   * We were created individually by God who cares for us and wants us to put our faith in Him. * Physically becoming an adult is a natural phase of life. * 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! |
| **Module 1: Unit 2**  **Me, My Body, My Health**  Session 1: Gifts and Talents | Children will learn that:   * 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.) |
| Session 2: Girls’ Bodies | Children will learn:   * That human beings are different to other animals * About the unique growth and development of humans, and the changes that girls 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 |
| Session 3: Boys’ Bodies | Children will learn:   * That human beings are different to other animals * About the unique growth and development of humans, and the changes that 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 |
| Session 4: Spots and Sleep | Children will learn:   * 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. |
| **Module 1: Unit 3**  **Emotional Wellbeing**  Session 1: Body Image | Children will learn:   * 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 |
| Session 2: Peculiar Feelings | Pupils will:   * 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 |
| Session 3: Emotional Changes | Pupils will learn:   * 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. |
| Session 4: Seeing Stuff Online | Pupils will learn:   * 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 |
| **Module 1: Unit 4**  **Life Cycles**  Session 1: Making Babies | Pupils will learn:   * 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 |
| Session 2: Menstruation | Children will learn:   * 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 |
| Session 3: Hope Beyond Death | Pupils will learn:   * 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 |
| Session 4: Coping with Change + Classroom Shorts | Children will learn:   * That there are many emotions and feelings connected with change. * That gratitude and positivity help build resilience. * Coping strategies to manage changes. * That God is always with them. |
| **Module 2: Unit 2**  **Personal Relationships**  Session 1: Build Others Up | Children will learn:   * 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 respect. |
| **Module 3: Unit 1**  **Religious Understanding**  Session 1: The Holy Trinity | Children will learn that:   * God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity. * The Holy Spirit works through us to share God’s love and goodness with others. |
| Session 2: Catholic Social Teaching | Children will learn:   * The principles of Catholic Social Teaching * That God formed them out of love, to know and share His love with others |
| **Module 3: Unit 2**  **Living in the Wider World**  Session 1: Reaching Out | Pupils will:   * Apply the principles of Catholic Social Teaching to current issues. * Find ways in which they can spread God’s love in their community. |
| Session 2: Money and Me + Classroom Shorts | Pupils will learn:   * 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. |
| The aspects of non-statutory PSHE which are not wholly covered by ‘Life to the Full Plus’ are listed below. These will be taught using resources and lesson plans from the PSHE Association Website. | |
| **Citizenship:**  Responsibility | L.2. to recognise there are human rights that are there to protect everyone  L.5.ways of carrying out shared responsibilities for protecting the environment; how food choices can affect the environment |
| **Economic Wellbeing:**  Aspirations, Work & Careers | L31. to identify the kind of job that they might like to do when they are older  L32. to recognise a variety of routes into careers e.g. college, apprenticeship, university |