

| Year 6                                          |                                                                                                                                                                                                                                                                                                                                                                              |                                                                         |
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| Term 2 – Created to Love Others (Relationships) |                                                                                                                                                                                                                                                                                                                                                                              |                                                                         |
| 2024<br>Week<br>Beginning:                      | Learning Outcome                                                                                                                                                                                                                                                                                                                                                             | Lesson Title                                                            |
| 8 <sup>th</sup> January                         | That human beings are different to other animals;<br>About the unique growth and development of humans, and the changes that girls will experience during puberty;<br>About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;<br>The need for modesty and appropriate boundaries.                                      | <b>Life To The Full</b><br><br>Module 1, Unit 2: Girls' Bodies          |
| 15 <sup>th</sup> January                        | That human beings are different to other animals;<br>About the unique growth and development of humans, and the changes that boys will experience during puberty;<br>About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;<br>The need for modesty and appropriate boundaries.                                       | <b>Life To The Full</b><br><br>Module 1, Unit 2: Boys' Bodies           |
| 22 <sup>nd</sup> January                        | 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.                                                                                                                                                                                                             | <b>Life To The Full</b><br><br>Module 1, Unit 2: Spots and Sleep        |
| 29 <sup>th</sup> January                        | Emotions change as they grow up (including hormonal effects);<br>To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action;<br>About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being. | <b>Life To The Full</b><br><br>Module 1, Unit 3: Emotional Changes      |
| 5 <sup>th</sup> February                        | Children's Mental Health Week                                                                                                                                                                                                                                                                                                                                                |                                                                         |
| 12 <sup>th</sup> February                       | Half Term                                                                                                                                                                                                                                                                                                                                                                    |                                                                         |
| 19 <sup>th</sup> February                       | How a baby grows and develops in its mother's womb.                                                                                                                                                                                                                                                                                                                          | <b>Life To The Full</b><br><br>Module 1, Unit 4: Making Babies (Part 1) |
| 26 <sup>th</sup> February                       | Basic scientific facts about sexual intercourse between a man and woman;<br>The physical, emotional, moral and spiritual implications of sexual intercourse;<br>The Christian viewpoint that sexual intercourse should be saved for marriage.                                                                                                                                | <b>Life To The Full</b><br><br>Module 1, Unit 4: Making Babies (Part 2) |

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| 4 <sup>th</sup> March                                                    | About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;<br>Some practical help on how to manage the onset of menstruation.                                                                                                                                    | <b>Life To The Full</b><br><br>Module 1, Unit 4:<br>Menstruation            |
| 11 <sup>th</sup> March                                                   | About prejudice, bullying and discrimination: what they mean and how to challenge them.<br>About protected characteristics from the Equality Act 2010 such as race, age and disability.<br>That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect.     | <b>Life To The Full</b><br><br>Module 2, Unit 2: Build Others Up            |
| 18 <sup>th</sup> March                                                   | World Recycling Day                                                                                                                                                                                                                                                                                                          |                                                                             |
| <b>Term 3 – Created to Live in Community (Living in The Wider World)</b> |                                                                                                                                                                                                                                                                                                                              |                                                                             |
| <b>Week Beginning:</b>                                                   | <b>Learning Outcome</b>                                                                                                                                                                                                                                                                                                      | <b>Lesson Title</b>                                                         |
| 8 <sup>th</sup> April                                                    | Describe ways in which people show their commitment to each other;<br>Know the ages at which a person can marry, depending on whether their parents agree;<br>Understand that everyone has the right to be free to choose who and whether to marry.                                                                          | <b>SCARF</b><br><br>Me and My Relationships:<br>Don't Force Me              |
| 15 <sup>th</sup> April                                                   | Recognise that some types of physical contact can produce strong negative feelings;<br>Know that some inappropriate touch is also illegal.                                                                                                                                                                                   | <b>SCARF</b><br><br>Me and My Relationships:<br>Acting Appropriately        |
| 22 <sup>nd</sup> April                                                   | Know that all people are unique but that we have far more in common with each other than what is different about us;<br>Consider how a bystander can respond to someone being rude, offensive or bullying someone else;<br>Demonstrate ways of offering support to someone who has been bullied.                             | <b>SCARF</b><br><br>Valuing Difference: We Have More In Common Than Not     |
| 29 <sup>th</sup> April                                                   | Demonstrate ways of showing respect to others, using verbal and non-verbal communication.                                                                                                                                                                                                                                    | <b>SCARF</b><br><br>Valuing Difference:<br>Respecting Differences           |
| 6 <sup>th</sup> May                                                      | Sun Awareness Day                                                                                                                                                                                                                                                                                                            |                                                                             |
| 13 <sup>th</sup> May                                                     | Understand and explain the term prejudice;<br>Identify and describe the different groups that make up their school/wider community/other parts of the UK;<br>Describe the benefits of living in a diverse society;<br>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. | <b>SCARF</b><br><br>Valuing Difference:<br>Tolerance and Respect for Others |

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| 20 <sup>th</sup> May  | Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;<br>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.                                                                                                                                                                            | <b>SCARF</b><br><br>Keeping Safe: Rat Park                                          |
| 27 <sup>th</sup> May  | Half Term                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                     |
| 3 <sup>rd</sup> June  | Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;<br>Describe the language and techniques that make up a biased report;<br>Analyse a report also extract the facts from it.                                                                                                                                                                    | <b>SCARF</b><br><br>Rights and Respect: Two Sides To Every Story                    |
| 10 <sup>th</sup> June | Explain some benefits of saving money;<br>Describe the different ways money can be saved, outlining the pros and cons of each method;<br>Describe the costs that go into producing an item;<br>Suggest sale prices for a variety of items, taking into account a range of factors;<br>Explain what is meant by the term interest.                                                                 | <b>SCARF</b><br><br>Rights and Respect: What's it Worth?                            |
| 17 <sup>th</sup> June | Recognise and explain that different jobs have different levels of pay and the factors that influence this;<br>Explain the different types of tax (income tax and VAT) which help to fund public services;<br>Evaluate the different public services and compare their value.                                                                                                                     | <b>SCARF</b><br><br>Rights and Respect: Jobs and Taxes                              |
| 24 <sup>th</sup> June | Explain what is meant by living in an environmentally sustainable way;<br>Suggest actions that could be taken to live in a more environmentally sustainable way.                                                                                                                                                                                                                                  | <b>SCARF</b><br><br>Rights and Respect: Happy Shoppers – Caring for The Environment |
| 1 <sup>st</sup> July  | Explain what we mean by the terms voluntary, community and pressure (action) group;<br>Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.                                                                                                                                                                                          | <b>SCARF</b><br><br>Rights and Respect: Action Stations                             |
| 8 <sup>th</sup> July  | Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;<br>Suggest strategies that would help someone who felt challenged by the changes in puberty;<br>Understand what FGM is and that it is an illegal practice in this country;<br>Know where someone could get support if they were concerned about their own or another person's safety. | <b>SCARF</b><br><br>Growing and Changing: Is This Normal?                           |
| 15 <sup>th</sup> July | Explain how HIV affects the body's immune system;                                                                                                                                                                                                                                                                                                                                                 | <b>SCARF</b>                                                                        |

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|  | Understand that HIV is difficult to transmit;<br>Know how a person can protect themselves from HIV. | Growing and Changing:<br>What is HIV? |
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