

Personal Relationships

Me, My Body, My Health

Emotional well-being

Life Cycles

Keeping Safe

Living in the wider world

The principles of Catholic Social Teaching

That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.

To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.

How to use technology safely.

To find ways in which I can spread God's love in my community

Discrimination; what it means and how to challenge it

What the term cyberbullying means and examples of it

How a baby grows and develops in its mother's womb.



The Year 6 RSE/PSHE Student

I have learned...

That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.

What cyberbullying feels like for the victim and how to get help if I experience it

About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;

About change and loss including death and how these can affect feelings; ways of expressing/managing grief (RE)

How to report and get help if they encounter inappropriate materials or messages.

Money

Some practical help on how to manage the onset of menstruation

about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

Careers

The need for modesty and appropriate boundaries.

That female genital mutilation is against British law, what to do and whom to tell if they think they or someone they know might be at risk

To judge well what kind of physical contact is acceptable or unacceptable and how to respond.

How to make good choices about substances that will have a positive impact on their health.

To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action.

That our bodies are created by God, so we should take care of them and be careful about what we consume.

That some behaviour is wrong, unacceptable, unhealthy or risky

about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Emotions change as we grow up (including hormonal effects)

That there are different people we can trust for help, especially those closest to us who care for us

The difference between harmful and harmless videos and images

The effect that a range of substances including drugs, tobacco and alcohol can have on the body.

To recognise that images in the media do not always reflect reality and can affect how people feel about themselves

Ways to combat and deal with viewing harmful videos and images.

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.

The impact that harmful videos and images can have on young minds;

That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media

To find ways in which I can spread God's love in my community

To judge well what kind of physical contact is acceptable or unacceptable and how to respond.

that our bodies are created by God, so we should take care of them and be careful about what we consume.

That there are different people we can trust for help, especially those closest to us who care for us

the effect that a range of substances including drugs, tobacco and alcohol can have on the body.

how to make good choices about substances that will have a positive impact on their health.