



Christ the King Catholic Voluntary Academy

RSHE Lessons Map: Year 6



Outcomes	Prior Learning:	Key		Teachers: TO DO AT START OF UNIT:	
<p>NC objectives: Learn correct naming of genitalia; Learn what changes will happen to boys during puberty; Learn what changes will happen to girls during puberty.</p> <p>Religious outcomes: to know that our bodies changing is part of God's plan for us to grow up and procreate. 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. Changes during puberty are part of God's plan for us.</p>	<p>Y4 Mod 1 Unit 2: Me, My Body, My Health: - Similarities and differences between people arise as they grow - respecting our bodies as a gift from God in very practical ways, such as clothing, food and physical exercise. -Bodily autonomy (saying no) and the concept of consent.</p> <p>Y5 Mod 1 Unit 2: Menstruation, hygiene products and how puberty is part of God's plan for us. Bodily changes from hormones including pubic hair, deepening voice, spots and sleep.</p>	<p><i>Italics</i> = RSE curriculum covered through 'Life to the Full' from TenTen <i>Grey</i> = additional sessions from Pre-school lessons within 'Life to the Full' <i>Red</i> = Existing unit of the Science curriculum/Links with Science <i>Yellow</i> = Computing curriculum <i>Boxed</i> = Daily Circle time for Week 1 <i>Pink</i> = Health curriculum (including Mental Health) <i>Green</i> = Relationships curriculum (including Online Relationships) <i>Teal</i> = Spiritual, moral, social and cultural (SMSC) curriculum <i>Blue</i> = CTK Gospel Values Bold = Other calendar events</p>		<ul style="list-style-type: none">- Set ground rules for behaviour - created together as a class- Set up an anonymous way for questions to be asked e.g. a questions box- Provide time for questions to be carefully considered and answered- Explain to the children why it is important for both boys and girls to learn about bodily changes brought about by puberty e.g. menstruation- Consult the Journey In Love teacher guidance on how to respond to tricky questions in line with the teachings of the Catholic Church (speak to the subject lead if you can't find access)- Check with the subject lead that the parent session has taken place prior to beginning the final block of lessons (how babies are made).	
MEDIUM TERM PLANNING					
<p>Possible misconceptions: -That changes in our bodies has nothing to do with God/God's plan for us.</p>	<p>TenTen module/unit (click hyperlinks to access lessons & resources):</p> <p>BLOCK 1</p> <div><p><i>Mod 1, unit 1:</i> <i>Created and Loved by God: Calming the Storm (story sessions) click link</i></p><p><i>Gifts and Talents</i></p></div>	<p>Wk beginn -fac-</p>	Lesson focus name from TenTen & QfLs:		Recording of lesson in books/ lesson guidance:
			1	Focus: Calming the Storm Day 1 QfL: <u>In what ways can we show care to others?</u>	Finish session by writing on slip of paper anything they want to say to Jesus (e..g a prayer for someone, a thank you etc) and leaving on your prayer focus. Nothing in books.
			2	Focus: Calming the Storm Day 2 QfL: <u>Who can I bring my troubles to?</u>	Reflection only. No recording.
			3	Focus: Calming the Storm Day 3 QfL: <u>What is faith?</u>	Acting/group work lesson. No recording.

			4	Focus: Calming the Storm Day 4 QfL: <u>What did faith mean to the disciples?</u>	Reflection only. No recording.
			5	Focus: Calming the Storm Day 5 <i>Reflection lesson on learning throughout the week</i>	Reflection only. No recording.
Possible misconceptions: <ul style="list-style-type: none"> - Smoking/drinking is a way to impress others - That alcohol is not a drug (it is, just a legal one) - That all drugs are illegal (e.g. alcohol) - The age you can buy alcohol/vapes/cigarettes etc 	BLOCK 2 Mod 2, unit 3: <u>Impacted Lifestyles</u> <u>Making Good Choices</u>		1	Focus: Impacted Lifestyles QfL: Can I understand how drugs impact our lives?	Stick in the pictures of the damaged lungs and liver on one side of the page and the healthy lungs on the other side. Underneath, in bullet points, in two columns, write about how they may be different, based on the questions on the slide: behaved differently, physically, financially, socially. <i>Make sure to say to children during the lesson that, although our parents may smoke, vape or drink alcohol, they are adults who are able to make their own decisions and they won't be putting themselves in immediate danger. There are also other ways in which the lungs and liver can get damaged. We are giving this information to the children so that they are aware of the dangers and can make an informed decision.</i> <i>Also add in about vaping and how this can damage the lungs, just slower.</i>

<p>Possible misconceptions:</p> <ul style="list-style-type: none"> - That only people the same age as us can 'peer pressure' us into something - That peer pressure can only happen in person - That peer pressure cannot happen online 			2	<p>Focus: Making Good Choices</p> <p>QfL: can I make good choices in order to protect my God-given body?</p>	<p>Children to write a list of top tips we can use if feeling under pressure to do something we know we shouldn't.</p> <p>When feeling under pressure to do something I know I shouldn't, I could:</p> <ul style="list-style-type: none"> - - - - <p>If I turn down peer-pressure in a calm and honest way, I will be showing the virtue of _____. This will help me to _____.</p>
<p>Possible misconceptions:</p> <ul style="list-style-type: none"> - Misunderstanding of the menstrual cycle - Incorrect 'slang' words for sexual organs - That a period now makes the female 'ready for a baby'/'turned into a woman' (clarify this by linking back to life cycles science unit in Y5 - stages of life) 	<p>BLOCK 3</p> <p>Girls' bodies; boys' bodies; spots and sleep</p>		0	<p>Quiz on previous block</p>	<p><i>In books, children complete the sentence stems:</i></p> <p>During puberty, girls'...</p> <p>Hips...</p> <p>Waists...</p> <p>Hair...</p> <p>Height...</p> <p>Skin...</p> <p>Menstruation...</p> <p>Perspiration...</p> <p>Breasts...</p> <p>Genitals...</p> <p><i>In books, children complete the sentence stems:</i></p> <p>During puberty, boys'...</p> <p>Shoulders:</p> <p>Hair:</p> <p>Height:</p> <p>Skin:</p> <p>Erections:</p> <p>Voices:</p> <p>Nocturnal Emissions:</p> <p>Genitals:</p>
			1	<p>Focus: Girls' bodies</p> <p>QfL: Can I understand what happens to girls' bodies during puberty?</p>	
			2	<p>Focus: Boys' bodies</p> <p>QfL: Can I understand what happens to boys' bodies during puberty?</p>	

				3	Focus: Spots and sleep QfL: Can I understand how to make good choices that will have a positive impact on my health?	<i>In books, children complete the sentence stems:</i> Sleep is important to keep my body healthy because... Exercise is important to keep my body healthy because... Eating well is important to keep my body healthy because...
Possible misconceptions: - That behaviour is not linked to emotions/feelings - That behaviour is not a form of communication	BLOCK 4 Body Image; Funny Feelings; Emotional Changes			0	Quiz on previous block	
				1	Focus: Body Image QfL: Can I understand how being thankful can help resist pressure? Body Image - Ten:Ten Resources (tentenresources.co.uk)	Use the discussion questions in lesson notes to aid discussion. Role play scenarios from the video in pairs or small groups. Use the questions from the Thankfulness page in the workbook. Discuss the first 2 questions. In books children answer the questions UKS2_MODULE1_WORKBOOK.pdf
				2	Focus: Peculiar Feelings QfL: Can I recognise how my behaviour is effected by my feelings? Peculiar Feelings - Ten:Ten Resources (tentenresources.co.uk)	In books, children draw a table similar to the table on page 12/13 in the workbook for Siobhan and then one for themselves. Workbook: UKS2_MODULE1_WORKBOOK.pdf
					Focus: Emotional changes QfL: Can I show understanding of the effect of emotional changes I will face as I get older? Emotional Changes - Ten:Ten Resources (tentenresources.co.uk)	In books, children list techniques that they have used to manage their feelings. Could use the examples in the workbook for further discussion. UKS2_MODULE1_WORKBOOK.pdf

<p>Possible misconceptions:</p> <ul style="list-style-type: none"> - That it is ok to talk to someone online if you've talked for a long time but never met - If someone says something mean on the internet, you should respond and tell them to stop 	<p>Block 5 (life online): Sharing isn't always caring, Cyberbullying, build others up</p>		1	<p><i>Focus: Sharing isn't always caring</i></p> <p>Sharing Isn't Always Caring – Ten Ten Resources</p>	In books: (Write a list or rules.) <i>Rules to keep me safe online:</i>
			2	<p><i>Focus: Cyberbullying</i></p> <p>Cyberbullying – Ten Ten Resources</p>	In Books: <i>What to do if:</i> -you are being cyberbullied? -you think someone you know is being cyberbullied? -you think you may have shared something online that could have upset somebody?
			3	<p><i>Focus: Build others up</i></p> <p>Build Others Up – Ten Ten Resources</p> <p><i>This is part of protective characteristics. This has been check by KW and AC who are happy with the content.</i></p>	In books: -Write the definition for <i>Fairness: Bullying: Prejudice: Discrimination: Protected Characteristics:</i> (Choose from Appendix 2) -Things I can do to build others up:
<p>Possible misconceptions:</p> <ul style="list-style-type: none"> - That babies are born through belly buttons - That babies are delivered by stalks - The gestation of the baby - The fertilisation of the egg 	<p>Block 6 Making Babies Part 1; Menstruation; The Trinity; Reaching Out</p> <p>(Key Decision #4: Do not teach Making Babies Part 2)</p>		0	Quiz on previous block	Quiz in folder. Complete in books. Self-mark.
			1	<p>Focus: Making babies Part 1</p> <p>QfL: Can I understand how a baby is formed in the womb?</p>	<p><i>*Add in during discussion that there are two ways for a baby to be born: vaginal birth and caesarean section and both of these produce healthy babies.</i></p> <p>Get the children to make their own glossary of terms in books for these key words: Placenta, conception, embryo, sperm womb (uterus), fallopian tube, vagina, implantation, egg, umbilical cord, foetus.</p>

<ul style="list-style-type: none"> - That a particular way of giving birth is better than another way (e.g. caesarean being better than a vaginal delivery) - Incorrect names/ slang terms for sexual reproductive organs 			<p>2</p> <p>Focus: Menstruation QfL: <u>Can I learn about menstruation and the changes females experience?</u> Link to TenTen lesson</p>	<p>Use the suggested pages from TenTen workbook (pages 21-23) to aid discussion throughout the lesson, but avoid using them with the children. Use it as a prompt to jot what PMS is and general facts about periods on flipchart paper. Children then stick in a picture of the ovaries diagram (in folder) and write down key info around it, labelling key parts such as the lining that then sheds as a period.</p> <p>The only worksheet that should be used from TenTen for this session is on page 22 of the workbook, fill in the blanks with key words. Stick into books.</p>
			<p>3</p> <p>Focus: The Trinity QfL: <u>Can I understand the Holy Trinity?</u></p>	<p>Draw triangle large. Name three people that make up the HT. Label each person as they go through the lesson e.g. Holy Spirit is the guide,, Jesus is the living example, God is creator and all-knowing being etc.</p>
			<p>4</p> <p>Focus: Catholic Social Teaching QfL: <u>Can I show understanding of Catholic Social Teaching?</u></p>	<p>Groups of 6. Each child learns about one element of CST each having heard the input for all. Record on different coloured paper and bring together at the end on one big poster. Photocopy into books.</p>
			<p>5</p> <p>Focus: Reaching out QfL: <u>Can I apply the principles of Catholic Social Teaching?</u></p>	<p>Discussion lesson. No need to record.</p>