

# Life To The Full Progression of Skills

Primary – UKS2: Year 5/Year 6



Module 1		Notes
<b>Religious Understanding</b>	<p>Children can explain that:</p> <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>	
<b>Me, My Body, My Health</b>	<p>Children can explain:</p> <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 and boys will experience during puberty</li> <li>• About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately</li> <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>	
<b>Emotional Well-being</b>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• 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> <li>• A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action</li> <li>• That some behaviour is wrong, unacceptable, unhealthy or risky</li> <li>• That emotions change as they grow up (including hormonal effects)</li> <li>• 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</li> <li>• The difference between harmful and harmless videos and images</li> </ul>	

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	<ul style="list-style-type: none"> <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>	
<b>Life Cycles</b>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• How a baby grows and develops in its mother's womb</li> <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 help on how to manage the onset of menstruation</li> </ul> <p><b>NON STATUTORY - schools should make their own choices over these:</b></p> <ul style="list-style-type: none"> <li>• Basic scientific facts about sexual intercourse between a man and woman</li> <li>• The physical, emotional, moral and spiritual implications of sexual intercourse</li> <li>• The Christian viewpoint that sexual intercourse should be saved for marriage</li> </ul>	
<b>Module 2</b>		<b>Notes</b>
<b>Religious Understanding</b>	<p>Children can describe:</p> <ul style="list-style-type: none"> <li>• That God calls us to love others</li> <li>• Ways in which we can participate in God's call to us</li> </ul>	
<b>Personal Relationships</b>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That pressure comes in different forms, and what those different forms are</li> <li>• That there are strategies that they can adopt to resist pressure</li> <li>• What consent and bodily autonomy means</li> <li>• Different scenarios in which it is right to say 'no'</li> <li>• How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships</li> </ul>	
<b>Keeping Safe</b>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• How to use technology safely</li> <li>• 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</li> <li>• How to report and get help if they encounter inappropriate materials or messages</li> </ul>	

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	<ul style="list-style-type: none"><li>• What the term cyberbullying means and examples of it</li><li>• What cyberbullying feels like for the victim</li><li>• How to get help if they experience cyberbullying</li><li>• What kind of physical contact is acceptable or unacceptable and how to respond</li><li>• That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests</li><li>• The effect that a range of substances including drugs, tobacco and alcohol can have on the body</li><li>• How to make good choices about substances that will have a positive impact on their health</li><li>• That our bodies are created by God, so we should take care of them and be careful about what we consume</li><li>• How they may come under pressure when it comes to drugs, alcohol and tobacco</li><li>• That they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies</li><li>• That the recovery position can be used when a person is unconscious but breathing</li><li>• That DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance</li></ul>	
<b>Module 3</b>		<b>Notes</b>
<b>Religious Understanding</b>	<p>Children can explain:</p> <ul style="list-style-type: none"><li>• That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity</li><li>• That the Holy Spirit works through us to bring God’s love and goodness to others</li><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>	
<b>Living in the Wider World</b>	<p>Children can explain:</p> <ul style="list-style-type: none"><li>• How to apply the principles of Catholic Social Teaching to current issues</li><li>• Ways in which they can spread God’s love in their community</li></ul>	