

Teaching and Learning about Human Relationships and Sex Education Year 6

- Core Theme 1: Growing in love for myself and God
- Core Theme 2 Growing in love for family, friends, faith and community
- Core Theme 3 Growing in love for my character and well-being

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		Objective			When covered?	Statutory Guidance and Context		
Core Theme 1	Understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see protected characteristics of the Equality Act 2010)				Justice	Respectful Relationships: How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg how they might normalise non-consensual behaviour or encourage prejudice)		
	Value themselves as a child of God, believing life is precious and their body is God's gift to them to be treated with respect and care				This is My Body	Lessons about the miracle of conception and how each person is a miracle		
	Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.				Evolution			
Core Theme 2	To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help.				Internet Safety Day	RR about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.		
	To value the diversity of national, regional, religious and ethnic identities in the United Kingdom and beyond.				Multi Faith Week	RR the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.		
	That marriage in a church is a Sacrament and involves God in the loving relationship between the couple. It is based on mutual consent.				This is My Body			
	Marriage can be civil union, a public demonstration of the free commitment made between 2 people who love and care for each other who want to spend their lives together and are of legal age to make that commitment.				This is My Body	Families: That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		
	That being part of a community means understanding the rights and responsibilities in that group and that rules and laws are made to protect. Different rules are needed for situations and being in a group means taking part in making and changing rules.				Justice	RR the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.		

Core Theme 3	That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God.	Ongoing	Liturgy and Worship in class, school and church
	To manage their personal safety. That they are responsible for managing the risks they are exposed to, pressure to behave in an unacceptable, unhealthy or risky way can come from many sources such as people they know and media.	Online Safety Computing	
	When, how and who to ask for help, how to resist pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong.	Initial HRSE Lesson	MW where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). BS how to report concerns or abuse, and the vocabulary and confidence needed to do so and where to get advice e.g. family, school and/or other sources.
	To know that some rights are universal and that these are human rights	Justice	Respectful Relationships: The importance of respecting others, even when they are very different from them (eg physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs.
	Christians believe that they should work for justice for all people because everyone has equal worth in the eyes of God. How British law plays a role in protecting human rights	Justice	Link to lessons on injustice in the world. Oscar Romero and others who have fought for justice
	Understanding that actions such as female genital mutilation (FGM) are abusive and a criminal breach of human rights and how to get support if they have fears for themselves or their peers.	This is my Body	Being Safe: How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice eg family, school, and/other sources.
	About what puberty involves and how their body and emotions will change as they approach and move through puberty, growing into adults	This is my Body	Adolescents: Key facts about puberty and the changing adolescent body, particularly from age 9 to 11, including physical and emotional changes About menstrual well-being including the key facts about the menstrual cycle.
	About change including transitions (between key stages and schools) loss, separation, divorce and bereavement. For example, loneliness when starting a new school, confusion following family changes or isolation following a bereavement as no one knows what to say.	High School Transition Work	MW isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

Areas in the Statutory Guidance not included in HRSE

The following areas require additional content to that in the HRSE programme of study or are not covered at all. However, many of them are already covered in PSHE lessons, science and health and well-being teaching and learning.

PRIMARY AGE RANGE - AREAS NOT COVERED IN THE HRSE PROGRAMME OF STUDY

ONLINE RELATIONSHIPS

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

BEING SAFE areas requiring additional coverage are in red. Though many of the areas are covered in the Programme of Study, safeguarding requirements mean each school should check these areas are covered in the context of their own safeguarding policy with particular reference to online safety.

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. In a Catholic context, we teach our bodies are a precious gift.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult. This needs emphasising in each school's context.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse in their school context, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

MENTAL WELL BEING

- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

INTERNET SAFETY AND HARMS

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

PHYSICAL HEALTH AND FITNESS Many areas are partially covered in Core Theme 3

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

HEALTHY EATING

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

DRUGS, ALCOHOL AND TOBACCO

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

HEALTH & PREVENTION

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

the facts and science relating to allergies, immunisation and vaccination.

BASIC FIRST AID

- how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries

