

HRSE – CT1

Sometimes there are negative perceptions of people who are different, and it is good to challenge the stereotypes of people who are different to ourselves.

HRSE - CT2

Sometimes families need additional support. It is OK to ask for help if we are struggling. There are vulnerabilities associated with vulnerability, but these can be reduced.

Religious Education

The apostles were ordinary people with strengths and weaknesses who changed when they received the Holy Spirit. We learn about the early Christian community and our relationship to it.

HRSE – CT3

We are precious and have the right to be safe. All relationships have choice and consequence, and we have the right to choose what is best for us as individuals. This involves choices about our body and our behaviour.

PSHE

As we get older, we have more freedom and independence, this involves assessment and risks. There are risks associated with drugs and understanding these risks helps us to make informed choices.

Outcomes

AT1 – Describe the life of one of the early apostles and explain how they influence your life.

AT1/3 – Which of the apostles' teachings (in the letters of the New Testament) has the greatest impact on your life. Use scripture to support your answer.

AT2/3 – If God loves us so much, why are drugs available in the world?

AT3 – Look at the painting of The Crucifixion of St Peter. What beliefs do you think the artist was trying to show? How does it make you feel?

Y6:2

**WHY ARE RULES
IMPORTANT?**

**Being A Good
Person**

Vocabulary

PERCEPTION – Our conscious understanding of something.

STEREOTYPE – An oversimplified or exaggerated opinion of a person or a group of people.

PREJUDICE – An adverse judgment or opinion formed beforehand, often without the facts.

APOSTLE – One of the twelve disciples chosen by Jesus to preach and spread the Gospel.

DISCIPLE – An active follower of the Catholic faith.

DRUG – A substance that modifies a chemical process in the body for a specific purpose.

MEDIA – Institutions for publishing and broadcasting information.

PEER INFLUENCE – Encouraging others to act in a particular way.

HRSE – Core Theme 1

Challenging Perception

HRSE – CT1 Key Knowledge 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). (C)

HRSE – CT1 Key Knowledge 2

Recognise cause and effect in their actions and take personal responsibility. (C / P)



Learning Step 1

Know that there are negative perceptions of people who are different to themselves.

Learning Step 2

To challenge the stereotypes of people who are different to themselves.

Learning Step 3

To know examples of people who have challenged the perception of the way they should be.

Learning Step 4

To recognise how their behaviours affect how they are perceived by others.

Galatians 3:28

'There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.'

HRSE – CT2 Key Knowledge 1

That with their family, they share responsibility for staying healthy and safe and they may be supported by other families to support well-being. (C)

HRSE – CT2 Key Knowledge 2

To be aware of different types of relationships including those between acquaintances, friends, relatives and family. (C)

HRSE – CT2 Key Knowledge 3

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. (C / P)

HRSE – CT2 Key Knowledge 4

That the Church is a community of faith. (F)

HRSE – CT2 Key Knowledge 5

That being part of a community means working together for common aims. (F)

HRSE – CT2 Key Knowledge 6

That they are part of many local, national and international communities. (F)

Hebrews 13:16

‘Do not neglect to do good and to share what you have, for such sacrifices are pleasing to God.’

HRSE – Core Theme 2



Helping Each Other

Learning Step 1

Know that sometimes families need additional support and explore what this looks like – food banks etc.

Learning Step 2

Know that it is OK to ask for help if we are struggling and recognise who they can ask for in terms of family / friends / acquaintances, that sometimes it is right to break a confidence or secret if it is harmful.

Learning Step 3

Know that there are dangers associated with vulnerability (County Lines / CCE / CSE) and that these vulnerabilities are reduced when they communicate with trusted people.

Learning Step 4

Know that the Church is a family to which we all belong as we are part of a community of faith and as part of that group, we work together to challenge perception and support those who are struggling.

Religious Education

Following Examples

RE Key Knowledge 1

The life and growth of the first Christian communities. (F)

RE Key Knowledge 2

The teaching role of the apostles especially through New Testament letters. (C)

RE Key Knowledge 3

The cost of discipleship. (C)



Saint Peter - Anonymous



The Crucifixion of Saint Peter by Caravaggio

Learning Step 1

Know that the apostles were ordinary people with strengths and weaknesses.

Learning Step 2

Know how the apostles changed when they received the Holy Spirit.

Learning Step 3

Know about the early Christian community and our relationship to it.

Learning Step 4

Know about the persecution of the apostles.

Learning Step 5

Know and reflect on the preaching of the apostles.

Matthew 16:18

'And I tell you, you are Peter, and on this rock I will build my church, and the gates of hell shall not prevail against it.'

HRSE – CT3 Key Knowledge 1

That all people have worth and dignity as creations of God. All lives have purpose and we are all created equal. (C)

HRSE – CT3 Key Knowledge 2

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. (C)

HRSE – CT3 Key Knowledge 3

That they are responsible for their health, taking care of their body and asserting the right to protect their body from inappropriate or unwanted contact. What positively and negatively affects their physical, mental and emotional health (including the media). (C)

HRSE – CT3 Key Knowledge 4

Know that some rights are universal, these are human rights. (F)

Learning Step 1

Know that time given in prayer and reflection offers the opportunity to understand themselves and those around them a little better.

Learning Step 2

Know that all relationships involve choice and consequence and that they have a right to choose what is best for them.

HRSE – Core Theme 3



Reflecting on Ourselves and Others

Genesis 1:27

'So God created man in his own image, in the image of God he created him; male and female he created them.'

PSHE

Drugs – The Right to Choose

PSHE – Key Knowledge 1

H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle. (F)

PSHE – Key Knowledge 2

H46. About the risks and effects of legal drugs common to everyday life (and their impact on health; recognise that drug use can become a habit which can be difficult to break. (F)

PSHE – Key Knowledge 3

H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. (F)

PSHE – Key Knowledge 4

H48. About why people choose to use or not use drugs (including nicotine, alcohol and medicines). (C)

PSHE – Key Knowledge 5

H49. About the mixed messages in the media about drugs, including alcohol and smoking / vaping. (F)

PSHE – Key Knowledge 6

H50. About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns. (F)

PSHE – Key Knowledge 7

R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online). (F)

Learning Step 1

Know that as they get older they have more independence to move around the local area and that these things require an assessment of risk.

Learning Step 2

Know about the risks and effects of legal drugs and their impact on health (including age restrictions).

Learning Step 3

Know that some drugs are illegal to use, own and give to others and that there are people / organisations that can support people with both legal and illegal drug use.

Learning Step 4

Know about and recognise mixed messages about drug use in the media and understand why people choose to use or not use drugs.

Learning Step 5

Know that there is danger attached to drug use and sometimes peer influence plays a part in the choices that people make.

2 Timothy 1:7

'for God gave us a spirit not of fear but of power and love and self-control.'



Stunning Start:

Enrichment:

Resources:

Celebration:

Planning Ideas: