

HRSE – CT1

We recognise that we are going through a period of change and have the opportunity to be supported by the constant love of God. We talk about our feelings relating to the transition to Secondary School. We reflect on our successes and difficulties at The Blessed Sacrament.

HRSE - CT2

We learn about what Modern Slavery and how to ask for help with this issue. We recognise that as British citizens, we have a responsibility to work with others for common aims.

Religious Education

We are able to identify and describe relationships of love. We know and understand the Sacraments of Holy Orders and Marriage.

HRSE – CT3

We relate what we know about Human Rights to Modern Slavery. We spend time in prayer and reflection, considering our achievements at Primary School.

PSHE

We learn more about the different kinds of relationship that we may choose to have with other people. We relate this to what we know about self-respect and consider the implications of forced marriage.

Outcomes

AT1 – What qualities do you think the Vocations Director should look for in someone wanting to be a priest? Why do you think that training to be a priest takes many years?

AT2 / 3 – How can we say that God loves us amidst human suffering such as forced marriage or modern slavery?

AT2 – How do you think a person knows that God is calling them to the religious life?

AT3 – Look at the painting 'Ordination and First Mass of St. John of Mata' by Craig Olsen. What beliefs do you think the artist was trying to show? How does it make you feel? Refer to the picture in your answer?

Y6:6

WHAT CAN I
CHANGE?

Modern Slavery

Vocabulary

CHANGE – To pass from one form, state, or level to another.

TRANSITION – The process of change.

INDIVIDUALITY – The characteristics that contribute to the distinction of someone from a group of otherwise comparable identity.

SLAVERY – A condition in which one is captivated, as by greed or drugs.

RESPONSIBILITY – A duty, obligation, or liability for which someone is held accountable.

HOLY ORDERS – The sacrament or rite of ordination as a member of the clergy.

WORTH – Having a value.

FORCED MARRIAGE – Where one or both people do not or cannot consent to the marriage and pressure or abuse is used to force them to marry.

HRSE – CT1 Key Knowledge 1

Understand that they can choose to have a friendship with God. (C)

HRSE – CT1 Key Knowledge 2

Identify, name and respond appropriately to a wider range of feelings in themselves and in others. (C)

HRSE – CT1 Key Knowledge 3

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 4

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

Jeremiah 29:11

‘For I know the plans I have for you, declares the Lord, plans for welfare and not for evil, to give you a future and a hope.’

HRSE – Core Theme 1

Preparing for Change



Learning Step 1

Recognise that they are going through a period of change and have the opportunity to be supported by the constant love of God.

Learning Step 2

Name and describe their feelings about the transition to Secondary School.

Learning Step 3

Celebrate their individuality including similarities and differences with others.

Learning Step 4

Consider their time at The Blessed Sacrament and recognise their successes and difficulties from the time at primary school.

HRSE – CT2 Key Knowledge 1

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 2

Know the rituals celebrated in the Church that mark life, particularly birth, marriage and death and that these are part of Christian beliefs. (F)

HRSE – CT2 Key Knowledge 3

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

HRSE – CT2 Key Knowledge 4

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 part of a group means taking part in making and changing rules. (C)

Learning Step 1

Know what Modern Slavery is and how to ask for help with this issue.

Learning Step 2

Recognise that as a British citizen, they have a responsibility to work with others for common aims.

HRSE – Core Theme 2



Modern Slavery

Galatians 5:1

‘For freedom Christ has set us free; stand firm therefore, and do not submit again to a yoke of slavery.’

RE Key Knowledge 1

Ways in which love and commitment are important in human life. (C)

RE Key Knowledge 2

Be able to name the Sacraments of Holy Orders and Matrimony and to explain their significance in their own words. (F)



Ordination and First Mass of St John of Mata by Vincenzo Carducci

<https://www.catholic.sg/05-matrimony-and-holy-orders/>

Religious Education

Marriage and Holy Orders

Learning Step 1

Identify and describe relationships of love from real life and fiction. Recognise that these relationships are important.

Learning Step 2

Know and understand the Sacrament of Holy Orders.

Learning Step 3

Know and understand the Sacrament of Marriage.

Genesis 2:24

'Therefore a man shall leave his father and his mother and hold fast to his wife, and they shall become one flesh.'

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

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. (F/P)

HRSE – CT3 Key Knowledge 4

To extend their vocabulary of emotion, to explain both the range and intensity of their feelings to others and recognise that they may experience conflicting emotions and when they might need to listen to their emotions and some ways to control them. (C)

HRSE – CT3 Key Knowledge 5

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. (C)

HRSE – CT3 Key Knowledge 6

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

HRSE – CT3 Key Knowledge 7

Christians believe that they should work for all people because everyone has equal worth in the eyes of God. (C)

HRSE – CT3 Key Knowledge 8

How British law plays a role in protecting human rights. (F)

HRSE – Core Theme 3

Freedom



Learning Step 1

Recognise that we all have worth in the eyes of God and we should work for the rights of all people.

Learning Step 2

Understand Human Rights as they relate to modern slavery.

Learning Step 3

Know which British Laws protect Human Rights in relation to modern slavery and forced marriage.

Learning Step 4

Spend time in prayer and reflection, considering their achievements at Primary School.

Learning Step 5

Prepare for end of year celebrations and recognise this as an important transition.

2 Corinthians 3:17

'Now the Lord is the Spirit, and where the Spirit of the Lord is, there is freedom.'

PSHE Key Knowledge 1

H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. (P)

PSHE Key Knowledge 2

H35. About the new opportunities and responsibilities that increasing independence may bring. (C)

PSHE Key Knowledge 3

H36. Strategies to manage transitions between classes and key stages. (P)

PSHE Key Knowledge 4

H38. How to predict, assess and manage risk in different situations. (P)

PSHE Key Knowledge 5

R3. About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. (F)

Learning Step 1

Recognise and understand different emotional, romantic and sexual relationships.

Learning Step 2

Know about marriage and civil partnership.

Learning Step 3

Understand that forced marriage is a crime.

Learning Step 4

Understand what self-respect is and how important it is.

PSHE Key Knowledge 6

R4. 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 and others. (C)

PSHE Key Knowledge 7

R5. That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart. (F)

PSHE Key Knowledge 8

R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another. (C)

PSHE Key Knowledge 9

L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. (C)

PSHE Relationships and Marriage



1 Peter 4:8

'Above all, keep loving one another earnestly, since love covers a multitude of sins.'

Stunning Start:

Enrichment:

Resources:

Celebration:

Planning Ideas: