Sacred Heart Catholic Primary School

Key Vocabulary: Upper Key Stage 2

Life to the Full
Progression of Knowledge and Skills

UKS2
Year 5 / Year 6

Module 1

Unit/Topic	Learning Objectives	Progress Markers	Notes
Religious Understanding	Children will learn that that: • 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 • 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!	• **All children will** learn that we were created individually by God who cares for us. • **Most children will** understand that God wants us to put our faith in Him, which means putting our confidence and hope in Him even though we can't see Him. • **Some children will** demonstrate a more nuanced understanding of how having faith in Jesus can help them through the changes and 'storms' of life.	
Me, My Body, My Health	Children will learn about: • How similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community • How there are many different types of family set up • How self-confidence arises from being loved by God (not status, etc) • How human beings are different to other animals • The unique growth and development of humans, and the changes that girls and boys will experience during puberty • The need to respect their bodies as a gift from God to be	• **All children will** understand that we are all unique, with different family set-ups, gifts and talents; will know that the body changes which occur during puberty are necessary for a girl to become an adult woman; will know that the body changes which occur during puberty are necessary for a boy to become an adult man; and will know that the choices we make regarding sleep, exercise, personal hygiene and electronic entertainment can impact on our health. • **Most children will** demonstrate some emotional intelligence when considering the 'Paradise Street' film, and begin to infer and articulate the feelings of the characters involved; will understand and be able to recall some of the changes	

	looked after well, and treated appropriately • The need for modesty and appropriate boundaries • 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	which girls experience during puberty; will understand and be able to recall some of the changes which boys experience during puberty; and will be able to discern whether certain choices will have a good or bad impact on our health. • **Some children will** demonstrate a personal understanding of how our value and self-confidence can arise from knowing that we are loved by God and called His children; will demonstrate prior knowledge about changes girls experience during puberty, and readily articulate respectful boundaries, *e.g. privates are private*; demonstrate prior knowledge about changes boys experience during puberty, and readily articulate respectful boundaries, *e.g. privates are private*; and will demonstrate empathy in relation to the characters in the film, and be able to articulate how choices regarding health also impact on our feeling and well-being.	
Emotional Well-being	Children will learn: • That images in the media do not always reflect reality and can affect how people feel about themselves • That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media • A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action • That some behaviour is wrong, unacceptable, unhealthy or risky • That emotions change as they grow up (including hormonal effects) • That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being • That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.	• **All children will** understand that images in the media do not always reflect reality; will understand that some behaviour is wrong, unacceptable, unhealthy or risky; and will understand that emotions change as they grow up. • **Most children will** understand that the pressures we face, *e.g. from the media,* can affect how people feel about themselves; will understand how thoughts, feelings and actions relate to one another and that feelings are not good guides for action; and will be able to describe a variety of techniques to help them manage their thoughts, feelings and actions. • **Some children will** understand the link between practising thankfulness and building resilience against pressure, and demonstrate prior experience of employing this practice themselves; will demonstrate deeper understanding of the range and intensity of their own feelings and the feelings of others, and be curious as to the causes of these; and will clearly understand the importance of openness with trusted adults when feeling worried and that beauty and art can contribute to our sense of emotional well-being.	

	Children will learn: ● How a baby grows and develops in its mother's womb ● That pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us. ● About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life ● Some practical ways to manage the onset of menstruation	● **All children will** know that a baby grows and develops in its mother's womb; and will understand that girls start having periods during puberty. ● **Most children will** be able to describe how a baby grows and develops in the womb, and demonstrate some wonder and curiosity about this; and will understand some facts about periods and the menstrual cycle, including period hygiene. ● **Some children will,** with gratitude and a sense of the profound, understand that pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us; and will demonstrate understanding of the role of menstruation in the fertility cycle, and that fertility is involved in the start of life.	
Life Cycles	Children will learn: ● Basic scientific facts about sexual intercourse between a man and woman ● The physical, emotional, moral and spiritual implications of sexual intercourse ● The Christian viewpoint that sexual intercourse should be saved for marriage	● **All children will** know basic facts about sexual intercourse between a man and a woman. ● **Most children will** understand something of the physical, emotional, moral and spiritual implications of sexual intercourse. ● **Some children will** understand the Christian viewpoint that sexual intercourse should be saved for marriage.	

	Children will learn: • What 'death' means • About some feelings often connected with grief • What the Christian faith says about death and eternal life • Some ways to support themselves and others when they are grieving	• **All children will** understand what death is and some of the feelings that are often associated with grief.. • **Most children will** demonstrate an understanding of what the Christian faith says about death and eternal life, and understand how this can help when grieving. • **Some children will** demonstrate greater resilience and empathy when discussing both conceptual and observed grief, and show an emerging personal belief about life beyond death.	

Progression of Knowledge and Skills
Upper Key Stage Two

Module 2			
Religious Understanding	Children will learn: • That God calls us to love others • About ways in which we can participate in God's call for us to love others	• **All children will** learn that God calls us to love others. • **Most children will** appreciate that we all have something we can offer in terms of loving others. • **Some children will** demonstrate a deeper understanding and passion for participating in God's call for us to love others.	
Personal Relationships	Children will learn: • That pressure comes in different forms, and what some of those different forms are • That there are strategies that they can adopt to resist pressure • What consent and bodily autonomy means • About different scenarios in which it is right to say 'no' • How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships • About prejudice, bullying and discrimination: what they mean and how to challenge them. • About protected characteristics from the Equality Act 2010 such as race, age and disability. • That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect.	• **All children will** learn that pressure comes in different forms, and what some of those different forms are; will gain a basic understanding of consent and bodily autonomy; and will understand that how we think can affect our feelings and in turn our actions, and that we call this 'self-talk'; learn that bullying is always wrong. • **Most children will** be able to describe some strategies they can adopt to resist pressure; will be able to discern situations in which it would be appropriate and right to say 'no'; and will understand how positive self-talk can impact our feelings, actions and relationships for the better; understand what prejudice and discrimination are, and how they relate to the protected characteristics. • **Some children will** demonstrate a more nuanced and applied understanding of different pressure scenarios, including the feelings of the pressured child in the context of thoughts, feelings and actions; will demonstrate a deeper understanding and will to uphold consent as related to respecting the dignity of our precious God-given bodies; and will demonstrate a deeper understanding of both positive and negative self-talk, and how it helps us to balance our expectations so that we feel confident to try new things at the same time as assessing the consequences realistically; have a deeper empathy for victims of bullying and discrimination, and eagerly approach the challenge to build others up through their words and actions.	

Progression of Knowledge and Skills

Upper Key Stage Two

Life Online	Children will learn: ● To recognise that their increasing independence brings increased responsibility to keep themselves and others safe ● How to use technology safely ● 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 ● How to report and get help if they encounter inappropriate materials or messages ● What the term cyberbullying means and examples of it ● What cyberbullying feels like for the victim ● How to get help if they experience cyberbullying	• **All children** will have a general understanding of different ways we use the internet, understand some ways they can stay safe and how to seek help from a trusted adult. They will know some safety rules about chatting online, what cyberbullying means and how to get help from a trusted adult. • **Most children** will be able to make safe and sensible decisions about sharing online and understand that it is important to use the internet responsibly. They will understand that online messages can be misinterpreted, recognise the difference between bullying and banter and know the steps to take if they or someone they know experiences cyberbullying. • **Some children** will be able to articulate how their growing independence can lead to situations where they will need to make their own responsible decisions about online safety. They will demonstrate a deeper understanding of the possible long-term effects of cyberbullying, their personal. They will behave considerately towards others and how to model good online behaviour.	

Keeping Safe	Children will learn: • To judge well what kind of physical contact is acceptable or unacceptable and how to respond • That abuse violates the rights of children • That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests • About the effect that a range of substances including drugs, tobacco and alcohol can have on the body. • How to make good choices about substances that would have an impact on their health. • That our bodies are created by God, so we should take care of them and be careful about what we consume. • Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco • Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies • The recovery position can be used when a person is unconscious but breathing • DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance	• **All children will** know that if they feel unsafe, they can and should seek out a trusted adult for help and support; will learn about the effect that a range of substances including drugs, tobacco and alcohol can have on the body; will understand that as they get older they may come under pressure when it comes to drugs, alcohol and tobacco; and will understand that, amongst other things, the job of a First Aider is to keep themselves and the casualty safe. • **Most children will** understand that some physical contact is appropriate and some is inappropriate, and be able to describe some examples of these; will understand the impact that these substances can have on people's lifestyles, and how we can all make better choices to benefit our health and well-being; will be able to come up with 'for' and 'against' arguments for giving into pressure, and practise making good choices; and will, with prompts, have a degree of confidence in performing the DR ABC primary survey, as well putting someone in the recovery position. • **Some children will** demonstrate greater empathy throughout the activities and a deeper understanding that because God made us to love and be loved, we should respect one another's bodily privacy and autonomy; will understand that our bodies are created by God, and we can	

		honour Him by taking care of them and being careful about what we consume; demonstrate understanding that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies; and will confidently demonstrate the DR ABC primary survey and understand the importance of following this in order to prioritise potentially life- threatening conditions.	
Module 3			
Religious Understanding	Children will learn: • That God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity. • That the Holy Spirit works through us to bring God's love and goodness to others • The principles of Catholic Social Teaching • That God formed them out of love, to know and share His love with others	• **All children will** understand that God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity; and will learn what the seven principles of Catholic Social Teaching are. • **Most children will** understand that the Holy Spirit works through us to share God's love and goodness with others; and will know that God loves them and wants them to love others, and be able to come up with examples of how Catholic Social Teaching principles can be practised. • **Some children will** demonstrate a more nuanced and personal understanding of what it means for the Holy Spirit to live inside us and how this helps us to share God's love in the world; and will demonstrate a greater sense of conviction and motivation to incorporate Catholic Social Teaching principles in their daily lives and will be able to identify injustices in the world where change could be affected.	
Living in the Wider World	Children will learn: • How to apply the principles of Catholic Social Teaching to current issues • About ways in which they can spread God's love in their community	• **All children will** have a basic understanding of how to apply the principles of Catholic Social Teaching to current issues. • **Most children will** understand how Catholic Social Teaching principles can help them to judge not only whether something is wrong, but why it is wrong. • **Some children will** show great aptitude when categorising articles, and demonstrate compassion and motivation to challenge issues of injustice.	