

**YEAR SIX**

**TERM ONE**

**LIFE√CREATION**

LEARNING OBJECTIVES	LEARNING EXPERIENCES (knowledge, skills and understanding)	HERE I AM <i>Topics which offer opportunities to cover the learning experience</i>	OTHER CURRICULUM OPPORTUNITIES
<p><b>SELF</b></p> <p><i>Children learn about the basic biology of human reproduction that ideally takes place within the context of marriage. Deepen their understanding of the importance of a healthy lifestyle.</i></p> <p>That every human being is made in the image of God and is called to reflect God's love. That God calls people and they respond. (CD)</p>	<ul style="list-style-type: none"> <li>• know the basic biology of human reproduction within the context of marriage</li> <li>• be aware that a balanced diet, exercise, hygiene and rest are necessary for maintaining a healthy body and a healthy mind</li> <li>• <i>that bacteria and viruses can affect health and transmission may be reduced when simple safe routines are used (3b)</i></li> <li>• <i>to recognise risks in different situations and make judgements about behaviour (3e)</i></li> <li>• <i>about different kinds of relationships among friends and families and to develop the skills needed to be effective in relationships (4c)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Myself (A) Friends (B)</li> <li>• Preparations (B) Babies (C)</li> <li>• Friends (B) Signs &amp; Symbols (D)</li> </ul>	<p>Sc. 2b, 2h</p>
<p><b>FAMILY</b></p> <p><i>Children deepen their understanding of the parental role in families and the commitment of marriage.</i></p> <p>That marriage (and priesthood) are special forms of commitment and service. Of what nourishes and damages human relationships with God. (CD)</p>	<ul style="list-style-type: none"> <li>• develop an appreciation of what is involved in bringing up children</li> <li>• hear about the commitment of Christian parents in bringing up their children</li> <li>• explore the responsibilities that parents have in bringing up children</li> <li>• consider the necessity for family rules</li> <li>• <i>to recognise that actions have consequences for themselves and others, recognise others' feelings ... (4a)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Babies (C)</li> <li>• Birthdays (A) Beginnings (B)</li> <li>• Initiation (C)</li> <li>• Homes &amp; Families (D)</li> </ul>	<p>Sc. Unit 5b, 2.2f</p>
<p><b>COMMUNITY</b></p> <p><i>Children will explore the responsibility they have to different communities. They deepen their understanding of the ways different communities influence their environment.</i></p> <p>That belonging to the Church brings privileges and responsibilities. Of what Jesus taught about authority and service. Everyone has a place in the Church and opportunities to share in its life. Of the significance of love and commitment of family and community life. Of the nature of community life. (CD)</p>	<ul style="list-style-type: none"> <li>• explore groups they belong to and the commitments made to groups.</li> <li>• <i>recognise their worth as individuals by expressing positive things about themselves and their achievements (1b)</i></li> <li>• <i>to face new challenges positively through collecting information, looking for help, making responsible choices and taking action (1c)</i></li> <li>• <i>that there are different kinds of duties, responsibilities and rights at home, school and in the community and that these can conflict with each other (2d)</i></li> <li>• investigate some communities who are trying to live in a sustainable manner and the commitment these people make</li> </ul>	<ul style="list-style-type: none"> <li>• Initiation (C) Homes &amp; Families (D) Friends (B)</li> <li>• Homes &amp; Families (D) Friends (B)</li> </ul>	

# YEAR SIX

# TERM TWO

# DIGNITY√INCARNATION

LEARNING OBJECTIVES	LEARNING EXPERIENCES (knowledge, skills and understanding)	HERE I AM <i>Topics which offer opportunities to cover the learning experience</i>	OTHER CURRICULUM OPPORTUNITIES
<p style="text-align: center;"><b>SELF</b></p> <p><i>Children learn about the variety of ways in which pressure can be put on them to participate in unacceptable or risky behaviour. They develop strategies for resisting that pressure and skills for dealing with relationships.</i></p> <p>Of what nourishes and damages human relationships and relationship with God. That recognising motives and taking responsibility for them is important. (CD)</p>	<ul style="list-style-type: none"> <li>• develop skill needed to form, and to end relationships</li> <li>• continue developing ways to talk about relationships and to seek advice from significant adults.</li> <li>• develop appropriate techniques to resist pressure from friends and others with regard to tobacco, alcohol and drugs</li> <li>• <i>which commonly available substances and drugs are legal and illegal, their effects and risks (3d)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Special People (B)</li> <li>• All Eucharist topics</li> </ul>	<p>Sc. Unit 5a NC 2.2g</p>
<p style="text-align: center;"><b>FAMILY</b></p> <p><i>Children develop an understanding of the support available at time of loss and change</i></p> <p>Of the variety and forms of Christian life and service in an as the Church. That love an service to God and others are universal human values and signs of God’s spirit in the world. (CD)</p>	<ul style="list-style-type: none"> <li>• to know that there are helping agencies to support families and individuals in time of loss</li> <li>• be aware that death leads to ‘new life’ with God</li> <li>• know that the Church has rituals and ways of dealing with death</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrations (D)</li> <li>• Memories (C)</li> <li>• All Lent/Easter topics</li> </ul>	<p>Literacy - obituaries</p>
<p style="text-align: center;"><b>COMMUNITY</b></p> <p><i>Children become aware of the effects of stereotyping.</i></p> <p>Of what nourishes and damages human relationships and relationship with God. That God calls everyone to care for all creation with love and respect. (CD)</p>	<ul style="list-style-type: none"> <li>• explore the effects of stereotyping on other people</li> <li>• investigate the effects of stereotyping on the community</li> <li>• develop strategies for minimising the effects of stereotyping</li> <li>• <i>to realise the nature and consequence of racism, teasing, bullying and aggressive behaviour (4d)</i></li> <li>• <i>that differences and similarities between people arise from a number of factors (4f)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Good &amp; Evil (B)</li> <li>• Communion (A)</li> <li>• Self Giving (D)</li> <li>• Thanksgiving (D)</li> </ul>	<p>History 2b Geography 3a</p>

# YEAR SIX

# TERM THREE

# PURPOSE ✓ REDEMPTION

LEARNING OBJECTIVES	LEARNING EXPERIENCES (knowledge, skills and understanding)	HERE I AM <i>Topics which offer opportunities to cover the learning experience</i>	OTHER CURRICULUM OPPORTUNITIES
<p style="text-align: center;"><b>SELF</b></p> <p><i>Children understand the importance of forgiveness and reconciliation in their lives. They learn about some ways to achieve a healthy body.</i></p> <p>Of contrition, confession, absolution and the firm purpose of amendment. That the sacrament of Reconciliation is a celebration of God's love and forgiveness. (CD)</p>	<ul style="list-style-type: none"> <li>• recognise and value the importance of forgiveness in relationships</li> <li>• develop ways to deal with the consequences of wrong choices</li> <li>• reflect on the importance of God's unconditional love</li> <li>• appreciate the healing grace that is available through the sacrament of reconciliation</li> <li>• investigate ways to achieve a healthy body through diet, exercise, hygiene and rest</li> </ul>	<ul style="list-style-type: none"> <li>• All Reconciliation topics</li> <li>• All Reconciliation topics</li> <li>• All Reconciliation topics</li> <li>• All Reconciliation topics</li> </ul>	<p>Sc. Unit 5a Keeping Healthy NC 2. 2b, h PE 4a, b, c, d</p>
<p style="text-align: center;"><b>FAMILY</b></p> <p><i>Children appreciate that there are different kinds of duties, responsibilities and rights within the family.</i></p> <p>Of sharing life, gifts and service. That all Christians share the responsibility of being a sign of God's love. (CD)</p>	<ul style="list-style-type: none"> <li>• consider ways in which they can contribute to family life</li> <li>• reflect on their developing role within the family</li> <li>• explore ways to look after their money and the benefits of saving for future needs.</li> </ul>	<ul style="list-style-type: none"> <li>• All Pentecost topics</li> </ul>	<p>Maths 4a</p>
<p style="text-align: center;"><b>COMMUNITY</b></p> <p><i>Children have an understanding of their rights and responsibilities with regard to the world they live in.</i></p> <p>God calls everyone to care for all creation with love and respect. That the natural world is God's gift to all people. The Church is world wide and multicultural. Of sharing of life, gifts and service. (CD)</p>	<ul style="list-style-type: none"> <li>• reflect on the ways they are able to support people in their community</li> <li>• deepen awareness of current environment issues in the context of God's creation including allocation of resources</li> <li>• develop sensitivity and respect of the rights and needs of others regardless of gender, race, creed, physical and mental ability</li> <li>• develop ways to evaluate media experiences and to make critical judgements</li> </ul>	<ul style="list-style-type: none"> <li>• All Pentecost topics</li> <li>• Treasures (B)</li> <li>• Building Bridges (D)</li> <li>• Differences (D)</li> </ul>	<p>ICT 5c</p>