



Year 6 RSE/PSHE/SUMO Yearly Overview

TEN:TEN - Module Two and Three.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Autumn 1</b> <b>SUMO Link:</b> <b>Change your t-shirt</b></p>	<p><b>SUMO activities: Change your T-shirt.</b></p> <p>Example activities include:</p> <ul style="list-style-type: none"> <li>• Give children a t-shirt template. Have decorate with negative feelings on the one side and positive feelings on the other. – make a class washing line.</li> <li>• Role play – ask children to create a short role play how what t-shirt they are wearing and how this can have an impact on others.</li> <li>• Ask children to draw different Emojis on t-shirts – ask the what could be done to change this t-shirt.</li> </ul>	<p>Read through the story of Zacchaeus.</p> <p>TASK: Children can decide what task to do from the following activities.</p> <ol style="list-style-type: none"> <li>1) Tell the story of Zacchaeus life up to now.</li> <li>2) Retell the story in modern times.</li> <li>3) Tell the story of what happened after meeting Jesus.</li> </ol> <p><b>SL: What t-shirt was Zacchaeus wearing? How did this change throughout the story?</b></p>	<p>Look at session one: Under Pressure. Read through PPT with children and answer any Qs the children may have.</p> <p><b>SL: What t-shirt do you think you would be wearing if you were feeling pressured? Why?</b></p>	<p>Recap on good and bad pressure that we feel.</p> <p><b>TASK:</b> In groups, the children create a presentation using A3 paper on the different pressures we feel, spoken and unspoken and how this makes us feel.</p> <p><b>Reflection: What is the best way to deal with pressure? How might you handle a situation differently?</b></p>	<p>Look at session two: Do you want a piece of cake? Read through PPT with children and answer any Qs the children may have.</p> <p><b>SL: Sarah is feeling like her body autonomy is not being valued. What t-shirt will she be wearing? What steps might she take to make her t-shirt change?</b></p>	
<p><b>Autumn 2</b> <b>SUMO Link:</b> <b>Fruity Thinking</b></p>	<p><b>SUMO activities: Change your T-shirt.</b></p> <p>Example activities include:</p> <ul style="list-style-type: none"> <li>• Draw fruit (Positive thoughts in the fruit)</li> <li>• Create poster showing differences between fruity and faulty thinking.</li> </ul>	<p>Recap with children their right to body autonomy.</p> <p>TASK: Give the children a variety of different situations. Ask them what advice would they give. (Look</p>	<p>Look at session three: self-talk. Read through PPT with children and answer any Qs the children may have.</p> <p><b>SL: Do you think you are a fruity thinker or a faulty thinker if you are listening to your self-talk? Why might you be both?</b></p>	<p>Recap with children the impact of self-talk, how it can be both negative and positive.</p> <p><b>TASK:</b> Ask the children to think about different situations they have been in. for example: reading in Mass etc.</p>	<p>Look at session one: sharing online. Read through PPT with children and answer any Qs the children may have.</p> <p><b>SL: Why can using the internet be really positive and benefit us?</b></p>	



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	<ul style="list-style-type: none"> <li>Write an agony aunt letter who is a faulty thinking for the children to give advice on how they can change to a fruity thinker.</li> </ul> <p>Reflection: When is a time you have felt faulty? How did you change that to fruity thinking?</p>	<p>in appendix booklet for scenarios).</p> <p>Reflection: God gave us our bodies to honour and respect them. How does this make you feel? Draw/write about it.</p>		<p>What would be the negative self-talk of this. What would be the positive self-talk of this. Children to think of four different situations for themselves.</p> <table border="1" data-bbox="1375 379 1812 676"> <thead> <tr> <th>Situation</th> <th>Negative Self-Talk</th> <th>Positive Self-Talk</th> </tr> </thead> <tbody> <tr> <td>Talking in front of the class.</td> <td>They'll laugh at me and tease me.</td> <td>I can do it.</td> </tr> <tr> <td>Throwing a birthday party.</td> <td></td> <td></td> </tr> <tr> <td>Sharing results of a spelling test with your friends.</td> <td></td> <td></td> </tr> </tbody> </table> <p>Reflection: What pressures do you sometimes put yourself under?</p>	Situation	Negative Self-Talk	Positive Self-Talk	Talking in front of the class.	They'll laugh at me and tease me.	I can do it.	Throwing a birthday party.			Sharing results of a spelling test with your friends.			
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<p><b>Spring 1</b> <b>SUMO Link:</b> <b>Hippo time is OK</b></p>	<p><b>SUMO activities: Hippo time is OK.</b> Example activities include:</p> <ul style="list-style-type: none"> <li>Watch SUMO video on hippo time.</li> <li>Draw a time when we may need hippo time.</li> <li>Who can help us during this time?</li> <li>How do I feel during hippo time?</li> <li>How can I use my SUMO skills to help me feel better?</li> </ul>	<p>Recap with children how to safely share online.</p> <p>TASK: Create a poster about sharing safely online answering the following. - What is the age limit for social media apps - If someone give you permission to share their photo online, should you?</p>	<p>Look at session two: Chatting Online. Read through PPT with children and answer any Qs the children may have.</p> <p>SL: If something upsets that I see on the internet, what should I do?</p>	<p>Recap with children about how to keep safe when chatting to others online.</p> <p>TASK: Give the children an agony aunt letter based on someone who is being cyberbullied. Ask the children to give this person advice on what to do and how to overcome this.</p> <p>CHALLENGE: What advice would you give to the person who is being unkind online?</p> <p>Reflection: 'Cyberbullying is more harmful than face to face bullying.' Do you agree? Why/why not?</p>	<p>Look at session three: Physical Contact. Read through PPT with children and answer any Qs the children may have.</p> <p>SL: Why might hippo time be needed in relation to the different types of abuse? When we have this done to us or we see this?</p>												



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		<ul style="list-style-type: none"> <li>- What should you do if you see something that concerns you?</li> <li>- What are the sharing online rules?</li> </ul>			
<p><b>Spring 2</b> <b>SUMO Link:</b> <b>Remember the beachball</b></p>	<p><b>SUMO activities: Remember the beachball.</b> Example activities include:</p> <ul style="list-style-type: none"> <li>• Use beachballs. What colours can you see when you're holding the beachball? What colours can your partner see?</li> <li>• Use beachball template to answer: Why is it important that we see other people's point of view?</li> </ul>	<p>Recap with children the different forms of abuse.</p> <p>TASK: Children to create a PowerPoint presentation on the different forms of abuse. Using the questions in the appendix as a guideline to produce this.</p> <p>Reflection: Make a list of trusted adults you have in your life who you could speak to if you need to.</p>	<p>Look at module three session one: Trinity House. Read through PPT with children and answer any Qs the children may have.</p> <p><b>SL: How does the beachball link to our beachball? (people see other parts but it is one beachball).</b></p> <p>TASK: Ask the children to act out the script in appendix one – preform to class.</p>	<p>Look at module three session two: Trinity House. Read through PPT with children and answer any Qs the children may have.</p> <p>TASK: Ask children to create a scroll with the principles of Catholic Social Teaching on.</p>	<p>Look at module three session one: Reaching Out. Read through PPT with children and answer any Qs the children may have.</p> <p><b>SL: If you see a homeless person in the street, what are the different ways of looking at this person? Someone who needs help? Someone who is just after money?</b></p> <p>TASK: Ask the children to write/draw about what they are going to do to help others in need by following the Principles of Catholic Social Teaching.</p>



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**Dignity of the Human Person**  
People should love each other. Wars hurt people. We should solve problems without fighting and we should not kill anyone. Science and medicine should uphold respect for life. We are all people with value and should care for each other.

**Family, Community and Participation**  
People are social. The way we make our rules is important. We need to remember our whole community when we make rules. Loving families are good. Law and money rules should be fair for everyone. We need to help people who are poor.


**Rights and Responsibilities**  
People need food, clothes, a house, and to be able to go to school. We have a right to these things. Sometimes people in our community lack these things. We should help them.


**Care for the Poor and Vulnerable**  
We need to think about how people who are poor in our community live. People who have enough need to share with people who do not have enough. We should put the needs of people who are poor and vulnerable first.

**The Dignity of Work and the Rights of Workers**  
People need to work to make a living. Their work should make them happy. It should be safe. They should make enough money to buy what they need to live a decent life. We should make sure all workers are protected.

**Solidarity**  
We are one human family. We are brothers and sisters even if we are different. We need to be neighbourly with each other. Solidarity means not fighting and helping others. We should love our neighbours all over the world.

**Care for God's Creation**  
We love God by taking care of the earth. We must protect the planet and its people. We must live in harmony with creation.



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<p><b>Summer 1</b> <b>SUMO Link:</b> <b>Learn Latin</b></p>	<p><b>SUMO activities: Learning Latin.</b> Example activities include:</p> <ul style="list-style-type: none"> <li>• Watch Learning Latin video on the SUMO website.</li> <li>• Why do we put things off?</li> <li>• What sort of things do you try and leave until later?</li> <li>• Why do you leave them till later?</li> <li>• Think about the things you put off. - Make a poster. Think of things you could do to make you seize the day and do them anyway.</li> </ul>	<p style="text-align: center;"><u>HMHM</u> <u>All about me</u> <u>Unique characteristics</u> <u>(Lesson 1)</u></p> <p><b>Starter:</b> Pupils are asked to think about the things they are good at by drawing a self-portrait with thought bubbles emerging. Pupils should then share these with a partner.</p> <p><b>Main:</b> Pupils are asked to work in pairs to interview each other about what makes them unique.</p>	<p style="text-align: center;"><u>HMHM</u> <u>All about me</u> <u>Showing Emotions (Lesson 3)</u></p> <p><b>Starter:</b> Pupils should be introduced to the idea that the way we react to emotions can be 'safe/helpful' and 'unsafe/unhelpful' both for ourselves and others.</p> <p><b>Main:</b> Explaining that in some instances (if possible refer to the examples given by pupils) our 'unhelpful' reactions to an event are hiding an emotion. For example, when the child appeared angry after hurting themselves they were actually embarrassed as people had seen this happen. The teacher should explain that sometimes we have to</p>	<p style="text-align: center;"><u>HMHM</u> <u>All about me</u> <u>What is a character? (Lesson 4)</u></p> <p><b>Starter:</b> Pupils should begin the lesson by attempting to answer the question 'What is character?' based on their previous learning.</p> <p><b>Main:</b> Pupils should write an introduction about themselves, talking about their character traits using the list provided in this book. For any character traits they use, pupils should provide examples of times they have acted in this way.</p> <p><b>SL:</b> <i>Is your character trait to seize the day? Why might this be a good trait to have?</i></p>	<p style="text-align: center;"><u>HMHM</u> <u>Resilience</u> <u>Enjoying the moment</u> <u>(Lesson 1)</u></p> <p><b>Starter:</b> Pupils should be asked to create a definition of what being mindful means to them. These definitions should be fed back to the class to create a shared definition. Pupils should then be asked to sit quietly and engage in a mindful colouring activity, or alternatively a guided relaxation activity.</p> <p><b>Main:</b> Pupils are asked to complete a written log of how they felt throughout the lesson doing the mindfulness activities. They should reflect on how they felt before, during and after the</p>



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		<p>SL: Trevor knows he has talents, but doesn't want to use them incase he is laughed at. What should Trevor do?</p>	<p>act like detectives to work out the feelings hidden by a/our behaviour.</p> <p>SL: Why might you put of some emotions to help others?</p>		<p>activities both emotionally and physically.</p> <p>SL: How does enjoying the moment link to Learning Latin?</p>
<p><b>Summer 2</b> <b>SUMO Link:</b> <b>Ditch Doris Day</b></p>	<p><b>SUMO activities: Ditch Doris Day.</b> Example activities include:</p> <ul style="list-style-type: none"> <li>• Watch video on the SUMO website.</li> <li>• Write a proud diary. - What have you achieved that you are proud of?</li> <li>• How can we make a difference in school?</li> <li>• Let's set some goals: What do we want to do to make a difference in school and how are we going to do it?</li> </ul>	<p style="text-align: center;"><u>HMHM</u> <u>Resilience</u> <u>Being kind to myself (Lesson 2)</u></p> <p><b>Starter:</b> Pupils are introduced to what it means to have a kind mind, through the story about Ollie. They are asked to think about the 'unkind' and 'kind' things that Ollie thought about himself during the story.</p> <p><b>Main:</b> Pupils should consider when they may need to have a 'kind mind' in their day-to-day life. This could be done by asking pupils to create a timetable of their week and show times they feel calm and times they may need to have a kind mind.</p> <p>SL: Why is being kind something to be proud of?</p>	<p style="text-align: center;"><u>HMHM</u> <u>Resilience</u> <u>Introducing resilience (Lesson 3)</u></p> <p><b>Starter:</b> Pupils should be asked to create a definition of what they think resilience is. These definitions can be shared with the class.</p> <p><b>Main:</b> Pupils are asked to create three freeze frames:</p> <ol style="list-style-type: none"> <li>1. A bad reaction to a stressful situation</li> <li>2. A good reaction to the same situation</li> <li>3. A middle freeze frame where pupils use the skills they have learnt over the previous lessons to transition from a bad reaction to a good reaction.</li> </ol> <p>SL: How does showing resilience have an impact on our achievements?</p>	<p style="text-align: center;"><u>HMHM</u> <u>Resilience</u> <u>Coping with change (Lesson 4)</u></p> <p><b>Starter:</b> Pupils are asked to think about examples of change they have experienced in their own lives. Discuss together as a circle time.</p> <p><b>Main:</b> Pupils should be asked to write a postcard to their future selves in year 7. The postcard should normalise the process of change for the pupils and their future selves. It should also aim to discuss any concerns they may have about transitioning, focusing on how they will have used their skills to cope with these concerns and changes.</p> <p>SL: Why do we have to try and be resilient when change happens even if we don't want it to?</p>	<p style="text-align: center;"><u>HMHM</u> <u>Resilience</u> <u>Coping with choice (Lesson 5)</u></p> <p><b>Starter:</b> The teacher should begin the session by discussing Paralympians and how they have made a choice to not let changes in their lives impact them in a negative way. The teacher should discuss the athletes' successes in the Paralympics and, if possible, find stories about what led the athletes to their career.</p> <p><b>Main:</b> Pupils should be given a role play activity where they are asked to make a decision.</p> <p>SL: How does having a choice link to our SUMO focus of Ditching Doris Day?</p>

If modules are complete with time for further activities, please go back to HMHM and complete the wider community units that may not have been covered within the other units. Such as: **Being the Best** – lesson 1, 2, 3, 4, 5 and 6.