



ST PHILOMENA'S PRIMARY SCHOOL
RHE MEDIUM TERM PLANNING YEAR 4
2026 - 2027

AUTUMN 1						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LESSON OUTLINE	Module 1: Created and Loved by God Unit 1: Get Up! Session 1 – Let the Children come	TEN : TEN Module 1: Created and Loved by God Unit 4: Life Cycles Session 1: Life Cycles	Module 1: Created and Loved by God Unit 4: Life Cycles Session 2: A Time for Everything	Forest Education: Knots and rope skills and Seasonal Changes	Forest Education: Den building, tool use and safety	Forest Education: Creative development and local flora and fauna
LEARNING OBJECTIVE	I can explain that God created me as unique, precious and with a purpose.	I can explain the stages of the human life cycle and recognise that people grow and change throughout their lives.	I can explain that change, loss and new experiences are a natural part of life and identify positive ways to manage my feelings during times of change.	I can confidently use a figure-eight knot and practise previously taught knots for different practical purposes.	I can construct a den using tarpaulins and appropriate knots and safely use tools with increasing independence under supervision.	I can develop traditional craft skills, including weaving, and use identification guides to identify local plants and animals.
CURRICULUM / DFE LINK	Religious Education – recognising that each person is unique, precious and created by God with a purpose.	Developing Bodies – understanding that people grow and change throughout their lives.	Mental Wellbeing – recognising that change and loss can affect feelings and knowing strategies for managing difficult emotions.	Design & Technology / Science – selecting and using appropriate tools and techniques and observing the natural environment.	Design & Technology – selecting and using tools and materials accurately when constructing structures.	Art & Design / Science – developing creative techniques and identifying and classifying living things.
KEY KNOWLEDGE	Know that God created each person as unique, precious and with a purpose. Know that having a positive attitude and making healthy choices can support mental health and wellbeing. Know that thoughts and feelings can affect our mood and behaviour and that unhelpful thoughts can be managed. Know that change can affect our feelings and that positive strategies can help us cope with difficult changes. Know that mindfulness and relaxation techniques can help us manage feelings and stay calm. Know that learning from mistakes and setbacks, recognising our strengths and maintaining a positive attitude can help us take on new challenges.					



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AUTUMN 2						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	TWINKL: SAFETY FIRST					
LESSON OUTLINE	New Responsibilities I can be responsible for making good choices to stay safe and healthy.	Risks, Hazards and Danger I can identify a risky situation and act responsibly.	Under Pressure I understand that I can choose not to do something that makes me feel uncomfortable.	Safety Out and About I know how to stay safe when out and about.	Dangerous Substances	Injuries and Emergencies
LEARNING OBJECTIVE	I can make responsible choices to help keep myself safe and healthy as I become more independent.	I can identify risks and hazards and make responsible choices to reduce danger and keep myself safe.	I can recognise pressure from others and choose not to do something that makes me feel unsafe or uncomfortable.	I can use strategies to keep myself safe when I am out and about, including near roads, water and unfamiliar places.	I can recognise the risks of medicines, household products, alcohol, smoking, vaping and other drugs	I can use basic first aid, respond appropriately in an emergency and know when and how to contact the emergency services.
CURRICULUM / DFE LINK	Being Safe – understanding that increasing independence brings responsibilities for keeping ourselves safe.	Being Safe – recognising, assessing and managing risks and hazards.	Being Safe – recognising pressure from others and using strategies to respond safely..	Being Safe – keeping safe in local and unfamiliar environments.	Drugs, Alcohol and Tobacco – understanding the risks associated with medicines, household products, alcohol, smoking, vaping and other drugs.	Basic First Aid – responding to emergencies, using basic first aid and contacting the emergency services.
KEY KNOWLEDGE	Know that becoming more independent brings new responsibilities and that making responsible choices helps us stay safe and healthy. Know how to identify, assess and manage risks and hazards in different situations. Know how to recognise pressure from others and use strategies to respond when something feels unsafe or uncomfortable. Know how to stay safe in local and unfamiliar environments, including around roads, railways and water. Know that medicines, household products, alcohol, smoking, vaping and other drugs can present risks and must be handled responsibly. Know how to respond in an emergency, use basic first aid and contact the emergency services when necessary.					



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SPRING 1						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	TWINKL: TEAM					
LESSON OUTLINE	Family and Friends I can explain the importance of respecting my VIPs.	Fabulous Friends I can explain how to make and keep fabulous friends.	Is this a Good Relationship I can identify my own support network.	Falling Out I can demonstrate strategies for resolving conflicts.	What Is Bullying? I can identify what bullying is	Stand up to Bullying I know what to do if someone is being bullied.
LEARNING OBJECTIVE	I can explain why it is important to respect my family, friends and other important people in my life.	I can explain how to make and maintain positive friendships.	I can recognise healthy and unhealthy relationships.	I can use positive and safe strategies to resolve disagreements and conflicts in friendships.	I can recognise bullying, including online bullying, and explain how it can affect others.	I can respond safely to bullying, challenge hurtful behaviour and know how and where to get help.
CURRICULUM / DFE LINK	Families and People Who Care for Me / Caring Friendships – respecting family, friends and other important people.	Caring Friendships – building and maintaining positive, healthy friendships.	Respectful Relationships – recognising healthy and unhealthy relationships and knowing when to seek help.	Caring Friendships – resolving disagreements and conflicts positively and safely.	Respectful Relationships – recognising bullying, including online bullying, and understanding its impact.	Respectful Relationships – responding to bullying, challenging hurtful behaviour and seeking help.
KEY KNOWLEDGE	Know that healthy relationships are based on respect, trust, kindness and support. Know that positive friendships can support our wellbeing and help people feel included. Know how to recognise healthy and unhealthy relationships and when and where to seek help. Know that friendships can have difficulties and that conflicts can be resolved positively and safely. Know that bullying, including online bullying, can hurt others and know how to respond, report concerns and get support.					



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SPRING 2						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LESSON OUTLINE	Module 1: Created and Loved by God Unit 3 Well-Being Session 1 What Am I Feeling?	TEN:TEN Module 1: Created and Loved by God Unit 3 Emotional Well-Being Session 2 What Am I Looking At?	Module 1: Created and Loved by God Unit 3 Emotional Well-Being Session 3 I Am Thankful	Forest Education: Knots and rope skills and Seasonal Changes	Forest Education: Den building, tool use and safety	Forest Education: Creative development and local flora and fauna
LEARNING OBJECTIVE	I can recognise and understand a range of emotions and use positive strategies to support my emotional wellbeing.	I can recognise that images in the media do not always reflect reality and understand how they can affect how I feel about myself.	I can explain how being thankful can help me manage feelings of envy, inadequacy and insecurity.	I can select and use a figure-eight knot and previously taught knots appropriately and observe and record seasonal changes, including rainfall.	I can construct a den using tarpaulins and knots, selecting suitable materials and using tools safely with increasing independence.	I can use natural materials to develop traditional craft skills and use identification guides to identify and compare local plants and animals.
CURRICULUM / DFE LINK	Mental Wellbeing – recognising and understanding emotions and using strategies to support wellbeing.	Mental Wellbeing – recognising that media images may not reflect reality and can affect how we feel about ourselves.	Mental Wellbeing – developing resilience and positive strategies for managing difficult feelings and pressures.	Design & Technology / Science – practical skills, observation and recording findings.	Design & Technology – selecting and using appropriate tools and materials accurately.	Art & Design / Science – developing creative techniques and identifying and classifying living things.
KEY KNOWLEDGE	Know that emotions can change and that feelings provide information about what we are experiencing. Know that positive actions and talking to trusted people can support emotional wellbeing. Know that images in the media do not always reflect reality and can affect how people feel about themselves. Know that thankfulness can build resilience against envy, inadequacy, insecurity and pressure from others. Know how to recognise and manage peer pressure and when and where to seek help. Know that mistakes and setbacks are part of life and that positive strategies can help us learn from them.					



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SUMMER 1						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	TWINKL: ONE WORLD					
LESSON OUTLINE	Chiwa and Kwende I can discuss ways in which people's lives are similar and different	Chiwa's Dilemma 1 I can explore differences of opinion and identify if I feel these are fair.	Chiwa's Dilemma 2 I can think about the lives of people living in other places	Chiwa's Sugar I can recognise how my actions impact on people living in different countries	Chiwa's World I can explain what climate change is	. Charity for Chiwa I can identify different organisations that help people in different countries
LEARNING OBJECTIVE	I can discuss ways in which people's lives are similar and different and explain reasons for these differences.	I can explore different opinions and decide whether I think situations are fair or unfair.	I can consider the lives of people in different parts of the world and give reasons for my opinions and decisions.	I can explain how my choices and actions can affect people in other countries and identify ways to help make the world fairer.	I can explain what climate change is, how it can affect people's lives and what I can do to help protect the environment.	. I can identify organisations that support people facing challenges around the world and explain how they help.
CURRICULUM / DFE LINK	Respectful Relationships – respecting similarities and differences between people and valuing diversity.	Respectful Relationships – listening to and respecting different opinions and discussing fairness.	Respectful Relationships / Living in the Wider World – respecting different experiences, recognising human rights and valuing diversity.	Living in the Wider World – understanding rights, responsibilities and how our choices can affect other people.	Living in the Wider World – understanding shared responsibility for caring for people and protecting the environment.	Living in the Wider World – showing compassion and understanding how organisations and charities support others.
KEY KNOWLEDGE	Know that people around the world can have similarities and differences in their lives, needs and experiences. Know that people can have different opinions and that it is important to listen to and respect the views of others. Know that people have rights and responsibilities and that fairness can affect people's lives and opportunities. Know that our choices and actions, including what we buy, can affect people and communities in other parts of the world. Know that climate change affects people and the environment and that we have a shared responsibility to protect the planet. Know that charities, organisations and individuals can work together to support others and make a positive difference.					



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SUMMER 2						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	TEN:TEN			FOREST EDUCATION		
LESSON OUTLINE	Module 3: Created to Live in Community Unit 1 : Understanding Session 1: A Community of Love	Module 3: Created to Live in Community Unit 1 : Understanding Session 2: What is the Church?	Module 3: Created to Live in Community Unit 2: Wider World Session 1: How Do I Love Others?	Forest Education: Knots and rope skills and Seasonal Changes	Forest Education: Den building, tool use and safety	Forest Education: Creative development, local flora and fauna and Campfire
LEARNING OBJECTIVE	I can explain how the Holy Trinity shows us how to love, support and care for one another.	I can explain how the Church family includes home, school and parish and how we can care for others in our communities.	I can identify practical ways to show love, kindness, generosity and care for others.	I can confidently select and use taught knots for different purposes in practical outdoor activities.	I can construct a den with increasing independence and safely select and use appropriate tools under supervision.	I can identify local plants and animals and develop my campfire skills by safely helping to build and light a fire and cook using a popcorn maker.
CURRICULUM / DFE LINK	Religious Education – the Holy Trinity and God's call to love and care for others.	Religious Education – the Church family and living with charity and generosity.	Religious Education / Living in the Wider World – showing love and care for others through practical acts of kindness and service.	Design & Technology – selecting and using appropriate tools, techniques and materials accurately.	Design & Technology – constructing and strengthening structures using appropriate tools and materials.	Design & Technology / Science – preparing and cooking food safely and identifying and classifying living things in the local environment
KEY KNOWLEDGE	Know that God is love, shown through the Holy Trinity, and that we are called to love and care for one another. Know that the Church family includes home, school and parish and is called to live in charity and generosity. Know that God wants His Church to love and care for others through practical acts of kindness and service. Know that feelings can change over time, vary in intensity and be affected by everyday experiences. Know that recognising and understanding other people's feelings helps us respond with empathy and care. Know that seeking support from trusted people is important when we feel lonely, excluded or need help.					