



ST PHILOMENA'S PRIMARY SCHOOL
RHE MEDIUM TERM PLANNING YEAR 5
2026 - 2027

AUTUMN 1						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	TEN: TEN		FOREST EDUCATION			
LESSON OUTLINE	Module 1: Created and Loved by God Unit 1: Understanding Session 1: Calming the Storm	Module 2: Created to Love Others Unit 2: Personal Relationships Session 1: Under Pressure	Forest Education: Campfire	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	I can understand that growing up is a natural part of life	National Curriculum – Design & Technology Pupils should prepare and cook a variety of dishes using a range of cooking techniques and understand seasonality and where ingredients come from.	I can confidently use a sheet bend and apply previously taught knots in practical outdoor activities.	I can make increasingly independent choices when constructing a den and safely use appropriate tools, including a hand saw, under supervision.	I can develop traditional craft skills, including making a loom and charcoal, and use identification guides to investigate local plants and animals.
CURRICULUM LINKS / DFE LINKS	Religious Education – recognising that God created each person as unique, precious and with a purpose.	Respectful Relationships – recognising pressure from others and using strategies to make safe and responsible choices.	Design & Technology – preparing and cooking food safely using a range of cooking techniques.	Design & Technology – selecting and using appropriate tools, techniques and materials accurately.	Design & Technology – constructing and strengthening structures using appropriate tools and materials.	Art & Design / Science – developing creative techniques and investigating 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.					



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AUTUMN 2						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	TWINKL: ONE WORLD					
LESSON OUTLINE	Global Citizens I can talk about and understand how we can be responsible global citizens.	Global Warming I can describe what global warming is and what we can do to help prevent it from getting worse.	Energy I can explain how our energy use can harm the environment and describe what we can do to help.	Water I can describe how we can use water responsibly and understand the importance of doing this.	Biodiversity I can understand what biodiversity is and explain the importance of doing all we can to encourage it.	In Our Hands I can make choices which make the world a better place and that help people across the world.
LEARNING OBJECTIVE	I can talk about and understand how we can be responsible global citizens.	I can describe what global warming is and what we can do to help prevent it from getting worse.	I can explain how our energy use can harm the environment and describe what we can do to help.	I can describe how we can use water responsibly and understand the importance of doing this.	I can understand what biodiversity is and explain the importance of doing all we can to encourage it.	I can make choices which make the world a better place and that help people across the world.
CURRICULUM LINKS / DFE LINKS	Living in the Wider World – understanding rights, responsibilities and what it means to be a responsible global citizen.	Living in the Wider World – understanding global warming and our responsibility to protect the environment.	Living in the Wider World – understanding how energy use affects the environment and how we can reduce our impact.	Living in the Wider World – understanding the importance of using natural resources, including water, responsibly.	Living in the Wider World – understanding biodiversity and our responsibility to protect living things and their habitats.	Living in the Wider World – making responsible choices that support people and the environment around the world.
KEY KNOWLEDGE	Know that being a responsible global citizen involves understanding our rights and responsibilities and caring for other people and the planet. Know that global warming affects people and the environment and that our choices can help reduce its impact. Know that the way we use energy and natural resources can affect the environment. Know that water is an important resource and that we have a responsibility to use it carefully. Know that biodiversity is important and that people have a shared responsibility to protect living things and their habitats.					



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SPRING 1						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	TEN:TEN			FOREST EDUCATION		
LESSON OUTLINE	Module 2: Created to Love Others Unit 2 Session 1 –Under Pressure	Module 2: Created to Love Others Unit 2 Session 2: Do You Want A Piece of Cake?	Module 2: Created to Love Others Unit 2 Session 3: Self-Talk	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 different forms of pressure and use strategies to resist pressure from others..	I can explain what consent and bodily autonomy mean and recognise when it is right to say no.	I can explain how thoughts and feelings can affect my actions and use positive self-talk to support healthy relationships.	I can select and use a sheet bend and previously taught knots appropriately and observe and record seasonal changes.	I can construct a den with increasing independence, selecting appropriate materials, knots and tools and using them safely.	I can use natural materials to develop traditional craft skills and use field guides to identify and compare local plants and animals.
CURRICULUM LINKS / DFE LINKS	Respectful Relationships – recognising different forms of pressure and using strategies to resist pressure from others.	Being Safe – understanding consent, bodily autonomy and the right to say no.	Mental Wellbeing / Respectful Relationships – understanding how thoughts and feelings can influence actions and relationships.	Design & Technology / Science – practical skills, observation, measurement and recording findings.	Design & Technology – selecting and using appropriate tools and materials accurately.	Art & Design / Science – developing creative techniques and investigating living things and their environments.
KEY KNOWLEDGE	Know that pressure can take different forms and that there are strategies we can use to resist pressure from others. Know that everyone has the right to bodily autonomy and consent and that it is important to recognise when to say no. Know that thoughts and feelings can influence our actions and that positive self-talk can support healthy choices and relationships. Know that everyone is unique and deserves to be treated with respect, and that our differences should be valued and celebrated. Know that feelings, including uncomfortable feelings, can be expressed and managed in positive ways and that talking to trusted people can help.					



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SPRING 2						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	TEN:TEN					
LESSON OUTLINE	Module 2 Unit 3: Life Online Session 1 Session 1: Sharing Isn't Always Caring	Module 2 Unit 3: Life Online Session 2 Cyberbullying	Module 2 Unit 4: Keeping Safe Session 1 Types of Abuse	Module 2 Unit 4: Keeping Safe Session 2: Impacted Lifestyles	Module 2 Unit 4: Keeping Safe Session 3: Making Good Choices	Module 2 Unit 4: Keeping Safe Session 4: Giving Assistance
LEARNING OBJECTIVE	I can make responsible choices to keep myself and others safe and use technology safely.	I can recognise cyberbullying, explain how it can affect others and know how to report it and get help.	I can recognise acceptable and unacceptable physical contact and identify trusted people I can go to for help.	I can explain why medicines, alcohol, tobacco and other drugs can affect my health and why it is important to care for my body.	I can recognise pressure relating to drugs, alcohol and tobacco and use strategies to say no and make safe choices.	I can use DR ABC, understand the recovery position and respond appropriately
CURRICULUM LINKS / DFE LINKS	Online Relationships – using technology safely and making responsible choices online.	Online Relationships / Respectful Relationships – recognising cyberbullying, reporting concerns and seeking help.	Being Safe – recognising acceptable and unacceptable physical contact and knowing how to seek help.	Drugs, Alcohol and Tobacco – understanding how harmful substances can affect health.	Drugs, Alcohol and Tobacco – recognising pressure and making safe and healthy choices.	Basic First Aid – responding to emergencies, using DR ABC and understanding the recovery position.
KEY KNOWLEDGE	Know that increasing independence brings responsibility to use technology safely, make safe choices online and know how to report inappropriate content. Know what cyberbullying is, how it can affect others and how to report it and get help. Know how to recognise acceptable and unacceptable physical contact and that trusted adults can provide help and support. Know that medicines, alcohol, tobacco and other drugs can affect the body and that we can resist pressure and make choices that protect our health. Know how to respond in an emergency, including using DR ABC and placing an unconscious but breathing person in the recovery position.					



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SUMMER 1						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	TEN:TEN			TWINKL: SAFETY FIRST		
LESSON OUTLINE	Module 3 Unit 1: Religious Understanding Session 1: The Holy Trinity	Module 3 Unit 1: Religious Understanding Session 2	Module 3 Unit 2: Living in the Wider World Session 1: Reaching Out	You are Responsible I can take responsibility for my own safety.	What Are the Risks? I can assess and manage risks in different situations.	. Making your Mind Up I can confidently identify and manage pressure to get involved in risky situations.
LEARNING OBJECTIVE	I can explain how the Holy Trinity shows us that God is love and calls us to live in loving relationships with others.	I can explain the principles of Catholic Social Teaching and how they guide us to share God's love with others.	I can apply the principles of Catholic Social Teaching to current issues and identify ways to make a positive difference in my community.	I can take responsibility for my own safety and make responsible choices as I become more independent.	I can identify, assess and manage risks and hazards in different situations.	I can recognise pressure to become involved in risky situations
CURRICULUM LINKS / DFE LINKS	Religious Education – the Holy Trinity and God's call to live in loving relationships with others.	Religious Education – Catholic Social Teaching, human dignity and loving and serving others.	Religious Education / Living in the Wider World – applying Catholic Social Teaching and contributing positively to the community.	Being Safe – taking responsibility for personal safety as independence increases.	Being Safe – identifying, assessing and managing risks and hazards.	Being Safe – recognising pressure to take part in risky situations and using strategies to respond safely.
KEY KNOWLEDGE	Know that God is love and that the Holy Trinity shows us how to live in loving relationships with others. Know that the principles of Catholic Social Teaching guide us to love others, respect human dignity and care for our communities. Know that we can apply Catholic Social Teaching to current issues and take practical action to spread God's love in our communities. Know that increasing independence brings greater responsibility for our own safety and that risks and hazards can be assessed and managed. Know how to recognise pressure to take part in risky situations and use strategies to respond safely and confidently.					



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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 2: Created to Love Others Unit 2: Personal Relationships Session 4: Confidence vs Control	Module 2: Created to Love Others Unit 2: Personal Relationships Session 5: Build Others Up	Module 2: Created to Love Others Unit 1: Religious Understanding Session 1: God is Calling You	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
LEARNING OBJECTIVE	I can recognise the difference between confidence and controlling behaviour and explain what to do if a relationship makes me feel uncomfortable or unsafe.	I can explain how my words and actions can affect others and show how to encourage, respect and support other people.	I can recognise that God has given me gifts and qualities and explain how I can use them to love and serve others.	I can confidently select and apply taught knots for different purposes in practical outdoor activities.	I can independently make appropriate choices when constructing a den and safely use a range of tools under supervision.	I can use field guides to identify local plants and animals
CURRICULUM LINKS / DFE LINKS	Respectful Relationships – recognising controlling behaviour and knowing how to seek help when a relationship feels unsafe.	Respectful Relationships – understanding how words and actions affect others and showing respect, encouragement and support.	Religious Education – recognising individual gifts and qualities and using them to love and serve others.	Design & Technology – selecting and using appropriate tools, techniques and materials accurately.	Design & Technology – constructing and strengthening structures using appropriate tools and materials.	Science – observing, identifying and classifying living things in the local environment.
KEY KNOWLEDGE	Know that positive relationships are based on love, care, kindness, respect and support. Know how to recognise and manage strong feelings, including anger and upset, before acting. Know that people can have different opinions and that these should be listened to and respected. Know how to recognise and resist negative influences and pressure from others and make positive choices. Know how to recognise healthy and unhealthy relationships, when a secret should be shared and when and where to seek help.					