



ST PHILOMENA'S PRIMARY SCHOOL
RHE MEDIUM TERM PLANNING YEAR 6
2026 - 2027

AUTUMN 1						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	TEN: TEN	TWINKL: THINK POSITIVE		FOREST EDUCATION		
LESSON OUTLINE	Module 1: Created and Loved by God Unit 1: Religious Understanding Session 1: Calming the Storm	The Cognitive Triangle	Choices and Consequences	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 know that my body will change as I get older.	I can understand the link between thoughts, feelings and behaviour	I can understand the importance of making good choices	I can confidently use and select from a range of previously taught knots for different purposes.	I can independently plan and construct a den, choosing suitable materials, knots and tools and using them safely.	I can use natural materials creatively and independently use field guides to identify local plants and animals
CURRICULUM / DFE LINK	Developing bodies - Pupils should know about the physical and emotional changes that take place as they grow and develop, including during puberty	Mental Wellbeing – Pupils should understand the connection between thoughts, feelings and behaviour.	Mental Wellbeing – Pupils should understand how feelings can influence behaviour and develop strategies to make positive, responsible choices.	Design & Technology – Pupils should select and use appropriate tools, techniques and materials accurately when completing practical tasks.	Design & Technology – Pupils should select and use appropriate tools and materials safely when constructing structures.	Art & Design / Science – Pupils should develop creative techniques using a range of materials and classify living things according to their characteristics.
KEY KNOWLEDGE	Know that thoughts, feelings and behaviours are connected and can influence one another. Know that recognising our thoughts and feelings can help us understand our behaviour. Know that feelings can influence the choices we make. Know that choices can have positive or negative consequences for ourselves and others. Know strategies that can help us manage our feelings and make positive, responsible choices.					



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AUTUMN 2						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	TEN:TEN					
LESSON OUTLINE	Module 1: Created and Loved by God Unit 2: My Body, My Health Session 1 We Don't Have To Be The Same	Module 1: Created and Loved by God Unit 2: My Body, My Health Session 2 Respecting Our Bodies	Module 1: Created and Loved by God Unit 2: My Body, My Health Session 3 What is Puberty	Module 1: Created and Loved by God Unit 2: My Body, My Health Session 4 Changing Bodies	Module 1: Created and Loved by God Unit 2: My Body, My Health Session 4 School Nurse Visit	Module 1: Created and Loved by God Unit 2: My Body, My Health Session 4 School Nurse Visit.
LEARNING OBJECTIVE	I can explain that everyone is unique and that differences between people should be respected and valued..	I can explain why my body is a gift from God and identify ways to respect and care for it.	I can explain what puberty means, when it usually happens and why it is a natural part of growing up..	I can name the main parts of the male and female reproductive anatomy	I can describe the changes girls experience during puberty	I can describe the changes boys experience during puberty
CURRICULUM / DFE LINK	Respectful Relationships – Pupils should respect others, including those who are different from them, and understand the importance of treating others with kindness and respect.	Health and Prevention – Pupils should know how to care for their bodies through healthy choices, personal hygiene and healthy routines.	Developing Bodies – Pupils should know about the physical and emotional changes that take place as they grow and develop, including during puberty.	Developing Bodies – Pupils should know the correct names for the main parts of the body, including reproductive anatomy, and understand the physical changes that occur during puberty.	Developing Bodies – Pupils should understand the changes girls experience during puberty, including menstruation, and know how to manage these changes safely and hygienically.	Developing Bodies – Pupils should understand the changes boys experience during puberty and know how to manage these changes safely and hygienically.
KEY KNOWLEDGE	Know that everyone is unique and that similarities and differences between people should be respected. Know that our bodies are important and that we have a responsibility to care for our physical health and personal hygiene. Know what puberty means and that it is a natural stage of growing and developing. Know the correct names for the main body parts and the physical changes that happen to boys and girls during puberty. Know about menstruation and other changes during puberty and how to manage these changes safely, hygienically and confidently.					



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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 1: Created and Loved by God Unit 3: Emotional Well-Being Session 1: Body Image	Module 1: Created and Loved by God Unit 3: Emotional Well-Being Session 2: Peculiar Feelings	Module 1: Created and Loved by God Unit 3: Emotional Well-Being Session 3: Emotional Changes	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 how images and messages about bodies can affect how people feel about themselves and recognise that everyone is unique and valuable.	I can recognise that growing up can bring new and sometimes difficult feelings and identify positive ways to manage them.	I can explain that emotional changes are a natural part of growing up and identify strategies for managing strong or changing emotions.	I can select and use previously taught knots confidently when completing practical outdoor tasks.	I can make safe choices when constructing shelters and use appropriate tools confidently under supervision.	I can observe and record seasonal weather changes, including identifying cloud types and estimating cloud cover.
CURRICULUM / DFE LINK	Mental Wellbeing – Pupils should understand that images and messages about bodies can affect how people think and feel about themselves.	Mental Wellbeing – Pupils should recognise that growing up can bring new, changing or difficult feelings and know positive ways to manage them.	Mental Wellbeing – Pupils should understand that emotional changes are a natural part of growing and developing and know strategies for managing strong or changing emotions.	Design & Technology – Pupils should select and use appropriate tools, techniques and materials accurately when completing practical outdoor tasks.	Design & Technology – Pupils should select and use a wider range of tools and equipment safely and accurately when constructing structures.	Science – Pupils should make systematic observations, take measurements and record data appropriately when investigating the outdoor environment.
KEY KNOWLEDGE	Know that images and messages about bodies can influence how people feel about themselves. Know that everyone is unique and that differences in appearance should be respected and valued. Know that growing up can bring new, changing and sometimes difficult emotions. Know strategies that can help manage strong or changing emotions. Know when and how to seek support if thoughts or feelings become difficult to manage.					



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SPRING 2						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LESSON OUTLINE	TEN:TEN Module 1: Created and Loved by God Unit 4: Life Cycles Session 1: Making Babies (Part 1)					
LEARNING OBJECTIVE	I can explain how a baby grows and develops in the womb and understand that new life is a gift from God.		I can explain the basic scientific facts about how a baby is conceived		I can explain the role of menstruation in the fertility cycle and identify practical ways to manage menstruation.	I can identify positive ways to support myself and others when experiencing grief and loss.
CURRICULUM / DFE LINK	Developing Bodies – Pupils should understand how a baby grows and develops during pregnancy and that pregnancy and birth are part of the human life cycle.	Developing Bodies – Pupils should understand how a baby grows and develops during pregnancy and that pregnancy and birth are part of the human life cycle.	Primary Sex Education – Pupils should understand that sexual intercourse can lead to conception and pregnancy.	Primary Sex Education – Pupils should understand that sexual intercourse can lead to conception and pregnancy.	Developing Bodies – Pupils should understand menstruation, its role in the fertility cycle and practical ways to manage menstruation safely and hygienically.	Mental Wellbeing – Pupils should understand grief and loss and know ways to support themselves and others following bereavement.
KEY KNOWLEDGE	Know how a baby grows and develops in the womb and that pregnancy and birth are part of the human life cycle. Know the basic scientific facts about how a baby is conceived and develops. Know the role of menstruation in the fertility cycle and practical ways to manage menstruation. Know that death and bereavement can bring a range of feelings and that grief is a natural response to loss. Know that the Christian faith teaches hope in eternal life and that there are positive ways to support ourselves and others through grief					



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SUMMER 1						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	TEN: TEN					
LESSON OUTLINE	Module 3 Unit 1: Religious Understanding Session 1 Session 1: The Holy Trinity	Module 3: Created to Live in Community Unit 1: Religious Understanding Session 2: Catholic Social Teaching	Module 3 Unit 2: Living in the Wider World Session 1: Reaching Out	Module 1: Created and Loved by God Unit 2: Me, My Body, My Health Session 1: Gifts and Talents	Module 1: Created and Loved by God Unit 2: Me, My Body, My Health Session 4: Spots and Sleep	Module 1: Created and Loved by God Unit 3: Emotional Well-Being Session 4: Seeing Stuff Online
LEARNING OBJECTIVE	I can explain how the Holy Trinity shows that God is love and calls us to share His love with others.	I can explain the principles of Catholic Social Teaching and how they guide us to love and respect 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 recognise my gifts, talents and strengths and explain how I can develop and use them positively.	I can explain how sleep, personal hygiene and healthy habits help me care for my body and support my physical and mental wellbeing.	I can explain how things I see online can affect my thoughts and feelings and know what to do if online content worries or upsets me.
CURRICULUM / DFE LINK	Religious Education – Pupils should understand the Holy Trinity and how Christian teaching calls people to live in loving relationships with others.	Religious Education – Pupils should understand the principles of Catholic Social Teaching, including human dignity, love of neighbour, solidarity and responsibility towards others.	Religious Education / Wider PSHE – Pupils should understand how Catholic Social Teaching can be applied to current issues and identify ways to contribute positively to their community.	Mental Wellbeing – Pupils should recognise their individual gifts, talents and strengths and understand how these can contribute to self-esteem and wellbeing.	Health and Prevention: understand the importance of good-quality sleep, personal hygiene and healthy routines for physical and mental wellbeing.	Online Safety and Awareness – Pupils should understand how online content can affect mental and physical wellbeing and know how to recognise harmful content, report concerns and seek support.
KEY KNOWLEDGE	Know that the Holy Trinity shows us that God is love and calls us to share His love with others. Know that Catholic Social Teaching guides us to respect human dignity, care for others and contribute positively to our communities. Know that everyone has individual gifts, talents and strengths that can be developed and used positively. Know that good-quality sleep, personal hygiene and healthy routines support physical and mental wellbeing. Know that online content can affect thoughts and feelings and how to seek help if something online is worrying or upsetting.					



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SUMMER 2						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	TWINKL: DIVERSE BRITAIN			FOREST EDUCATION		
LESSON OUTLINE	Identities I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people.	Communities I can explain what a community is and what it means to belong to one.	The Law I can explain why and how laws are made and identify what might happen if laws are broken.	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 identify different faiths and ethnicities in our country and show respect for everyone.	I can explain what a community is and what it means to belong to one.	I can explain why laws are made and what can happen when laws are broken.	I can independently select and use a range of taught knots for practical outdoor activities.	I can independently plan and construct a den, selecting suitable materials, knots and tools and using them safely.	I can independently identify local plants and animals and safely prepare and cook food using a campfire.
CURRICULUM / DFE LINK	Respectful Relationships – Pupils should respect others, including people with different backgrounds, faiths, beliefs and ethnicities, and understand that stereotypes can be unfair or harmful.	Citizenship – Pupils should understand different groups and communities and recognise their responsibilities towards others within them.	Citizenship / Rule of Law – Pupils should understand why rules and laws are made and enforced and the consequences of breaking them.	Design & Technology – Pupils should select and use appropriate tools, techniques and materials accurately when completing practical outdoor tasks.	Design & Technology – Pupils should select and use a wider range of tools and equipment accurately when constructing and strengthening structures.	Design & Technology / Science – Pupils should prepare and cook food safely using appropriate techniques and use observation and classification skills to identify living things in the local environment.
KEY KNOWLEDGE	Know that the UK is made up of people from different faiths, ethnicities and backgrounds who should be treated with respect. Know what a community is and what it means to belong and contribute to one. Know why laws are made, how they help keep people safe and what can happen when laws are broken. Know how to select and use taught knots, tools and materials safely and independently during Forest Education. Know how to identify local plants and animals and follow campfire safety rules when preparing and cooking food.					