PSHE & RSE Autumn Term
Created and loved by God: Year 4 to 6

This theme explores the individual. The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

Ongoing Skills and Attitudes

- To listen and show respect for others.
- To be courteous in their dealings with friends and strangers.
- To take responsibility for their behaviour and safety and realise that actions have consequences.
- To understand different responsibilities and duties at home, school and in the community.
- To develop positive attitudes towards learning.
- To develop strategies to develop self- confidence and self-esteem.
- To express an opinion, agreement and disagreement with increasing clarity and confidence.
- To ask and answer increasingly complex questions.
- To take part in a debate with others about topical issues.
- To empathise with other people and situations through topical issues, problems and events.

Note: During the first week of the new school year, teachers will review Golden Rules, Zones of Regulation and Learning Powers. The full subject timetable will begin from week 2.

Learning Powers: Concentrate, Have a go, Co-operate, Don't Give Up- use the 6B's & Keep Improving

Zones of Regulation is taught across the school and provides a common language to talk about emotions and associated behaviours. Small group support is provided to support individual needs.

- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

Consent: To learn about giving and asking for permission (consent). Pupils will be able to:

- Identify situations where permission needs to be asked for.
- Give examples of how to ask for, give, or not give permission.
- Explain why asking for permission is important in different situations

Education in Virtue (Theme for Acts of Worship) https://www.virtuestoliveby.org/			
Autumn 1		**Autumn 2:**	
Love of Learning 3 weeks	**Citizenship 3 weeks**	**Prayer 3 weeks**	**Generosity 3 weeks**

Note: Ten Ten is used to support curriculum delivery for relationships and sex education. Lower key Stage 2 resources are used in Year 4. Upper Key Stage 2 resources are then introduced in Year 5. The basic programme is repeated and built upon in Year 6 through the 'Going Deeper' selection of resources. At the beginning of the autumn term, parents are sent details to enable them to review the resources used in class.

Autumn Term 2026 Year 4-6			
Week 1	Review of Golden Rules, Learning Powers & Zones of Regulation		Review of Golden Rules, Learning Powers & Zones of Regulation
Week 2	Consent		Consent
	Year 4	**Year 5**	**Year 6**
Week 3	**Worship: Week 3 Class 4 & 5:** Ten Ten Resources: Calming The Storm The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God, who cares for us, and wants us to put our faith in Him. (To Share as a class with Year 6)		
	Religious Understanding of the Human Person: Loving Myself: Year 4 • We are special people made in the image and likeness of God • We are children of God with an innate dignity	**Religious Understanding of the Human Person: Loving Myself: Year 5** • We are special people made in the image and likeness of God (Recap) • We are children of God with an innate dignity (Recap) • Life is precious and their body is God's gift to them (Focus) Ref: RE Curriculum Year A Branch 1 (Image of God- link to Creation)	**Religious Understanding of the Human Person:** Ten Ten Resources: Module 2: Unit 1 God is calling you • God has created us for a purpose • God is calling you
Week 4	**Me, My Body & My Health: We don't have to be the same**	**Me, My Body & My Health: Gifts and Talents**	**Me, My Body & My Health: Gifts and Talents- Dig Deeper**

	• Similarities and differences between people arise as they grow and make choices, and that by living and working together – teamwork – we create community • Self-confidence arises from being loved by God (not status, etc.)	• Similarities and differences between people arise as they grow and mature • By living and working together ('teamwork') we create community. • There are many different types of families • Self-confidence arises from being loved by God (not status, etc.)	• Similarities and differences between people arise as they grow and mature • By living and working together ('teamwork') we create community. • There are many different types of families • Self-confidence arises from being loved by God (not status, etc.)
Week 5	**Me, My Body & My Health: Respecting our bodies** • About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.	**Me, My Body & My Health: Girl's' Bodies** • That human beings are different to other animals • About the unique growth and development of humans, and the changes that girls will experience during puberty • About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately • The need for modesty and appropriate boundaries Internal genitals (vagina and uterus) are mentioned here in the context of the changes which take place during puberty **Additional Session for Girls: Menstruation.** • About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life. • Some practical ways to manage the onset of menstruation	**Me, My Body & My Health: Girls' Bodies - Dig Deeper** • That human beings are different to other animals • About the unique growth and development of humans, and the changes that girls will experience during puberty • About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately • The need for modesty and appropriate boundaries. Internal genitals (vagina and uterus) are mentioned here in the context of the changes which take place during puberty **Additional Session for Girls: Menstruation.** • About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life. • Some practical ways to manage the onset of menstruation
Week 6	**Me, My Body & My Health: What is Puberty?** • Learn what the term 'puberty means.	**Me, My Body & My Health: Boys' Bodies**	**Me, My Body & My Health: Boys' Bodies - Dig Deeper**

	• Learn when they can expect puberty to take place. • Understand that puberty is part of God's plan for our bodies.	• That human beings are different to other animals. • About the unique growth and development of humans, and the changes that boys will experience during puberty • About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately • The need for modesty and appropriate boundaries This session also explores nocturnal emissions ('wet dreams').	• That human beings are different to other animals. • About the unique growth and development of humans, and the changes that boys will experience during puberty • About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately • The need for modesty and appropriate boundaries This session also explores nocturnal emissions ('wet dreams').
Week 7 Thurs 22nd Oct	**Whole School Well- Being day: Five Steps to Well-Being** • Mental wellbeing is a normal part of daily life, in the same way as physical health. • It is common for people to experience mental ill health. For many people who do, the problems be resolved if the right support is made available, especially if accessed early enough. • Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • Simple self-care techniques, including the importance of rest, time spent with friends and family, exercise and the benefits of hobbies and interests. (Five Steps to well-being)		can
	Autumn Half Term2		
	Year 4	**Year 5**	**Year 6**
Week 1	**Me, My Body & My Health: Changing Bodies** (Ten Ten) • Learn correct naming of genitalia (penis, vulva, testicles, scrotum, vagina)	**Me, My Body & My Health: Spots and Sleep** (Ten Ten) • How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the	**Me, My Body & My Health: Spots and Sleep-Dig Deeper** (Ten Ten) • How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the

	• Learn what changes will happen to boys during puberty • Learn what changes will happen to girls during puberty	overuse of electronic entertainment, etc.	overuse of electronic entertainment, etc.
Week 2	**Anti-Bullying Week** **Break the Silence** • Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. • Bullying can be physical, verbal or psychological. It can happen face-to-face or online.	**Anti-Bullying Week** **Break the Silence** • Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. • Bullying can be physical, verbal or psychological. It can happen face-to-face or online. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	**Anti-Bullying Week** **Break the Silence** • Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. • Bullying can be physical, verbal or psychological. It can happen face-to-face or online. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
Week 3	**Anti – Bullying Week** • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	**Emotional Well-Being: Body Image** • To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. • That thankfulness builds resilience against feelings of envy, inadequacy etc., and against pressure from peers or the media	**Emotional Well-Being Body Image - Dig Deeper** • To recognise that images in the media do not always reflect reality and can affect how people feel about themselves • That thankfulness builds resilience against feelings of envy, inadequacy etc., and against pressure from peers or the media
Week 4	**Emotional Well-Being: What am I feeling? (V2)** • That emotions change as they grow up (including hormonal effects – Version 2) • About the range and intensity of their feelings and that 'feelings' are not good guides for action	**Emotional Well-Being: Peculiar Feelings** • Deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action	**Emotional Well-Being: Peculiar Feelings - Dig Deeper** • Deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action

	• That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act • What 'emotional well-being' means and that positive actions and talking to trusted people enhance emotional well-being	• Learn that some behaviour is wrong, unacceptable, unhealthy or risky	• Learn that some behaviour is wrong, unacceptable, unhealthy or risky
Week 5	**Emotional Well- Being: What am I looking at?** • To recognise that images in the media do not always reflect reality and can affect how people feel about themselves • That God made us and loves us as we are	**Emotional Well-Being: Emotional Changes** • That emotions change as they grow up (including hormonal effects) • To deepen their understanding of the range and intensity of their feelings; that feelings are not good guides for action • That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being. • That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being	**Emotional Well-Being: Emotional Changes - Dig Deeper** • That emotions change as they grow up (including hormonal effects) • To deepen their understanding of the range and intensity of their feelings; that feelings are not good guides for action • That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being. • That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.
Week 6	**Emotional Well-Being: I am Thankful** • Some behaviour is wrong, unacceptable, unhealthy and/or risky. • Thankfulness builds resilience against feelings of envy, inadequacy, and insecurity, and against pressure from peers and the media	**Emotional Well-Being: Seeing Stuff online** • The difference between harmful and harmless videos and images • The impact that harmful videos and images can have on young minds • Ways to combat and deal with viewing harmful videos and images	**Y6: Seeing Stuff online - Dig Deeper** (Ten Ten) • The difference between harmful and harmless videos and images • The impact that harmful videos and images can have on young minds • Ways to combat and deal with viewing harmful videos and images

Aspects of 'My health' will be covered within the science curriculum. By the end of Year 6 children will know:

- How to make informed choices that have an impact on their health
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

- That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread

Online Safety is covered within the Computing Curriculum