

PSHE Themes  
Half termly themes covered by the whole school

Timing	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Focus	Settling in, rules, belonging, my role in class, setting goals	Staying safe and managing risk Anti bullying work – rights and responsibilities	Respect Myself Managing my feelings	Money	Where do I get information?	Managing change
Key Skills	Self reflection Setting goals Communication and debate	Empathy Resilience Peer approval Using strategies to manage peer pressure	Self regulation – managing emotions  KS2 Drawing and defending conclusions based on evidence	Making decisions  Gathering and using data	Gathering and using data, analysis, planning and deciding. KS2 Recognising strategies for persuasion	Resilience, constructively managing change including set backs and stress.
Theme	Living in the Wider World	Relationships	Living in the Wider World	Living in the Wider World	Health and Well Being	Health and Well Being

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	<b>Focus</b>	<b>Key Skills</b>	<b>Y1W</b>	<b>Y2W</b>	<b>Y2R</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Minimum Evidence</b>
Autumn A	Settling in, rules, belonging, my role in class, setting goals	Self reflection Setting goals Communication and debate	<b>Do I belong at St Paul's school?</b> Explore the idea of belonging – church/ brownies/ clubs, school	<b>Can I hit people if things don't go my way?</b> Explore idea of control & acceptable behaviour, rules for how we all behave	<b>What can I do for my class, and what can they do for me?</b> Explore that other people affect us, and we affect other people. Is it a good effect?	<b>What am I good at, and how do I improve?</b> Thinking about strengths, and deliberate efforts to improve	<b>What goals would I set for my friends? Do I agree with what they set for me?</b> Communication and debate – what is important? Do we agree on strengths	<b>Which rules should we have in school?</b> Take suggestions for rules – then put into triangle of importance.- work on debate and communication skills	<b>What can I do for my class, and what can they do for me?</b> Developing sense of responsibility and positive self worth – what do I offer? What support and comfort do others give me?	Class rules as agreed by children. Goal board display in every class –pupils can add individual post it note goals to
Autumn B	Staying safe and managing risk Anti bullying work – rights and responsibilities	Empathy Resilience Peer approval Using strategies to manage peer pressure	<b>How do I feel when we fall out?</b> Welcoming and inclusive environment – Is it bullying if we fall out? What is bullying?	<b>Are you who you say you are?</b> Staying safe online – cyber bullying	<b>What is bullying? How do I resist it?</b> Define bullying, explore strategies	<b>What are my rights and responsibilities for behaviour in school?</b> Define bullying. How do we establish a positive environment?	<b>Who do I listen to, and how do I know they are trustworthy?</b> Define bullying, explore sources of reliable support	<b>Should I keep your secret?</b> Define bullying. Discuss when it is appropriate not to keep things secret in order to help people	<b>Prejudice: all children are *** - liars/thieves etc.</b> How do you know who I am? Can we make judgements about a group of people?	Definition of bullying Piece of work in books

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Spring A	<b>Respect Myself</b> Managing my feelings	Self regulation – managing emotions  KS2 Drawing and defending conclusions based on evidence	<b>Is this class for everyone?</b> access and care of resources, sharing, turn taking etc	<b>What can I do with bad feelings?</b> Strategies for dealing with negative emotions	<b>What do I deserve?</b> Debate and order – food/ warm clothes/ treated with respect – explore their suggestions	<b>Do I need to do what my friends do?</b> Respecting myself – I decide /Allowing our friends to make own choices – don't have to be the same as us.	<b>How do we resolve conflict respectfully?</b> Between friends, in families, as a class?	<b>How can we respect/ take care of our world?</b> Exploring environmental issues - respecting the planet.	<b>How can we make sure that pupil's ideas are respected?</b> Exploring pupil voice.	Class display on theme of "respect"  Piece in topic books exploring your own theme
Spring B	<b>Money</b>	Making decisions  Gathering and using data	<b>Where does money come from?</b> Explore ideas of earning money – being paid for work	<b>Shall I spend or save my pocket money?</b> Debate for and against	<b>Money choices. How can we spend this budget?</b> Simple managing of a small budget – eg. Baking or an event day	<b>Am I a critical/ thoughtful consumer?</b> Would you rather have lots of * or save for 1 really good thing? Do you buy only things you need?	<b>Is it fair that I pay tax?</b> Debate for and against	<b>Enterprise</b> Explore running the tuck shop – extending it. Marketing, profit, fair pricing etc	Loans. <i>Is it worth "borrowing" when I don't have enough money?</i> Working out interest for children desire	Class display on theme of "money"

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Summer A	Where do I get information?	Gathering and using data, analysis, planning and deciding. KS2 Recognising strategies for persuasion	<b>Knowing what to do in an emergency</b> Fire route planning	<b>Knowing what to do in an emergency</b> - Mum's not moving	<b>Where do I get help if I am worried?</b> Who to turn to if there is a problem	<b>Is this photo real?</b> Exploring body image – photo shopping. Are the images we see of celebrities	<b>Is this biased?</b> Exploring portrayals of truth	<b>How do people “use” the truth to influence you?</b>	<b>Persuasive advertising</b> Using the truth, or parts of the truth to persuade – <b>are we able to spot this and be aware of the influence?</b>	KS1 plan of action, pictures of any visits/ useful website KS2 – examples of the children ‘unpicking’ media images/ stories
Summer B	Managing change	Resilience, constructively managing change including set backs and stress.	Oh no! I've lost my toy. <b>How do we feel when we lose important things?</b>	<b>What would I like to change about me?</b> Review goals, set new goals.	<b>How do we feel when someone dies?</b>	<b>What would I like to change about me?</b> Growth mindset – I can plan changes to improve, I have to put effort in, and perseverance	<b>Am I monitoring my goals?</b> Look again at Autumn's goal setting by friends and yourself – have you achieved any? What else can you do? Improvement comes through monitoring, not just goal setting	<b>How do humans change?</b> Physical changes to bodies as we age	<b>How do I feel about moving to secondary?</b> Managing transition to secondary, plan of action, checking understanding about what will happen/ what is required	Evidence of work in topic books – writing /photos/ etc