

PSHE Subject Leader's Report July 2025

This year, we have continued to deliver PSHE across the school using the schemes: Jigsaw, P4C (which at times, we have linked to Topic and core subject lessons) and now, also Kapow.

As we have worked through each of the Jigsaw units, we have recorded our work in our Key Stage 1 class Jigsaw books and our Key Stage 2 'Inside Out' books.

Throughout the year, our visitors, visits and additional opportunities have enhanced and deepened the children's understanding of the PSHE curriculum.



As well as this, the NHS scheme, 'My Happy Mind' is very much up and running for the whole school and is clearly becoming embedded within classrooms, lessons, routines and the way in which children handle themselves at times. The fact that they are able to know what their brain is doing when they are angry, worried or upset is very helpful. As well as having the strategies too – particularly the 'Happy Breathing' techniques.

This is further advanced, as we now use Kapow Well Being at the end of the year too.

The school will continue to use both schemes to help the children know themselves more and become more resilient as they go through school life.

As part of the PSHE curriculum, the teachers have led the Jigsaw specific RSE lessons, all of which have been successful and well received by the parents and children.



Teachers have also had the opportunity to do the following courses:

Autumn Term

Restorative Practices – Vicky Teasdale

Trauma and Mental Health – Margaret Thomas and Lorraine White

Spring Term

Supporting Bereavement in Education – Rebecca Tootell and Vicky Teasdale

Summer Term

Rebecca Tootell – Supporting Bereavement in Education and RSHE

Lorraine White – Anxiety webinar

Pupil Voice and additional roles such as: Pupil Ofsted and the Eco Committee have also provided a valuable opportunity for the children to make a difference and work for the good of others.

The 'No Outsiders' books and lessons (which concentrate on diversity) are likewise very effective, embedding the theme of diversity across the school year and across the curriculum.

End of Year Data July 2025			
	% below expectation	% At expectation +	% Above expectation
Year 1	17%	68%	16
Year 2	16%	62%	21%
Year 3	5%	79%	16%
Year 4	7%	79%	14%
Year 5	0%	70%	30%
Year 6	5%	67%	28%