

# PSHE Subject Leader's Report July 2026



This year, we have continued to deliver our PSHE curriculum using the **Jigsaw**, **P4C (Philosophy for Children)** and **Kapow** schemes. These high-quality resources ensure that pupils receive a broad, balanced and progressive curriculum, supporting their personal development alongside their academic learning. Through these programmes, children have explored a wide range of topics, including mental health and wellbeing, relationships, healthy lifestyles, personal safety, diversity, citizenship and life in the wider world.

In Key Stage 2, pupils have continued to record their learning and personal reflections in their '*Inside Out*' books, while in Key Stage 1, learning has been captured in class books. These records provide evidence of pupils' developing understanding, encourage reflection and celebrate their progress throughout the year.

The PSHE curriculum has been further enriched by some visitors and workshops, including Action for Children (improving children's self-esteem, mental well-being), Elephant's Tea Party (helping the children with bereavement) for Year 5 and 'Kidz-Fit' (healthy mind and body) for the whole school.

Also, by giving teachers the opportunity to do the following courses:

- RT – NSPCC Online safety  
RSHE changes
- RT and LW – Knock at the door
- LW – Skills to resist radicalisation
- VI = How to keep people safe in a world of AI
- MY – Drugs education
- HC – Ariel Trust
- SLT – Opal

These experiences have enhanced the pupils' knowledge and understanding of the PSHE curriculum by providing real-life contexts and expert perspectives. As well as helping support them in making informed decisions, recognising risks, developing positive relationships and understanding their role within both the school community and the wider world.



**My Happy Mind** has continued to play an important role in promoting positive mental health and emotional wellbeing across the school. Through regular lessons and activities, pupils have developed practical strategies to recognise and manage their emotions, build resilience, improve self-esteem and develop confidence. The programme also encourages empathy, helping children to understand and support the feelings of others, contributing to calm, respectful and positive classroom environments.

In addition, the **Kapow** curriculum and our **No Outsiders** programme have continued to strengthen pupils' understanding of equality, diversity, inclusion and belonging. These lessons encourage children to celebrate differences, challenge stereotypes and develop respect for others, while reinforcing the importance of kindness, acceptance and mutual respect. As a result, pupils are becoming increasingly resilient, compassionate and prepared to participate positively in an ever-changing and diverse society.



As part of our statutory PSHE provision, teachers have also delivered the **Jigsaw Relationships and Sex Education (RSE)** units. These age-appropriate lessons have been carefully planned and sensitively taught, ensuring that pupils receive accurate, consistent and inclusive information in a safe learning environment. The programme continues to be well received by both parents and pupils, with positive feedback reflecting the value of open communication and the confidence children gain in discussing important aspects of growing up, healthy relationships and personal safety.

Overall, PSHE continues to be a strength within the school curriculum and makes a significant contribution to pupils' personal development. Children are developing the knowledge, skills and confidence needed to make informed choices, maintain positive relationships, manage their physical and emotional wellbeing, and become respectful, responsible and active members of society. The continued commitment of staff, together with the support of external visitors and high-quality curriculum resources, ensures that pupils are well prepared for the opportunities and challenges they will encounter both in school and beyond.



| End of Year Data July 2026 |                     |                    |                     |
|----------------------------|---------------------|--------------------|---------------------|
|                            | % below expectation | % At expectation + | % Above expectation |
| Year 1                     | 18%                 | 68%                | 14%                 |
| Year 2                     | 24%                 | 73%                | 3%                  |
| Year 3                     | 7%                  | 91%                | 2%                  |
| Year 4                     | 11%                 | 75%                | 15%                 |
| Year 5                     | 19%                 | 57%                | 24%                 |
| Year 6                     | 20%                 | 67%                | 13%                 |