



# PSHCE

## Subject Leader Report 2024-2025



Subject Leader: Lucy Jolly

### Autumn Term

This term, the subject leader for PSHCE has actively monitored the subject through book scrutinies, pupil voice interviews, and reviews of Seesaw. In addition, significant progress has been made in developing and refining the PSHE curriculum to ensure continuity and depth across year groups.

#### Curriculum Focus

##### Years 1, 3, and 5

Children have been exploring the theme of 'Relationships' within the topic 'Be Yourself'. They demonstrated a strong ability to communicate a range of feelings and emotions, progressing from identifying sadness in Year 1 to understanding anxiety in Year 5. Through their learning, pupils confidently discussed strategies to manage uncomfortable feelings, and final journal entries showcased their understanding of sharing these thoughts respectfully.

##### Years 2, 4, and 6

Pupils studied the concept of 'Rights', with a particular focus on children's rights. Year 2 pupils articulated the importance of respecting rights, highlighting equality. Year 4 explored and debated which rights are most important and demonstrated a clear understanding that rights are universal and cannot be taken away. Year 6 pupils reflected on their roles as rights-respecting citizens, discussing how personal choices contribute to a fair and inclusive society.

#### Whole-School Events

- Rock Kidz: This annual event inspired resilience, encouraging children to be the best version of themselves.
- Hello Yellow Day: Aimed at promoting mental health awareness, this day reminded children that they are not alone and emphasized the importance of emotional well-being.

The school's efforts this term have ensured that PSHCE remains a vital part of pupils' personal and social development.

#### Next Steps

Next steps for PSHE at Masefield Primary include continuing to refine the curriculum to ensure links to Thrive are included where appropriate to do so. The subject leader will focus on enhancing staff confidence through targeted training and providing additional resources to support the delivery of lessons, including a recap on whole class Thrive games and activities.



# PSHCE

## Subject Leader Report 2024-2025



**Year Three: Be Yourself**  
Knowledge Organiser

**The Big Idea**  
It is important that children understand a range of emotions that they may feel. They should be able to set themselves goals to improve and learn how to fix things when they have made a mistake.

| Our Linked Text  | Feelings  | Goals   |
|--|---|---|
|  | Different feelings can affect my actions.<br>     | <br>I can use my strengths to set myself new goals. |
| Media  | Mistakes  |   |
| <br>I should know that messages in the media are not always realistic.       | <br>If I make a mistake, I can make things right. |   |
| Vocabulary   |   |   |
| proud    assertive    media    risk    confidence<br>influence    strategies |   |   |





# PSHCE

## Subject Leader Report 2024-2025



### Spring Term

This term, the PSHE Subject Leader has demonstrated the leadership skills needed in advancing the subject across the school, they have facilitated professional development opportunities for teachers as well as Teaching Assistants ensuring they are well-equipped to deliver the curriculum effectively. The proactive approach to gathering feedback and making adjustments has led to an impactful PSHE curriculum, benefiting students and enhancing the overall school environment.

Thrive has started to be integrated into the PSHE curriculum even more to support the holistic development of students. By embedding Thrive principles throughout various topics, we aim to enhance emotional well-being, resilience, and social skills. Thrive's focus on emotional literacy and positive mental health will complement our PSHE objectives, providing students with practical tools to understand their feelings, build positive relationships, and develop self-regulation strategies. This integration will create a supportive environment where students can thrive both academically and personally.

To create a Whole Class Thrive Action Plan, we assess children using the Thrive Online tool and ongoing discussions to understand their emotional, social, and cognitive needs. This assessment process helps us identify strengths, areas for growth, and specific support required for each child to thrive. By incorporating these insights into the PSHE curriculum, we can tailor our lessons to address key areas such as emotional well-being, relationships, and personal development, ensuring that the curriculum is responsive to the diverse needs of our students. Through this approach, we aim to create a supportive and inclusive environment where all children can develop essential life skills, build resilience, and thrive academically and emotionally.

Upcoming events include: -

Individuality/Aspirations Day – Our children are encouraged to dress as a possible version of their future selves, allowing them to express their unique personalities, interests, and aspirations. By embracing the idea that what they wear today can be a reflection of their dreams and ambitions, we inspire them to think creatively, build confidence, and recognize the power of self-expression. This approach nurtures their imagination, helping them see endless possibilities and empowering them to grow into the people they envision becoming.

Macmillan Coffee Event – This is planned and run entirely by the children, to raise funds for a worthy cause. This initiative allows young hearts to come together to make a real difference in the lives of those affected by cancer. The children work tirelessly to organise the event, from baking delicious treats to setting up the hall, all in the spirit of giving back to the community. Every cup of coffee and every slice of cake served will contribute to the fight against cancer.



# PSHCE

Subject Leader Report  
2024-2025





# PSHCE

## Subject Leader Report 2024-2025



### Summer Term

As usual, PSHE has been carefully monitored by the subject leader to ensure there is thorough and appropriate coverage across the school. This has been achieved through a combination of book looks, Seesaw monitoring and regular discussions with both staff and children. By using these varied methods, the subject leader has been able to maintain a clear overview of how PSHE is being delivered, ensuring that the curriculum meets the needs of all students and continues to support their personal, social and emotional development effectively.

#### Years 1, 3 and 5

In Years 1, 3 and 5, the children have focused on developing high aspirations and exploring how to approach their goals with a positive attitude. Through engaging activities, they considered a variety of jobs and careers, reflecting on the skills and qualities needed to be successful in these roles. This thoughtful exploration has encouraged the children to dream big while understanding the importance of determination, resilience and a growth mindset in achieving their ambitions.

The children have studied a unit focused on understanding our bodies and how to make safe, healthy choices to care for them. Topics such as the importance of getting enough sleep, maintaining a balanced diet and practicing good cleanliness were explored in detail. Through this unit, the children learned practical ways to look after their well-being and the positive impact these choices have on their overall health and happiness.

#### Years 2, 4 and 6

The children have been exploring the topic of the Wider World, focusing on how we can all work together to protect our planet. Through discussions and activities, they have gained a deeper understanding of environmental issues and the importance of taking responsibility for our natural world. This topic has inspired them to think about sustainable actions and the positive impact we can make as a community, encouraging a sense of global citizenship and care for the Earth.

This term, the children studied a topic focused on our bodies—how they work, how we can care for them and the changes we experience as we grow older. They explored important ideas about personal health and hygiene, as well as how to show care and respect not only for their own bodies but also for the bodies of others. Through thoughtful lessons and discussions, the children developed a deeper understanding of the importance of kindness, respect and responsibility in maintaining both physical well-being and positive relationships.



# PSHCE

Subject Leader Report  
2024-2025

