



PSHCE



Subject Leader Report 2025-2026

Subject Leader: Lucy Haslam

Autumn Term

The PSHCE subject leader has continued to closely monitor the effectiveness of the subject through regular book looks, pupil voice interviews, and reviews of work uploaded to Seesaw. Throughout the year, substantial progress has been made in strengthening and developing the PSHE curriculum to ensure consistency, progression, and depth across all year groups.

Curriculum Focus

Years 1, 3, and 5 - Pupils have been learning about the theme of *Relationships* within the unit *Be Yourself*. Across the year groups, children showed increasing confidence in recognising and expressing a range of emotions—moving from identifying simple feelings such as sadness in Year 1, to exploring more complex emotions like anxiety in Year 5. They discussed a variety of strategies for managing difficult feelings, and their final journal entries reflected thoughtful understanding of how to share emotions appropriately and respectfully.

Years 2, 4, and 6 - These year groups focused on the theme of *Rights*, with particular emphasis on children's rights. Year 2 pupils explained why rights must be respected and highlighted the importance of equality. In Year 4, pupils engaged in debates about which rights matter most and demonstrated a secure understanding that rights are universal and cannot be taken away. Year 6 pupils explored their responsibilities as rights-respecting citizens and reflected on how their actions can help to shape a fair, inclusive, and supportive community.

Whole-School Events

- **DRUHM:** The DRUHM workshop supported pupils in "finding their own beat," helping each child recognise their unique strengths and voice. As part of Kindness Week, it encouraged all pupils to build confidence, express themselves positively, and celebrate kindness within the school community.
- **Hello Yellow Day:** As part of our commitment to mental health awareness, this event helped pupils understand the importance of emotional well-being and reminded them that support is always available.

Overall, the school's work this year has ensured that PSHCE continues to play a crucial role in pupils' personal, social, emotional, and moral development.

Next Steps

Looking ahead, Masefield Primary will continue refining the PSHE curriculum, ensuring that links to Thrive are embedded where appropriate. The subject leader will also concentrate on further improving staff confidence through targeted training and by providing additional resources to support high-quality lesson delivery, including refresher activities on whole-class Thrive games and strategies.

Spring Term



PSHCE



Subject Leader Report 2025-2026

The PSHCE subject leader has continued to monitor the effectiveness of the subject closely through regular book looks, pupil voice interviews, and reviews of work uploaded to Seesaw. Over the course of the year, significant progress has been made in strengthening and developing the PSHE curriculum, ensuring greater consistency, clear progression, and increased depth across all year groups.

Curriculum Focus. Years 1, 3 and 5

Pupils have been exploring the theme of Relationships within the *Be Yourself* unit. Across the year groups, children demonstrated growing confidence in recognising and expressing a range of emotions. Younger pupils began by identifying simple feelings, such as sadness in Year 1, while older pupils progressed to discussing more complex emotions, including anxiety in Year 5. They considered different strategies for managing challenging feelings, and their final journal entries showed a thoughtful understanding of how to express emotions in appropriate and respectful ways.

Years 2, 4 and 6

These year groups explored the theme of Rights, with a particular focus on children's rights. In Year 2, pupils explained why rights should be respected and discussed the importance of equality. Year 4 pupils took part in debates about which rights are most important and showed a clear understanding that rights are universal and cannot be taken away. In Year 6, pupils considered their responsibilities as rights-respecting citizens and reflected on how their actions can contribute to creating a fair, inclusive, and supportive community.

Next Steps:

The next step for PSHE is to submit our application for the Bronze level of the UNICEF Rights Respecting Schools Award. Achieving this milestone will recognise the progress the school has made in embedding children's rights within learning and the wider school environment. The application will demonstrate how pupils are developing an understanding of their rights and responsibilities and how these values are reflected in teaching, school policies, and everyday interactions. Working towards Bronze will help strengthen our commitment to creating a respectful, inclusive community where children's voices are heard and valued.

Summer Term