



Subject Report 2025-2026

Subject	PSHE	Report prepared by	Fenella Holmes
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Overview of the year:

3 key messages from the year (2025- 2026):

- Embed the new PSHE scheme (KAPOW)
- Raise the priority of PSHE
- Develop consultation with parents in relation to RSE curriculum

Curriculum: Intent, implementation, Impact

Intent

PSHE is interwoven throughout the entire curriculum and school culture. The PSHE curriculum has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. The KAPOW framework properly equips schools to deliver engaging and relevant PSHE whilst keeping up to date with the latest guidance.

In PSHE, A Cambridge Pupil will leave with:

Key Skills	Qualities
Learning how to thrive within healthy relationships. Understand how to keep themselves physically and mentally healthy and safe (including online). Understand and value their own and others’ uniqueness. Understand their responsibility towards the community in which they live. Develop understanding of economic wellbeing.	Empathy Respect Tolerance Responsibility

Implementation

The learning covered in the PSHE curriculum is crafted taking into account the National Curriculum, PSHE Association guidance and the RSE curriculum. Lessons are taught weekly and to the whole class. Lessons are accessibly for pupils with different levels of need.

Topics taught across each year group:

	AT1	AT2	SP1	SP2	SU1	SU2
EYFS	Self-regulation: my feelings	Building relationships: special relationships	Managing self: taking on challenges	Self-regulation: listening and following instructions	Building relationships: my family and friends	Managing self: my wellbeing
Y1	Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Transition
Y2	Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship	Economic wellbeing Transition
Y3	Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship	Economic wellbeing Transition
Y4	Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body	Citizenship	Citizenship Economic wellbeing Transition
Y5	Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Transition
Y6	Family and relationships	Health and wellbeing	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing

			Safety and the changing body	Citizenship	Economic wellbeing	Transition
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Rationale for curriculum organisation:

The curriculum is designed to be cyclical, with each unit building on the knowledge from the previous year group. The year begins with relationship work to help build positive relationships with a new class and teacher. Each year group ends with transition work to help them reflect on the year and prepare for their next steps in education.

Impact

What does marking and assessment look like in your subject? How do you know this has been effective for children's progress?	What CPD have you received / research have you carried out in your subject area?
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Whole class information is gathered to ascertain which elements of the unit need to be repeated in the following lesson.
 Teachers use discussion and written tasks to ascertain whether pupils are meeting the learning objective or need further support.
 Attainment information is reported to parents through end of year reports.

The subject lead attends termly network meetings with local schools to develop curriculum and assessment.

What Performance Information is monitored? What are the 3 questions are you considering for future developments?	How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?
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- Key Questions:
1. How can assessment in PSHE be recorded?
 2. How do pupils know what they need to work on?
 3. How confident are teachers in teaching RSE?

Fundamental British Values
 The KAPOW scheme of work maps how FBV are taught throughout the spiral curriculum.

The Cambridge Learning Characteristics (BICO)
 The learning characteristics are woven throughout the PSHE curriculum. These are explicitly taught in units such as 'family and relationships' and are developed through individual and group tasks, debates and discussions.

Opportunities for Personal Development
 Visitors and 'key days' (e.g. anti-bullying week) support the delivery of PSHE.