

PSHE End of Year Evaluation

Evaluation of Impact

PSHE at Haslam Park Primary School makes an important contribution to pupils' emotional wellbeing, resilience, relationships, safeguarding awareness and preparation for life in modern Britain. The curriculum develops pupils' knowledge and vocabulary around health, relationships, online and offline safety, emotional regulation, respectful behaviour and recognising and responding to risk.

The curriculum is delivered through the progressive framework provided by Kapow Primary, which provides clear sequencing from EYFS to Year 6. The curriculum is adapted to reflect the school's local safeguarding priorities and contextual risks, ensuring that learning is relevant to pupils' lived experiences.

Safeguarding is embedded throughout the curriculum, with pupils explicitly taught about unsafe behaviour, consent, trusted adults, reporting concerns, secrets and surprises, and safe and responsible online behaviour. The curriculum also promotes respectful relationships, resilience, emotional literacy and the ability to engage in respectful discussion where viewpoints differ.

The wider PSHE offer strengthens this impact through experiences including the Hummingbird Project, anti-racism events delivered by Bolton Wanderers, debt-aware projects for Key Stage 2 pupils and Pol Ed. These experiences provide opportunities for pupils to apply their learning to real-life contexts and respond to issues relevant to their community.

Curriculum and Teaching

Teachers follow the structured progression provided by Kapow Primary, with units carefully sequenced to build cumulative knowledge and increasing conceptual depth. Leaders adapt provision in response to pupil voice, pastoral need and emerging safeguarding trends, ensuring that relevant issues are addressed through the planned curriculum.

Lessons are delivered within a safe and structured environment. Ground rules are explicitly taught and revisited, respectful disagreement is modelled and safeguarding boundaries are clearly established. Staff follow established safeguarding and reporting procedures in line with statutory expectations.

There is a strong emphasis on oracy and vocabulary development, enabling pupils to articulate their feelings, concerns, relationships and moral reasoning with increasing confidence. Targeted questioning and discussion provide opportunities for teachers to identify misconceptions and address them promptly.

Assessment and Impact

Assessment focuses on pupils' retention and application of key PSHE knowledge, particularly around health, relationships and safeguarding. The assessment cycle begins with curriculum coverage and ongoing daily reviews. End-of-year 'Mastermind' quizzes identify gaps and misconceptions, which are addressed through targeted teaching in the following autumn term. Spring retests then provide evidence of the impact of this additional teaching and pupils' longer-term retention.

The assessment cycle:

Curriculum coverage → daily reviews and retrieval → end-of-year 'Mastermind' assessment → targeted teaching and reinforcement → spring retest → evaluation of retention and impact.

The spring retest demonstrated positive movement in every year group:

Year Group Increase in retention at spring retest

Year 1	+5%
Year 2	+8%
Year 3	+7%
Year 4	+15%
Year 5	+9%

These results provide evidence of positive movement in pupils' retention following targeted teaching, retrieval and reinforcement. The greatest increase was seen in Year 4 (+15%), with positive movement also evident across Years 1–3 and Year 5.

Ongoing pupil voice, with targeted participation from SEND and disadvantaged pupils, provides additional qualitative evidence about pupils' understanding, confidence, experiences and ability to recall key learning. This enables leaders to triangulate assessment outcomes with pupils' experiences and identify areas for further development.

Inclusion

PSHE is designed to be inclusive and responsive to the needs of the Haslam Park community. Pupils with SEND and disadvantaged pupils are supported through appropriate scaffolding, explicit vocabulary instruction, modelling, visual support and adapted questioning where required.

The curriculum provides opportunities for all pupils to explore issues relating to relationships, identity, wellbeing, safety and wider society in an age-appropriate way. Targeted pupil voice ensures that the experiences and understanding of SEND and disadvantaged pupils are specifically considered as part of curriculum quality assurance.

Leaders regularly conduct 'Pupil Safety' pupil voice drop-ins, providing pupils with a discreet and accessible opportunity to share concerns about any areas of school where they may currently feel unsafe. This enables leaders to identify emerging concerns, respond appropriately and use pupil feedback to inform safeguarding practice and wider school improvement.

Leadership and Curriculum Development

Leaders evaluate PSHE through lesson visits, pupil voice, assessment information, pastoral information and safeguarding monitoring. This provides a range of evidence about the quality and consistency of teaching, pupils' understanding and the retention and application of key knowledge.

The use of Kapow Primary provides a clear progressive framework, while adaptations and additional provision ensure that the curriculum responds to the school's specific safeguarding and pastoral context.

The school has supplemented its Kapow provision with Pol Ed, supporting pupils in navigating local safeguarding challenges. Additional experiences, including the Hummingbird Project, Bolton Wanderers anti-racism events and debt-aware projects, further broaden pupils' understanding of issues affecting individuals, families and communities.

Next Steps

The priorities for 2026–27 are to:

- Continue to embed the Kapow Primary PSHE curriculum and its progressive sequence of knowledge.
- Strengthen pupils' retention of key PSHE and safeguarding knowledge through consistent daily retrieval and review.
- Continue the Mastermind assessment and spring retest cycle to evaluate longer-term retention.
- Strengthen pupils' use of safeguarding and PSHE vocabulary when articulating concerns, feelings and moral reasoning.
- Continue to respond to emerging safeguarding trends, pupil voice and pastoral need through appropriate curriculum adaptations.
- Monitor the progress and experiences of SEND and disadvantaged pupils through assessment and targeted pupil voice.
- Continue to strengthen pupils' understanding of online safety, respectful relationships, emotional regulation and resilience.
- Maintain and develop wider opportunities that enable pupils to apply PSHE learning to real-life and community contexts.

Overall Evaluation

PSHE has a positive impact on pupils' knowledge, vocabulary, confidence and understanding of relationships, wellbeing and safeguarding. Pupils are developing the knowledge and language needed to recognise risk, seek help, communicate concerns and make informed and respectful choices.

The spring retest data shows positive movement across all assessed year groups, ranging from +5% to +15%, providing evidence of improved retention following targeted teaching, retrieval and reinforcement.

The combination of Kapow's progressive curriculum, daily retrieval, Mastermind assessment, targeted teaching, spring retesting and pupil voice provides leaders with a clear evidence base for evaluating curriculum impact. Targeted pupil voice with SEND and disadvantaged pupils further supports leaders in evaluating the accessibility and effectiveness of teaching.

The next stage is to continue strengthening the connection between pupils' knowledge, vocabulary and application of PSHE learning in real-life situations, ensuring pupils leave Haslam Park increasingly confident, emotionally literate, safeguarding-aware, respectful of diversity and prepared for the next stage of education and life in modern Britain.