



PSHRE Curriculum Intent, Implementation and Impact Statement



Intent

The intent of Church Vale's PSHE curriculum is to promote the moral, social, cultural, mental and physical development of pupils both inside and outside of school to prepare them for opportunities, responsibilities and experiences that may occur later in life. Through PSHRE we aim to provide the basic tools that enable children to reach their academic potential across all other subjects and therefore it must be present within all aspects of school life. The combined development of the children's knowledge, understanding and attitude towards the topics discussed will enhance their aspirations for the future and their tolerance and acceptance of the world around them.

Key Concepts

Lessons will focus on the following key concepts, within the breadth of the KS1 and KS2 topics. The broad key skills for PSHRE are:

- To appreciate and respect individual differences.
- To welcome and value the opinions of others and remain open minded with our own views.
- To develop the resilience and confidence to ask questions.
- To develop a wider vocabulary to apply when discussing a range of topics.
- To treat those around us with respect and kindness.
- To have an awareness of our bodies and how to keep them healthy.
- To develop an understanding of healthy relationships and respectful boundaries.

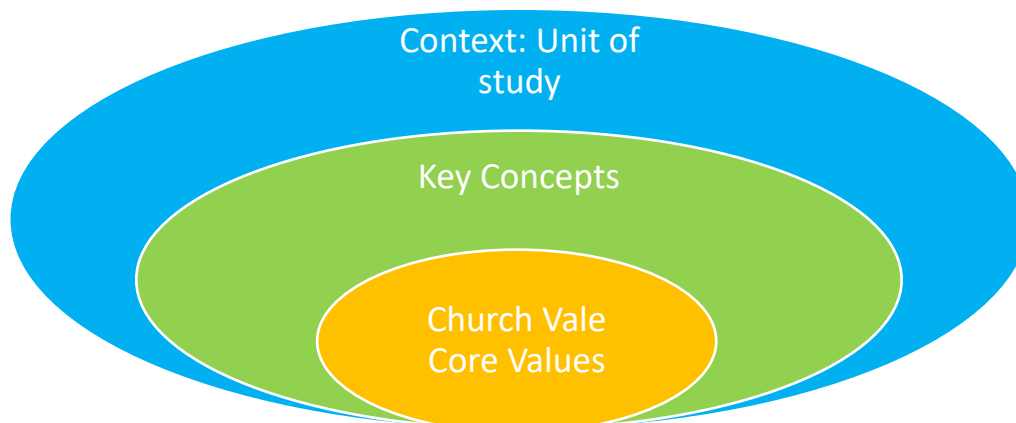
We recognise that objectives will focus on attaining or development of an ability, within the context of the topics e.g. to use *Enterprise* to *turn knowledge into personal understanding*.

Each topic will include 'cultural capital' – the knowledge foundations which we will expect pupils to retain and be able to recall so that they are able to utilise this to complete related tasks. This 'cultural capital' will be made explicitly clear in planning.

Interwoven throughout the PSHRE curriculum, our 3 **core Church Vale values** of **possibilities**, **community**, and **self-awareness** will be explicitly explored alongside and within our breadth of study.

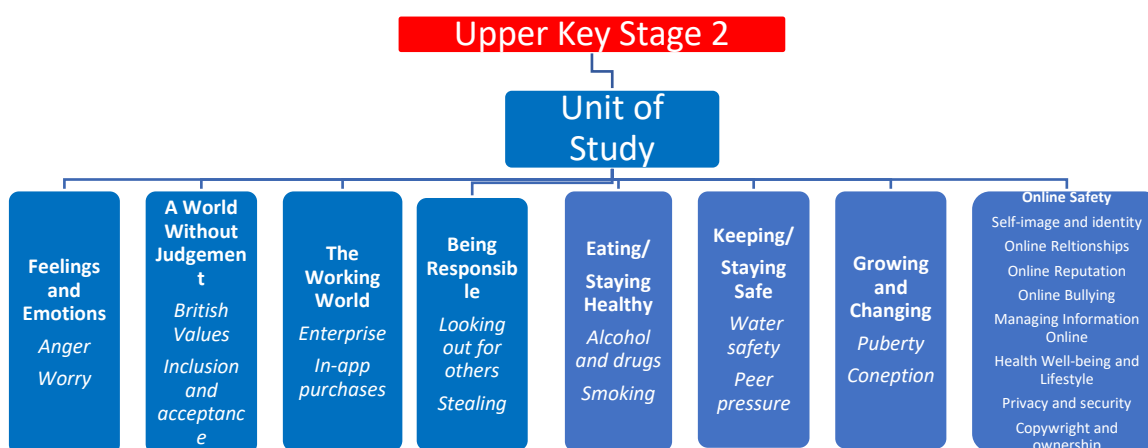
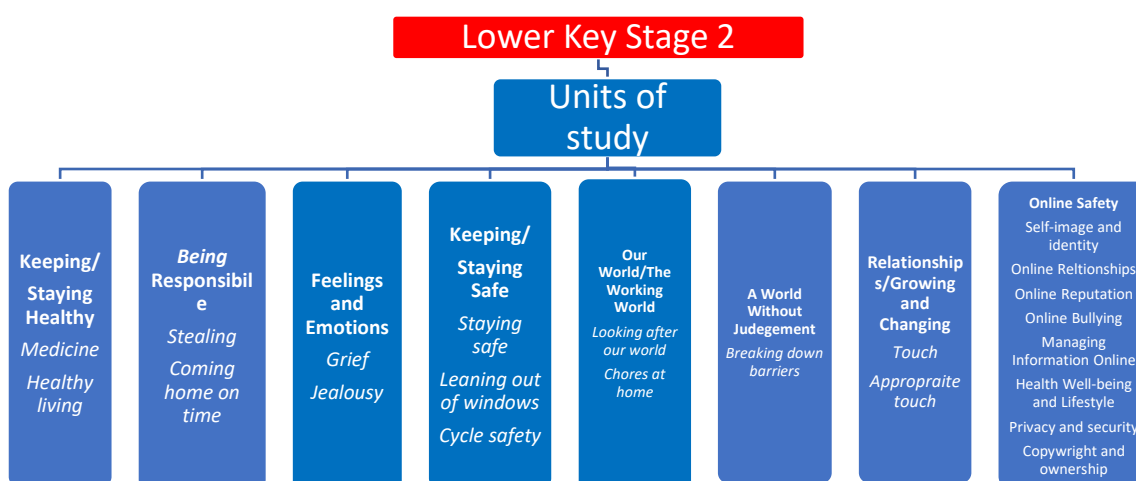
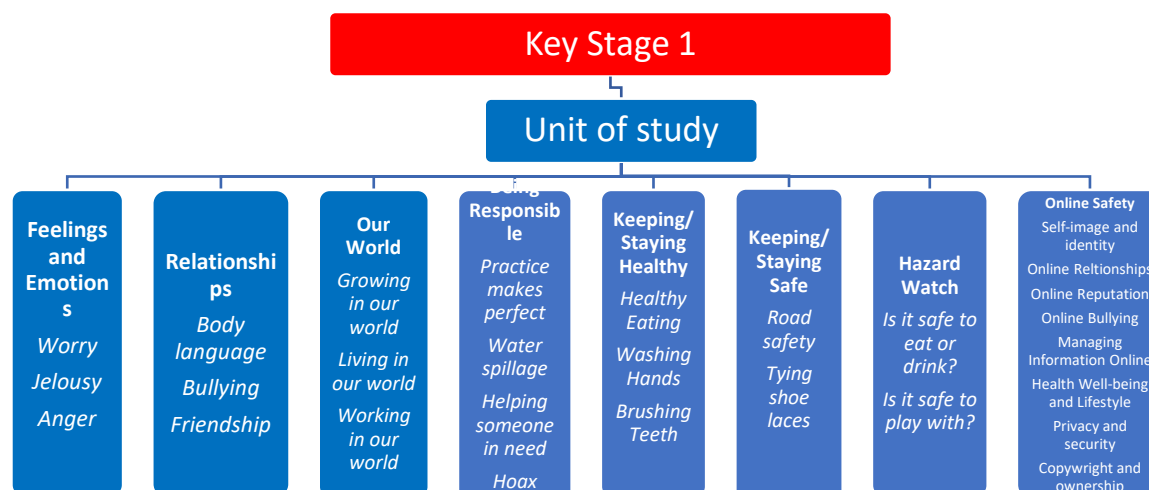
Implementation

To enable a continued thematic approach, key concepts will be mapped out across the Key Stages 1 and 2.





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Topics explored can be flexible, as long as the concepts are explored by the end of each stage of learning.

Pupils will gain 'cultural capital', build on their key concepts as they are applied to the knowledge they acquire and will have a central task throughout the topic in which to demonstrate their learning and understanding.

How do we develop progression of Key Concepts at Church Vale?

How EYFS provides the foundations of PSHE at Church Vale

PSHE is embedded within Personal Social and Emotional Development which is one of the prime areas of learning within the Foundation Stage curriculum. Forming positive relationships with peers and staff is vital and we therefore encourage and support this from entry. We view each child as a unique individual with their own ideas, opinions and points of view and therefore provide opportunities for the children to influence their own environment and take ownership of their own learning whenever possible building their confidence and self-belief. We place a high value upon the voice of each and every child within our setting and encourage open relationships with staff based on trust and mutual respect. Children are encouraged by staff to challenge and question in a positive way. We teach an awareness and respect for similarities and differences both within and beyond our community with a range of visitors and visits.

Within Early Years and beyond we place a high value on the ability to recognise and self-regulate emotions with staff encouraging and reinforcing independence here. This is developed with staff working with each individual child to talk through conflict and negative emotions calmly as well as sharing positive emotions. We begin our Take Five breathing scheme within F1 with the use of 'Breathing Bear' as one of our strategies for regulating our emotions. We include activities directed towards an understanding and independence with regards to both mental and physical health, (e.g. brushing buddies for dental hygiene).

Key Concepts	EYFS	KS1	KS2
To appreciate and respect individual differences.	To form positive attachments to adults and friendships with peers (ELG PSE BR) To show sensitivity to their own and others needs. (ELG PSE BR). To know some similarities and differences between different religious and cultural communities in their country. (ELG UW PCC).	To know that others families (including those with same sex parents/carers) either in school or the wider world, sometimes look different from their family. To know that they should respect those differences and know that other children's families are also characterised by love and care. To know the importance of respecting others, even when they are very different from them.	To know what a stereotype is, and how stereotypes can be unfair, negative or destructive. To know the importance of respecting others, even when they are very different from them (for example physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. To understand the facts and law around biological sex and gender reassignment. Discuss how legal rights may differ based on biological sex.



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To welcome and value the opinions of others and remain open minded with our own views.	To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (ELG PSE SR). To hold conversation when engaged in back and forth exchanges with their teacher and peers. (ELG CL LAU).	To know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. To know that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.	To know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
To develop the resilience and confidence to ask questions.	To make comments about what they've heard and ask questions to clarify their understanding. (ELG CL LAU). Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (ELG PSE MS)	To know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
To develop a wider vocabulary to apply when discussing a range of topics.	Participate in small group, class and one to one discussion offering their own ideas using recently introduced vocabulary. (ELG CL S)	To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others feelings.	To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. To know how to and have the confidence to ask for advice or help for themselves or others, and to keep trying until they are heard.
To treat those around us with respect and kindness.	<i>Work and play cooperatively and take turns with others. (ELG PSE BR)</i> <i>Form positive attachments to adults and friendships with peers. (ELG PSE BR)</i> <i>Show sensitivity to their own and others needs. (ELG PSE BR)</i>	To know how important friendships are in making us feel happy and secure, and how people chose to make friends. To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. To know the importance of permission seeking and giving in relationships with friends, peers and adults. To identify and challenge simple instances of sexism, misogyny, homophobia and stereotypes.
To have an awareness of our bodies and how to keep them healthy.	<i>Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the</i>	To know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect	To know the characteristics and mental and physical benefits of an active lifestyle.



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	<i>importance of healthy food choices. (ELG PSE MS)</i>	weight, mood and ability to learn. To know about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.	To know the risks associated with an inactive lifestyle (including obesity). To know key facts about puberty and the changing adolescent body particularly from age 9 through to age 11, including physical and emotional changes.
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Please note that Online Safety concepts are detailed within our 'Computing and Online Safety Policy'.

Impact

Through a greater knowledge and appreciation PSHRE and its relevance within the wider community, learners develop an awareness of its value. By returning to key skills within different contexts and themes learners remain engaged develop an appreciation for the wider impact our knowledge, attitudes and beliefs can have shaping them as respectful and responsible people.

Victoria Goncalves

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