

NC Purpose of Study

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Intent	Implementation	Impact
At Broadway Junior School, personal, social and health education (PSHE) enables our children to become happy, healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities, online safety and appreciate what it means to be a member of a diverse society. Relationships education and mental wellbeing is learning about the emotional, social and physical aspects of growing up, relationships, safety and health. High quality relationships education helps create safe school community in which pupils can grow, learn, and develop positive, healthy behaviour for life. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life.	In ensuring high standards of teaching and learning in PSHE, we implement a curriculum that is progressive throughout the whole school. Every year group plans and delivers a clear, appropriate scheme of work in line with the National Curriculum. (The PSHE curriculum has core learning themes: Physical health and mental wellbeing and relationships education. It also links with British Values). We aim to go above and beyond statutory framework to ensure our children are skilled and equipped to deal with life after Broadway. We ensure that PSHE and Relationships Education is taught weekly (with additional sessions/assemblies/theme days throughout the year, as and when required) and hold wellbeing at the centre of all we do. Our school council meet regularly throughout the year and discuss improvements that could be made to our school, as well as being positive role models throughout school.	The impact and measure of this is to ensure that children at Broadway Junior School are equipped with skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3, and for life as an adult in the wider world. We want children to: • have respect for themselves and others • have positive body images • know more and remember more about PSHE. • recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty, in and out of school. • demonstrate a healthy outlook towards school with improved attendance, behaviour and attitude towards learning. • develop positive and healthy relationship with their peers both now and in the future. • understand what it means to be physically and mentally health • understand that their wellbeing is important and should be valued

Key Vocabulary

body clues bullying emotions face clues feelings health mind mood respect routine safe support trust trusted adult

Knowledge	Skills
• Many different feeling words can be used to identify and describe their emotions. • How to recognise and name the following emotions and associated feelings • Their feelings and behavioural responses to a situation (e.g. bereavement, change) may differ from those of others. • Feelings can feel stronger or weaker depending on the situation. • Emotions and feelings can affect thoughts, decisions and behaviour. • Recognising and talking about feelings and emotions early can help us stay in control of our behaviour. • Taking care of their own feelings is part of staying healthy. • Many people can struggle with their feelings and some of the signs might be seeming sad, crying, being unusually quiet, getting angry more easily or finding it hard to concentrate.	• Using more nuanced language to discuss their own and others' emotions and feelings. • Recognising changes in their body that happen with different emotions (e.g. heart racing when scared). • Noticing and describing when others might be feeling strong feelings using body language, voice and actions. • Identifying who they would speak to for support about their feelings in different situations and when to do this. • Recognising habits that are conducive to a good night's sleep. • Describing how bullying could negatively affect someone's feelings and how they view themselves. • Reflecting on how people who are bullied might think and feel.

Subject: PSHE

Topic: My healthy self: How can I take care of my mind and body?

Year: 3 Term: Autumn 1

- Trusted adults (including teachers and other school staff) are there to help with problems, whether big or small.
- Seeking help early can make a significant difference for someone struggling with their feelings or mood.
- Children of their age should get between 9–12 hours of sleep every night.
- Poor sleep can affect concentration and mood, making people feel grumpy, worried or upset more easily.
- When someone is bullied repeatedly, they may start to believe the negative things said about them

- Describing how different activities make their body feel (e.g. out of breath, sweaty, energised, tired).
- Recognising and explaining some of the benefits of being physically active

Learning Objectives/End Points

Introductory lesson: Setting rules for RSE & PSHE lessons	Lesson 1: How do emotions affect my body?	Lesson 2: How can I tell how someone else might be feeling?	Lesson 3: How are my mind and body connected?	Lesson 4: How does sleep help my mind and body?	Lesson 5: What can I do when I experience strong emotions?	Lesson 6: When should I ask an adult for emotional support?	Introductory lesson: Setting rules for RSE & PSHE lessons
To create an RSE and PSHE agreement through discussion.	To describe how emotions can affect our bodies.	To recognise how others might be feeling using clues.	To understand that our minds and bodies are connected.	To understand why sleep is important and how we can sleep well.	To identify strategies that may be helpful when experiencing strong emotions.	To understand how to support ourselves and get help with our feelings.	To create an RSE and PSHE agreement through discussion.

Unit Outcomes

Pupils who are **secure** will be able to:

- Describe how our minds and bodies are connected.
- Describe physical factors that can influence how a person feels.
- Explain why sleep is important to maintain good mental and physical health.
- Explain that emotions affect actions and decisions.
- Describe ways to manage difficult emotions.
- Recognise signs that someone needs help.
- Identify trusted adults and appropriate actions

Cross-curricular links

English: Spoken language.

British values: Individual liberty; Mutual respect

Careers

Linking Curriculum Learning to Careers

Discuss how the skills developed in this unit are used in a range of careers, including:

- Doctor

Learning from Career and Labour Market Information

- Introduce pupils to careers linked to physical and mental health, wellbeing and supporting others, including doctor, nurse, counsellor, psychologist, physiotherapist, occupational

- Nurse
- Healthcare assistant
- Paramedic
- Pharmacist
- School nurse
- Health adviser
- Occupational therapist
- Physiotherapist
- Counsellor
- Psychologist
- Mental health support worker
- Wellbeing practitioner
- Child and family support worker
- Social worker
- Youth worker
- Bereavement support worker
- Sports coach
- PE teacher
- Fitness instructor
- Personal trainer
- Sports therapist

Transferable skills such as:

Self-awareness – recognising their own feelings, needs and strengths
 Emotional regulation – identifying strategies to manage strong emotions
 Communication – explaining feelings and expressing needs
 Active listening – listening carefully to others
 Empathy – recognising and responding to other people's feelings
 Resilience – coping with challenges and setbacks
 Problem-solving – considering appropriate ways to respond to difficulties
 Teamwork – working positively with others
 Confidence – communicating with trusted adults
 Responsibility – taking care of physical and mental wellbeing
 Organisation – developing healthy routines
 Decision-making – considering how choices affect wellbeing
 Help-seeking – recognising when support is needed
 Respect – valuing other people's feelings and experiences
 Self-management – developing habits that support learning and work

therapist, social worker, teacher, sports coach, fitness instructor and health adviser. Discuss the different workplaces and people these professionals support.

Addressing the Needs of Each Pupil

- Encourage pupils to recognise their own emotions, strengths, interests and ways of managing challenges. Pupils can identify which activities help them feel calm, focused, confident and ready to learn. They can also recognise that different people need different types of support.

Linking Curriculum Learning to Careers

- Make explicit links between PSHE learning and careers: recognising emotions supports communication; listening supports caring professions; understanding the mind and body supports health careers; managing strong emotions supports resilience; sleep and healthy routines support concentration and performance at work.

Encounters with Employers and Employees

- Invite a school nurse, GP, counsellor, mental health professional, physiotherapist, sports coach, teacher or health worker to talk about their role and explain how they support people's physical and emotional wellbeing.

Experiences of Workplaces

- Explore workplaces such as hospitals, GP surgeries, schools, counselling services, care homes, sports centres, gyms, physiotherapy clinics and community health centres. Discuss how different professionals work together to support people.

Encounters with Further and Higher Education

- Show pupils that health, education, sport and wellbeing careers require different combinations of learning, qualifications and practical experience. Introduce the idea that some careers involve university, while others can be entered through college, vocational qualifications, apprenticeships or workplace training.