

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

age restriction anonymous block communicate report respect respectful screenshot trusted adult online internet

Knowledge	Skills
• The same respectful behaviours apply online as in person. • Online communication can make misunderstandings more likely. • They should only communicate online with others they know, not with people they do not know. • Bullying can happen online. • Once something is shared online, even privately, they no longer have control over who sees it. • Even when they are speaking to friends online, they should not share private information. • Some apps and websites have age restrictions which are there to keep children safe. • How to take a screenshot or screen-grab to save online information as evidence.	• Identifying what the internet can be used for. • Identifying the benefits and challenges of online and in-person communication. • Communicating respectfully and appropriately in an online environment. • Recognising that disrespectful online communication can have a negative impact on others. • Identifying some types of online bullying behaviour. • Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy. • Choosing whether to accept a friend request in an online game. • Recognising that some online features are not suitable for all ages. • Role-playing how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.

Learning Objectives/End Points					
Lesson 1: How do we communicate online?	Lesson 2: How can we be respectful when we communicate online?	Lesson 3: How can communication online sometimes be misunderstood?	Lesson 4: How should I respond to online bullying?	Lesson 5: Why do we need to be careful when communicating online?	Lesson 6: How can I keep myself safe online?
To identify ways people communicate online and in person.	To describe respectful ways to communicate online.	To explain how online communication can be misunderstood.	To understand how to respond safely to online bullying.	To explain why we must be careful when communicating online.	To explain and practise ways to stay safe online and seek help.

Unit Outcomes
Pupils who are secure will be able to: - Identify what the internet can be used for. - Identify the benefits and challenges of online and in-person communication. - Communicate respectfully and appropriately in an online environment. - Recognise that disrespectful online communication can have a negative impact on others. - Identify some types of online bullying behaviour. - Choose whether to accept a friend request in an online game. - Recognise that some online features are not suitable for all ages. - Role-play how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.

Cross-curricular links
English: Spoken language.

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: - IT technician - Software developer - Computer programmer - Web developer /App developer - Cyber security specialist - Data analyst - Digital support technician - Social media manager - Digital communications officer - Content creator - Journalist - Blogger - Copywriter	Learning from Career and Labour Market Information - Introduce pupils to careers such as cyber security specialist, software developer, digital communications officer, social media manager, journalist, online safety professional, IT technician, web designer and game designer. Discuss how technology is changing the way people communicate and work. Addressing the Needs of Each Pupil - Pupils reflect on their own use of technology, communication preferences and digital strengths. They identify when they may need support online and practise making safe decisions, such as blocking, reporting and speaking to a trusted adult. Linking Curriculum Learning to Careers - Make explicit links between PSHE learning and careers: respectful online communication supports teamwork; recognising misinformation or inappropriate content supports critical thinking; protecting private information supports cyber security; reporting concerns supports responsibility and safeguarding. Encounters with Employers and Employees

- Digital marketing officer
- Public relations officer
- Game designer / developer
- Animator
- Digital illustrator
- Video editor
- Graphic designer
- Cyber security analyst
- Online safety specialist
- Safeguarding professional
- Fraud investigator
- Police cyber-crime officer

Transferable skills such as: Digital literacy – using technology appropriately and safely Communication – communicating clearly in digital environments Critical thinking – questioning whether something is safe or appropriate Problem-solving – deciding how to respond to online situations Decision-making – making safe choices online Responsibility – understanding the impact of online behaviour Respect – communicating appropriately with others Privacy awareness – understanding why personal information should be protected Teamwork – using digital tools to work with others Self-management – making sensible choices about screen time Resilience – knowing what to do when something goes wrong Confidence – reporting concerns and asking for help Adaptability – responding to new technologies and ways of working Attention to detail – checking information before sharing Professional behaviour – understanding that online behaviour can affect others Safeguarding awareness – recognising when something is unsafe and seeking help

- Where possible, pupils could meet an IT technician, cyber security professional, software developer, social media manager, journalist, digital content creator or online safety specialist and explore how they communicate and stay safe online at work.

Experiences of Workplaces

- Explore digital workplaces such as schools, offices, technology companies, media organisations, game studios, online businesses and public services. Discuss how employees communicate using email, messaging platforms, video calls and shared digital systems.

Encounters with Further and Higher Education

- Introduce pathways into digital careers through secondary school subjects, college, university, apprenticeships, vocational qualifications and technical training. Emphasise that digital careers involve many different interests and strengths.