

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

Budget business community environment human rights local council respect responsibilities

Knowledge	Skills
• Rights are basic freedoms that belong to every person in the world. • 'Reduce' means using less, 'Reuse' means using things again and 'Recycle' means turning old materials into new ones. • Reducing waste is better than reusing and reusing is better than recycling. • Different people (e.g. adults, police, politicians) work to protect people's rights. • Responsibilities are things people need to do to look after themselves, other people and places. • The local council is responsible for deciding how money is best spent in the local community.	• Identifying things that can and cannot be recycled. • Explaining how reducing, reusing and recycling resources can help the environment. • Describing the local council's role in looking after the local area. • Recognising the ways in which people's rights can support and protect them.

Learning Objectives/End Points					
Lesson 1: What are human rights?	Lesson 2: What rights should children have?	Lesson 3: How can we help the environment by reducing what we use?	Lesson 4: How can reusing items help the environment?	Lesson 5: Why is recycling important?	Lesson 6: How do local councils help look after their communities?
To recognise that everyone has rights and responsibilities.	To recognise that children have rights and why they matter.	To understand how reducing what we use helps protect the environment.	To understand how reusing items helps protect the environment.	To recognise our responsibility to recycle at home, school and in the local area.	To recognise how local councils look after local communities.

Unit Outcomes
Pupils who are secure will be able to: • Recognise that human rights are rights everyone has and give examples of these rights. • Explain that rights help people live safely, fairly and with respect. • Describe some ways adults can help make sure children can access their rights. • Suggest practical ways individuals can reduce materials or energy use. • Explain why reducing usually comes before reusing and recycling in the waste reduction triangle. • Explain that reusing is often better than recycling because recycling still uses energy and resources. • Give examples of how familiar items can be reused or upcycled. • Explain why recycling is important for the environment. • Identify examples of local council responsibilities. • Explain simply why councils need to choose spending priorities.

Cross-curricular links
British values: Mutual respect Geography: Human and physical geography

Careers

Linking Curriculum Learning to Careers

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

- Human rights lawyer
- Lawyer
- Solicitor
- Police officer
- Council officer
- Community development worker
- Housing officer
- Local government administrator
- Youth worker
- Community engagement officer
- Town planner
- Environmental officer
- Recycling officer
- Waste management worker
- Environmental scientist
- Sustainability officer
- Conservation worker
- Ecologist
- Climate change officer
- Renewable energy engineer
- Recycling centre worker
- Waste management officer
- Recycling coordinator

Transferable skills such as: Responsibility – understanding that people have responsibilities towards themselves, others and the environment. Respect – recognising the rights, views and needs of others.

Communication – explaining ideas and listening to different viewpoints.

Teamwork – working collaboratively to solve community and environmental problems.

Decision-making – considering options and making sensible choices.

Problem-solving – finding practical solutions to environmental and community challenges.

Empathy – understanding how decisions affect different people.

Critical thinking – considering why resources should be used carefully.

Environmental awareness – understanding the importance of sustainability.

Confidence – expressing ideas and opinions appropriately.

Leadership – taking responsibility for making positive changes.

Active citizenship – recognising that individuals can contribute to their communities.

Learning from Career and Labour Market Information

- Introduce jobs linked to human rights, environmental protection, recycling, local government, community services and sustainability, including councillors, police officers, lawyers, environmental officers, recycling workers, charity workers and community workers.

Addressing the Needs of Each Pupil

- Pupils identify their own responsibilities, strengths and interests. They consider how different people can contribute to their community in different ways and recognise that everyone can make a positive difference.

Linking Curriculum Learning to Careers

- PSHE, Geography and British Values provide opportunities to explore how rights, responsibilities, sustainability, recycling and communities connect to real jobs. Pupils consider how decisions about resources and the environment affect people's lives.

Encounters with Employers and Employees

- Possible visitors include a local councillor, environmental officer, recycling worker, police officer, charity worker, community worker or council employee. Pupils can ask how their work helps people and places.

Experiences of Workplaces

- Explore workplaces such as local council offices, recycling centres, community centres, environmental organisations, charities, police stations, parks and public services.

Encounters with Further and Higher Education

- Pupils learn that careers linked to law, environment, government and community work can involve different routes including university, college, apprenticeships, vocational training and workplace learning.