

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

active balanced diet dehydrated exercise fixed mindset growth mindset health hydrated mental health mindset nutrients physical health resilience safe support trust trusted adult trust team

Knowledge	Skills
• Sleep, hobbies, exercise and time with others can all help them to look after their feelings. • Some simple ways that they can help others each day. • Some simple healthy choices they can make to incorporate physical activity into their normal day (for example, walking or cycling to school, taking the stairs, carrying their own bag). • About opportunities in their community to be physically active. • Some activities make their heart beat faster, their body warmer, and their breathing heavier, and this means their body is working hard and getting stronger. • Physical activity strengthens their heart, lungs, muscles and bones. • Being active helps with coordination, balance and energy levels. • Sitting still for long periods (for example, lots of screen time with no breaks) is not good for their bodies and can cause low energy. • A balanced diet includes a variety of food groups. • Different food groups do different jobs in the body.	• Describing various personal ways they look after their feelings and mood (for example, resting, playing, talking, spending time with others) and explaining why these can be helpful. • Reflecting on how helping others makes them and others feel. • Identifying different ways they are regularly active during the school day and outside of school. • Recognising when they have been inactive for too long and choosing to move or be active. • Describing how different activities make their body feel (for example, out of breath, sweaty, energised, tired). • Recognising and explaining some of the benefits of being physically active. • Planning a healthy lunchbox or snack. • Describing the role of different food groups and what makes for a healthy, balanced diet. • Recognising natural and processed foods and what makes them different.

- Too much sugar, salt or fat can cause health problems over time, and these are commonly found in processed foods.
- They should aim to eat at least five portions of fruit or vegetables a day to get the vitamins and minerals they need.
- They should aim to drink 1.5 litres (6–8 glasses) of water a day to stay hydrated
- Nutrients are the helpful parts in food that the body needs to grow, stay healthy and have energy.
- Processed foods are foods that have been changed or added to, like turning potatoes into crisps or fruit into fruit-flavoured sweets.
- Natural or less processed foods usually have more nutrients.

Learning Objectives/End Points

Y4 Introductory lesson: Setting rules for RSE & PSHE lessons	Lesson 1: What is a balanced diet and why does having one matter?	Lesson 2: How can being active help my mind and body?	Lesson 3: How can I keep my energy up throughout the day?	Lesson 4: How can I get support for myself or others?	Lesson 5: How can I respond when things feel hard?	Lesson 6: Why is helping others good for me too?
To create an RSE and PSHE agreement through discussion.	To explore the importance of having a balanced diet.	To investigate how physical activity affects the body.	To examine how daily habits and choices can affect our energy levels.	To recognise when someone may need support and how to seek help.	To understand how a growth mindset helps us respond to challenges.	To understand that being kind can help me too.

Unit Outcomes

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

- Describe the role of different food groups in keeping us healthy.
- Explain why eating a variety of foods matters.
- Name activities that help them stay active at school and at home.
- Explain how being active helps their bodies stay strong and healthy.
- Explain the importance of diet and hydration in maintaining energy levels.
- Identify behaviours that can positively and negatively affect energy levels.
- Describe simple signs of emotional or mental health challenges using familiar vocabulary.
- Explain why asking for help is important.
- Describe the difference between a fixed and growth mindset.
- Recognise how helping others can make them feel good.

Cross-curricular links

British values: Mutual respect.
English: Spoken language
Science: Movement and nutrition.

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: • Doctor / Nurse • Healthcare assistant • Paramedic • School nurse • Pharmacist • Dentist • Dental nurse • Counsellor • Mental health practitioner • Wellbeing adviser • Social worker • Mental health nurse • Sports coach • PE teacher • Fitness instructor / Personal trainer • Sports therapist • Dietitian • Nutritionist Transferable skills such as: Self-awareness – recognising what helps them feel healthy and well. Resilience – understanding that challenges and mistakes are opportunities to learn. Communication – expressing feelings and asking for support. Active listening – listening carefully when supporting other Empathy – understanding how other people may be feeling. Teamwork – working cooperatively with others. Responsibility – making healthy and safe choices. Self-management – managing energy, emotions, activity and routines. Decision-making – considering which choices support health and wellbeing. Problem-solving – thinking of practical solutions to challenges. Confidence – having a go and persevering when something is difficult. Help-seeking – recognising when support is needed and knowing who to ask. Organisation – planning healthy routines and activities. Leadership – encouraging and supporting others. Respect – recognising that everyone's health and wellbeing needs are different.	Learning from Career and Labour Market Information • Introduce a range of careers linked to health and wellbeing, including doctors, nurses, physiotherapists, dietitians, sports coaches, fitness instructors, psychologists, counsellors, occupational therapists, teachers and health advisers. Addressing the Needs of Each Pupil • Pupils reflect on their own strengths, interests, activities and wellbeing. They identify activities that help them feel healthy, calm, energised and resilient and consider how these personal qualities can support future learning and work. Linking Curriculum Learning to Careers • PSHE and Science provide opportunities to explore how nutrition, exercise, hydration, sleep, mental health and resilience connect to real careers. Pupils consider how professionals use their knowledge to help people make healthy choices. Encounters with Employers and Employees • Possible visitors include a school nurse, GP, physiotherapist, sports coach, dietitian, counsellor, psychologist, occupational therapist or fitness instructor. Pupils can find out how their work helps people. Experiences of Workplaces • Explore workplaces such as hospitals, GP surgeries, schools, sports centres, gyms, physiotherapy clinics, care settings, counselling services and community health centres. Encounters with Further and Higher Education • Pupils learn that health and wellbeing careers can involve different routes including university, college, vocational qualifications, apprenticeships, workplace training and professional development.