

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

Assertive compromise disrespect manners respect self-respect

Knowledge	Skills
• To know within families, just like in all relationships, violence is not an acceptable way to deal with problems. • To know they do not have to be friends with everyone and others do not have to be friends with them, but everyone has the right to be treated with respect and kindness. • To know healthy friendships should help them feel included, valued and supported, especially during difficult times. • That many people experience feelings of loneliness at times. • They should trust people who are kind, honest and respect their boundaries, as this shows they are a good friend. • That apologising and discussing feelings can help solve problems and maintain good relationships. • That respectful disagreement is a normal part of healthy relationships • That compromise and fairness are vital to any friendship. • Respect means treating others as you would like to be treated: with kindness and fairness. • Good manners are a way of showing respect to other people.	• Beginning to recognise unhealthy or unhappy friendships. • Taking ownership of their actions and explaining how they have acted impulsively or unkindly. • Using manners when getting someone's attention, eating meals together, moving around the school or the classroom and speaking to new people. • Considering how words, tone and body language can show respect or disrespect, and recognising how this influences how others perceive them. • Identifying respectful and disrespectful behaviours in a range of scenarios. • Recognising when their own behaviour might affect others (e.g. running indoors, shouting, playing music). • Exploring how to share spaces fairly and respectfully in real-life situations (e.g. on a bus, in the cinema). • Listening and responding respectfully when someone makes a request or expresses a boundary. • Using strategies to manage frustration or disappointment (e.g. walking away, positive self-talk).

• That different people may have different needs and preferences in the same space. • That respecting boundaries helps keep relationships safe and healthy. • Physical, emotional and digital boundaries are all important. • Some secrets are safe (e.g. a surprise party) but others may be unsafe if they make someone feel worried, scared or uncomfortable. • Being assertive means speaking up calmly and politely without being unkind. • That being kind does not mean always agreeing or giving in. • They cannot always have what they want and that others may want different things, so it is often important to find a compromise. • Disappointment and frustration are normal feelings and will pass. • Self-respect means valuing yourself and treating yourself with kindness. • A stereotype is an unfair assumption about a group of people, without considering them as individuals. • That people should be treated as individuals and with respect. • There may be times when they see or become aware of bullying happening to others, either in person or online. • They can speak to more than one trusted adult if the first person does not help or take action straightaway. • They should seek help if someone touches them or speaks to them in a way that feels wrong, including online.	• Setting and working towards personal goals with more independence. • Beginning to challenge negative self-talk and compare themselves less to others. • Recognising and describing examples of unfair treatment, disrespect or exclusion based on difference (e.g. racial discrimination, gender stereotypes) • Rehearsing what to do or say when they see bullying happening • Practising how they would ask for help and say 'no' in certain situations • Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).
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Learning Objectives/End Points					
Lesson 1: How can I show self-respect?	Lesson 2: How can I show respect to others?	Lesson 3: How can I build trusting friendships?	Lesson 4: How can we solve friendship challenges?	Lesson 5: How should I respond to bullying?	Lesson 6: What is a stereotype?
To use positive thoughts and words when things are challenging.	To practise being respectful in different settings.	To describe a range of ways to build trusting friendships.	To consider how actions help us look after our friendships.	To explain when and how to ask for help if I see bullying.	To describe what stereotypes are and why they are unfair.

Unit Outcomes
Pupils who are secure will be able to: • Recognise how their words, tone and behaviour show respect in different places and situations. • Use positive self-talk to stay calm, build confidence and manage frustration. • Explain what trust looks like in friendships and how to strengthen or repair it when problems arise. • Set and respect personal boundaries and respond assertively when something feels unfair or unsafe. • Practise resolving disagreements fairly, including through compromise. • Understand what a bystander is and describe safe, appropriate ways to act if they witness or experience bullying. • Learn what stereotypes are and how they can be unfair

Cross-curricular links
British values: Mutual respect, individual liberty 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:

- Social worker
- Counsellor
- Family support worker
- Youth worker
- Teacher
- Teaching assistant
- SEND support worker
- Police officer
- Lawyer
- Solicitor
- Manager
- Employee wellbeing adviser
- Equality, diversity and inclusion officer
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Transferable skills such as:

Assertiveness – expressing views and boundaries calmly and confidently.

Empathy – understanding how other people may feel.

Teamwork – working successfully with people who have different ideas.

Negotiation – finding solutions when people disagree.

Compromise – recognising that everyone cannot always get exactly what they want.

Conflict resolution – finding safe and fair ways to solve problems.

Resilience – managing disappointment and frustration.

Self-awareness – recognising how their own behaviour affects others.

Confidence – speaking up when something is unfair or unsafe.

Problem-solving – considering different solutions to challenges.

Inclusion – valuing people's differences and challenging unfair stereotypes.

Professional behaviour – understanding how respect and good manners support positive working relationships.

Learning from Career and Labour Market Information

- Introduce careers where communication, relationships and supporting others are important, including teachers, social workers, counsellors, police officers, youth workers, HR professionals, mediators, lawyers, community workers and charity workers.

Addressing the Needs of Each Pupil

- Pupils identify their own strengths, communication styles and personal qualities. They develop confidence in expressing boundaries, asking for help, managing frustration and responding respectfully to different viewpoints.

Linking Curriculum Learning to Careers

- PSHE and English Spoken Language provide opportunities to explore how respect, assertiveness, compromise, active listening, empathy and conflict resolution are used in real workplaces. Pupils consider how stereotypes can affect people's opportunities and why workplaces should value individuals.

Encounters with Employers and Employees

- Possible visitors include a police officer, teacher, social worker, counsellor, HR professional, mediator, youth worker, lawyer or community worker. Pupils can explore how they communicate with people and manage challenging situations.

Experiences of Workplaces

- Explore workplaces such as schools, offices, police stations, courts, community centres, charities, youth centres and public services, considering how people work together respectfully in each setting.

Encounters with Further and Higher Education

- Pupils learn that careers involving people and relationships can have different routes, including university, college, apprenticeships, vocational training and workplace learning.