

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 online content reliable search engine search result

Knowledge	Skills
• Many everyday activities involve being online, even when it is not obvious. • Some apps and websites have age restrictions to keep children safe. • Some information online may be inaccurate or misleading.	• Identifying what the internet can be used for. • Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy. • 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. • Questioning whether online information, including from search engines, is accurate. • Comparing several sources of information before choosing one.

Learning Objectives/End Points					
Lesson 1: How can the internet be helpful and challenging?	Lesson 2: Is all online content appropriate for me?	Lesson 3: Why should we be careful what we trust online?	Lesson 4: How can we check if online information is reliable?	Lesson 5: How can we use multiple sources to check online information?	Lesson 6: Why should we question what we see online?
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 recognise the importance of questioning online content.

Unit Outcomes
Pupils who are secure will be able to: - Identify the benefits and challenges of using the internet. - Identify age restriction symbols and why they exist. - Develop an understanding that some online information may be misleading. - Give examples of what can happen if people share misleading information. - Investigate features that can help check if online information is reliable. - Compare information from different online sources. - Use more than one source to decide whether online information is reliable. - Explain why checking multiple sources helps us know if something is true. - Practising how they would ask for help and say 'no' in certain situations.

Cross-curricular links
English: Spoken language. Reading – Comprehension. British values: Individual liberty. Rule of law.

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 • Web developer • App developer • Cyber security specialist • Network engineer • Computer programmer • Data analyst • Journalist • News researcher • Editor • Digital content creator • Social media manager • Media researcher • Cyber security analyst • Online safety specialist Transferable skills such as: Digital literacy – using technology safely, confidently and responsibly. Critical thinking – questioning information rather than accepting everything they see. Research skills – finding and comparing information from different sources. Problem-solving – deciding what to do when information is confusing or unreliable. Decision-making – making informed choices based on evidence. Communication – explaining findings clearly to others. Questioning – asking useful questions about information and its source. Attention to detail – noticing important differences between sources. Curiosity – wanting to investigate and find out more. Responsibility – understanding the impact of sharing unreliable information. Teamwork – working collaboratively to investigate information. Resilience – persevering when information is difficult to understand or verify. Self-management – recognising when screen use needs to be balanced with other activities. Safeguarding awareness – knowing when to stop, report something or seek adult help. Adaptability – developing confidence in using new technologies and digital systems.	Learning from Career and Labour Market Information • Introduce careers linked to technology, information and communication, including cyber security specialists, software developers, journalists, researchers, librarians, web designers, data analysts, digital marketers, IT technicians and online safety specialists. Addressing the Needs of Each Pupil • Pupils recognise their own digital strengths and interests. They develop confidence in asking questions, checking information, identifying reliable sources and seeking help when something online concerns them. Linking Curriculum Learning to Careers • English, Computing and PSHE provide opportunities to develop research, reading, communication, critical thinking and digital literacy. Pupils explore how these skills are used by professionals who work with information every day. Encounters with Employers and Employees • Possible visitors include an IT technician, journalist, librarian, cyber security professional, digital marketer, software developer, researcher, web designer or online safety specialist. Experiences of Workplaces • Explore how digital technology and online information are used in schools, offices, newspapers, libraries, hospitals, businesses, technology companies, public services and charities. Encounters with Further and Higher Education • Pupils learn that digital careers can be accessed through different routes including secondary education, college, university, apprenticeships, technical qualifications and workplace training.