

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

boundaries breasts communicate emotions feelings period permission physical changes puberty respect uncomfortable

Knowledge	Skills
• Unkind or negative comments about someone's body can affect how they feel about themselves and that it is important to treat all bodies with respect. • Their bodies will change as they grow into adults and these changes happen at different times and rates for everyone, which is completely normal. • As their bodies change during puberty, their emotions and feelings may also change and that this can sometimes feel difficult to manage (e.g. experiencing mood swings). • One of the physical changes that happens to female bodies when they go through puberty is starting their period (menstrual cycle). • During a period a small amount of blood leaves the body from the vagina each month. • Periods can start unexpectedly and that there are ways to manage them, such as wearing pad or period pants and asking a trusted adult for help. • The correct names for the external parts of the body that may change in adolescence (e.g. breasts, armpits, Adam's apple, pubic hair). • They should talk to a trusted adults if they have any worries or concerns, including around body changes and growing up.	• Describing some physical changes in adolescence and beginning to be aware of the changes puberty brings. • Describing some emotional changes that happen during adolescence. • Communicating personal boundaries clearly (e.g. "I'm not comfortable with that").*

- Their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know.
- The correct terms for private body parts, including the scrotum and nipples.
- Signs that an adult may be unsafe (e.g. they are ignoring 'no', they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult).
- 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.
- They feel pressured to do something unsafe or that they don't want to do, including online.
- They see or hear something that worries them, even if it's not about them, including online

Learning Objectives/End Points

Lesson 1: What are body boundaries?	Lesson 2: How will I grow and change during puberty?	Lesson 3: Which emotional changes could I experience when growing up?	Lesson 4: What is a period?	Lesson 5: How can we show kindness and understanding about body changes?	Lesson 6: Who can I talk to about growing up and changes?
To explain what body boundaries are and how to communicate them.	To explore how bodies change during puberty.	To explain how to manage emotions and feelings during puberty.	To explain what a period is and what happens when you have one.	To describe how and why we should treat others with kindness and respect.	To identify trusted adults and explain how they can help with worries about growing up and change.

Unit Outcomes

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

- Explain what body boundaries are.
- Identify and correctly name some physical changes that happen during puberty.
- Use appropriate terminology to talk about puberty changes with confidence and respect.
- Recognise that everyone goes through puberty and that changes happen at different times and rates.
- Recognise that emotions and feelings change as people grow up, including during puberty.
- Explain what a period is using clear, age-appropriate language.
- Identify ways periods can be managed, such as using pads or period pants.
- Demonstrate respectful and kind language when talking about bodies and physical changes.
- Identify one or more trusted adults at home or at school they could talk to.

Cross-curricular links

English: Spoken language.
British values: Mutual respect.

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: • Doctor • School nurse • Practice nurse • Midwife • Health visitor • Paediatrician • Counsellor • Psychologist • Mental health practitioner • Family support worker • Health educator • Public health officer • Community health worker • Children's health campaign organiser Transferable skills such as: Communication: Expressing feelings, worries and personal boundaries clearly. Active listening: Listening carefully and responding respectfully to others. Self-awareness: Recognising personal feelings, needs and changes. Empathy: Understanding that people experience different feelings and changes. Respect: Treating everyone's body, boundaries and differences with dignity. Confidence: Speaking up when something feels uncomfortable or unsafe. Resilience: Seeking support when experiencing difficult feelings or challenges. Decision-making: Recognising when to say no and when to seek help. Responsibility: Understanding the importance of personal safety and respectful behaviour. Problem-solving: Identifying trusted adults and considering appropriate ways to get support. Professionalism: Understanding the importance of privacy, kindness and respectful communication.	Learning from Career and Labour Market Information • Introduce careers linked to health, puberty, personal development and supporting others, including school nurses, doctors, midwives, health visitors, counsellors, teachers and safeguarding professionals. Addressing the Needs of Each Pupil • Encourage pupils to recognise their individual strengths, feelings, boundaries and support needs. Reinforce that everyone develops at a different pace and that individual differences should be respected. Linking Curriculum Learning to Careers • Link PSHE learning about body changes, emotional wellbeing, personal boundaries, communication and respect to careers in healthcare, education, counselling and child protection Encounters with Employers and Employees • Provide opportunities to learn from a school nurse, healthcare professional, teacher, counsellor or safeguarding lead about their roles and how they support children and families Experiences of Workplaces • Explore workplaces where professionals support physical health, emotional wellbeing and personal safety, including schools, GP surgeries, hospitals, health centres and family support services. Encounters with Further and Higher Education • Introduce the different routes into caring and health-related careers, including university degrees, college courses, vocational qualifications, apprenticeships and workplace training.