

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, and 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

Alcohol boundaries cigarettes crossing current hazard/s inappropriate operator personal space pressure risks tide vape

Knowledge	Skills
• 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. • To know 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). • That feeling and being unsafe can happen even with someone they know. • That when an adult they do not know approaches them, they can respond politely but move away from the situation to make a trusted adult aware. • That they should not share personal information with people they do not know and trust, including online. • That they can speak to more than one trusted adult if the first person does not help or take action straightaway. That 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.	• Recognising that different relationships have different personal boundaries (e.g. friend vs teacher vs family member). • Noticing when someone's behaviour is too familiar or inappropriate for the context (e.g. touching, asking private questions, asking to keep secrets). • Identifying early warning signs and recognising their own feelings that a situation or person might not be safe when looking at examples, stories or a role-play. • 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).* • Explaining how to safely cross roads using a variety of crossing types. • Identifying various risks on roads and ways to make them safer. • Identifying potential hazards in different types of water environments (e.g. strong currents, dirty water, unknown depths, steep or vertical banks, cold temperatures). • Explaining some water safety signs and their meaning.

Subject: PSHE

Topic: Staying safe: What signs help me recognise what is safe or unsafe? Year: 4 Term: Summer 2

- Some common road-crossing types. - Some common safety issues when walking, riding a bike or scooting. (E.g. cars coming out of driveways). - That swimming in open water is usually more dangerous than swimming in a swimming pool. - What beach safety flags tell us about the conditions? - That thinking ahead and considering potential risks can help prevent accidents. - That fire can spread quickly and should never be played with. - That appliances and household products should only be used for the purpose they are designed for. - That an operator will ask which emergency service is needed, what happened and where. * - That alcohol and smoking/ vaping are legal for adults but illegal for children. - That alcohol and smoking/vaping both have harmful effects on the body. - That medicines should only be used as directed by a trusted adult or health professional or they can be harmful.	- Recognising and explaining potential hazards at home, including fire and electrical risks, and identifying these in different scenarios. - Recognising common warning signs in various environments and on household products or equipment, and explaining what they mean. - Identifying different ways of getting help in an emergency, including phoning 999. * - Recognising when a substance is meant to help (e.g. medicine) and when it could harm the body (e.g. cigarettes/vapes, cleaning products, alcohol).
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Learning Objectives/End Points					
Lesson 1: How can I tell if a situation is unsafe?	Lesson 2: What do I do if a situation feels unsafe?	Lesson 3: How can I stay safe around traffic?	Lesson 4: Why can water be dangerous?	Lesson 5: What drugs are safe or unsafe?	Lesson 6: How can I prevent accidents?
To identify warning signs that a situation may be unsafe.	To respond to an uncomfortable situation safely.	To identify common risks and explain how to stay safe when walking, cycling or scooting.	To explain how to stay safe in, on and around water.	To explain when drugs and medicines can be helpful or harmful.	To recognise hazards and explain how thinking ahead reduces risk.

Unit Outcomes
Pupils who are secure will be able to: - Identify warning signs that something is unsafe in a range of everyday situations (personal, online, road, water, and home), including signs you can see (e.g. road signs, "deep water" notices, and hazard symbols) and signs you can feel (e.g. uncomfortable feelings, pressure from others, unsafe online behaviour). - Demonstrate strategies to get help in or leave uncomfortable or unsafe situations. - Explain how recognising hazards and planning ahead can prevent accidents. - Choose safe places to cross roads and explain why (considering traffic, speed and visibility). - Explain key reasons why water can be dangerous, even for confident swimmers (e.g. because of depth, currents and cold temperatures). - Distinguish between helpful and harmful medicines and explain how to use medicine safely.

Cross-curricular links
English: Spoken language; Writing – composition. British values: Mutual respect; Individual liberty; The rule of law. Science: Animals, including humans.

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: • police officer • Firefighter • Paramedic • Emergency call handler • Coastguard • Search and rescue worker • Community safety officer • Child protection social worker • Road safety officer • Traffic management officer • Transport planner • Driving instructor • Lifeguard • Beach lifeguard • Water safety instructor • Swimming teacher • Fire safety inspector • Environmental health officer • Building inspector Transferable skills such as: Risk awareness: Recognising hazards and understanding possible consequences. Decision-making: Choosing safer actions when faced with risks or pressure. Problem-solving: Identifying practical ways to reduce hazards and prevent accidents. Communication: Explaining concerns clearly and giving accurate information. Confidence: Saying no, communicating personal boundaries and asking for help. Responsibility: Following safety rules and considering the wellbeing of others. Observation: Noticing warning signs, hazards and changes in the environment. Critical thinking: Assessing situations and deciding whether something is safe. Resilience: Responding appropriately when faced with unexpected or challenging situations. Teamwork: Cooperating with others to solve problems and maintain safety. Empathy: Recognising when someone else may be vulnerable or in danger. Following procedures: Understanding why instructions, warning signs and safety equipment matter.	Learning from Career and Labour Market Information • Explore careers linked to safety, emergency response, transport, water safety, healthcare and public protection, including police officers, firefighters, paramedics, lifeguards, road safety officers, health and safety advisers and pharmacists. Addressing the Needs of Each Pupil • Encourage pupils to recognise their strengths, understand personal boundaries, identify potential hazards and know when to seek help. Reinforce that everyone has the right to feel safe and that asking for support is a positive action. Linking Curriculum Learning to Careers • Link PSHE learning about personal safety, road safety, water hazards, medicines, substances and accident prevention to careers in emergency services, healthcare, transport, safeguarding and health and safety. Encounters with Employers and Employees • Provide opportunities to learn from a police officer, firefighter, paramedic, school nurse, road safety professional, lifeguard or pharmacist about their responsibilities and how they help people stay safe. Experiences of Workplaces • Explore workplaces where safety is essential, including fire stations, police stations, hospitals, pharmacies, schools, construction sites, swimming pools, beaches, transport settings and emergency call centres. Encounters with Further and Higher Education • Introduce different routes into safety-related careers, including college courses, university degrees, vocational qualifications, apprenticeships, specialist training and workplace learning.