

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

light activity mental health moderate activity regulate response vigorous activity

Knowledge	Skills
• Poor nutrition can lead to tiredness, illness, low mood or long-term health problems. • Nutritional labels show calories, fat, sugar and salt, which help people make informed choices. • Others may try to influence their food choices (e.g. through packaging, advertising or online messaging) but they should try to make informed choices based on what their bodies need. • As people get older, they can stay active in different ways (e.g. walking to work, going to the gym, dancing, gardening) to support health and wellbeing. • Physical activity helps mental wellbeing by boosting mood and reducing stress. • Children their age should get at least one hour of moderate to vigorous activity every day. • Being active improves physical health by strengthening the body, improving fitness and helping them stay at a healthy weight. • Moderate activity means moving enough to raise your heart rate and feel a bit out of breath (e.g. brisk walking, cycling or playground games). • Vigorous activity (e.g. running, swimming, team sports, dancing) makes people breathe harder and sweat more.	• Evaluating food choices and what can influence these. • Reading basic traffic light food labels to compare sugar, salt or fat content. • Beginning to question how healthy and nutritious some food really is by looking at ingredients or labels, not just packaging or advertising. • Explaining what a healthy relationship with food entails (e.g. balance, variety and enjoyment without guilt). • Reflecting on how active they are each day and planning ways to move more during the week. • Recognising the difference between light, moderate and vigorous activity and giving examples of each. • Recognising and explaining the benefits of regular physical activity on both mental and physical health. • Communicating how they are feeling and why, in a clear and respectful way. • Reflecting on whether their feelings and behavioural responses were appropriate for a particular situation.

- The difference between emotions and feelings and that while emotions happen automatically in their bodies, they can choose how to interpret and respond to them. - How to describe the following emotions and associated feelings - It is important to speak openly about emotions and their associated feelings. Reflecting on their emotions, feelings and behaviour helps them understand themselves and others better and reframe any negative thoughts and feelings. - Mental health affects how people feel, think, behave and cope with life. The importance of making time to prioritise their own emotional health. - Spending time outdoors can help people feel calm, focused and more connected to the world around them. - It is important to regulate responses to emotions so they do not control feelings and actions. Just like physical health, everyone has mental health and it can change over time. Many people experience mental ill health, and support is available. Some signs that someone might need support with their mental health (e.g. acting differently, feeling down, withdrawing from others, getting upset easily, losing interest in things they usually enjoy, etc). - Different professionals support mental health in different ways, such as listening, giving advice, offering therapy or helping them access other support. There are free, confidential services they can contact (e.g. Childline) if they are worried, upset or need someone to talk to.	Identifying how different professionals and services can offer support around mental health (e.g. teachers, school counsellors, doctors, helplines, etc).
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Learning Objectives/End Points					
Lesson 1: What do food labels really tell us?	Lesson 2: How active am I and how can I move more?	Lesson 3: What are the different types of physical activity and how do they affect us?	Lesson 4: How can I recognise complex feelings?	Lesson 5: How can I respond to strong and complex feelings?	Lesson 6: How can we tell when someone might need support with their mental health?
To explore how food labels can help in making healthier choices.	To reflect on how active I am.	To compare the impact of different physical activities on the body.	To recognise a range of complex feelings.	To recognise and respond to strong and complex feelings.	To recognise how to look after mental health.

Unit Outcomes
Pupils who are secure will be able to: - Identify nutrients on traffic light food labels. - Compare traffic light food labels to make a healthier choice. - Describe how active they are now and why adults stay active. - Identify light, moderate and vigorous activity. - Explain how physical activity supports the body and mind. - Name a range of more complex feelings. - Describe signs of more complex feelings in the body. - Suggest helpful ways to respond to strong and complex feelings. - Describe ways to look after mental health. - Recognise signs that someone might need support with their mental health. - Name trusted adults and professionals who can help with mental health and explain what they do.

Cross-curricular links
Science: Animals including humans. Geography: Human and physical geography. British values.

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: • Doctor • Nurse • School nurse • Health visitor • Dietitian • Nutritionist • Food scientist • Food technologist • School meals nutrition adviser • Sports coach • PE teacher • Fitness instructor • Personal trainer • Physiotherapist • Outdoor learning instructor • Environmental education officer • Community wellbeing coordinator Transferable skills such as: Self-awareness: Recognising personal emotions, habits, strengths and wellbeing needs. Emotional regulation: Choosing helpful responses to strong or complex feelings. Communication: Explaining feelings clearly and respectfully. Empathy: Understanding that others may experience different emotions or challenges. Decision-making: Making informed choices about food, activity and wellbeing. Critical thinking: Questioning advertising and interpreting nutritional information. Problem-solving: Identifying strategies to manage challenges and maintain healthy routines. Resilience: Responding constructively to setbacks and difficult feelings. Self-management: Balancing activity, rest, relationships and personal responsibilities. Teamwork: Cooperating with others during physical and group activities. Research skills: Finding and interpreting information about health and wellbeing. Help-seeking: Recognising when support is needed and identifying appropriate people or services.	Learning from Career and Labour Market Information • Introduce careers linked to nutrition, physical activity and mental health, including dietitians, nutritionists, doctors, nurses, psychologists, counsellors, physiotherapists, sports coaches, fitness instructors and public health professionals Addressing the Needs of Each Pupil • Encourage pupils to recognise their strengths, interests, emotions and wellbeing needs. Explore how different people maintain their health, manage feelings and access support in ways that work for them Linking Curriculum Learning to Careers • Link PSHE learning about food labels, nutrition, exercise, emotional regulation and mental health to Science, PE and Geography. Explore how these areas of learning connect to healthcare, sport, nutrition, psychology and environmental wellbeing careers Encounters with Employers and Employees • Provide opportunities to learn from a school nurse, dietitian, sports coach, fitness instructor, counsellor, psychologist or mental health professional about their role in supporting physical and emotional wellbeing Experiences of Workplaces • Explore workplaces where professionals promote health and wellbeing, including hospitals, GP surgeries, schools, gyms, sports centres, counselling services, community health centres and public health organisations Encounters with Further and Higher Education • Introduce routes into health and wellbeing careers, including college courses, university degrees, apprenticeships, vocational qualifications, professional training and workplace learning.