

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

civil partnership commitment conflict influence marriage support

Knowledge	Skills
• Commitment' means promising to be with someone through good and bad times. • That marriage and civil partnerships are legal commitments between two people based on love and care. • Parents/carers are there to guide children and protect them, and this might mean setting boundaries or rules. • Families should support and protect the physical and mental health of all members and provide love and security to children. • Family functions (e.g. support and caregiving) may be shared differently in different families. • The central function of any family is to provide stability and safety to its members, especially children. • They can speak to someone at school or Childline if a family relationship is making them feel unsafe • That families should support and protect the physical safety and mental health of all members. • That close friendships are important for people's happiness and mental health.	• Discussing how the time spent with family may change as they get older and how these relationships might evolve. • Reflecting on how they support their families, how their families support them and why this is important to their families. • Exploring different ways parents or carers might protect and show care for their children. • Explaining why families are important and identifying the key features of positive family life (e.g. love, stability, care, protection, mutual respect). • Analysing how different contexts can influence family roles and relationships. Recognising and respecting different types of families. • Recognising when a family relationship seems unsafe or unhealthy. • Considering the importance of friendships and the different ways friendships can enhance our lives. • Suggesting ways people can make new friends throughout their lives. • Recognising that friendships will change and evolve over time. • Describing some signs of unhealthy or unhappy friendships.

- The signs of unhealthy friendships might be one-sidedness, frequent criticism, controlling behaviours, constant conflict or unreliable or untrustworthy actions. - How people deal with fallouts and disagreements can affect how strong their friendships become. - People who pressure, lie, or break promises may not be trustworthy. - It is ok to end a friendship if it is unhealthy or makes them unhappy. - Some techniques can actually work to calm our body's natural emotional response (e.g. slowing breathing, grounding techniques). - It is important to regulate our responses to emotions so they do not control our feelings and actions. - If conflict exists, using violence or aggression is not acceptable and will make things worse. - People should try to balance their own needs and wants with the needs and rights of those around them to be respectful. - That people have a responsibility to each other to behave appropriately and fairly. - That healthy relationships involve mutual trust, respect and consent. - They should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe. - How to express needs and boundaries respectfully and confidently. - The difference between being assertive, passive, aggressive and controlling (coercive). - They can be kind and respectful to others without ignoring their own needs. - Identity includes values, beliefs, likes, dislikes and cultural background. - How to get help from trusted adults, school procedures or external support services (e.g. Childline). - They should always seek help if they experience or witness violence, threats or harm, either in person or online; someone tries to hurt them or others physically or emotionally, including online; someone touches them or talks to them in an unsafe or inappropriate way, including online; they feel unsafe but are not sure why, or are unsure who to trust, including online; or they are worried about someone else being hurt or treated badly, including online.	- Resolving conflict using calm, assertive communication (e.g. 'I feel... when you...' statements). - Self-identifying when they need to adjust their behaviour. - Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings. - Reflecting on conflicts or impulsive behaviour, recognising areas for improvement and working to avoid similar situations in the future. - Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe. - Practising discussing disagreements without blaming others or over-reacting. Recognising and celebrating their own identity and what makes them unique. - Practising ways to safely speak out against unfairness or exclusion, using respectful language. - Practising accessing help independently (e.g. with trusted adults, professionals or via Childline). - Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves. - Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).
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Learning Objectives/End Points					
Lesson 1: What makes me who I am?	Lesson 2 : How do families show commitment to each other?	Lesson 3: How can families support and protect each other?	Lesson 4: What helps us make and maintain healthy friendships?	Lesson 5: How can we manage challenges in friendships?	Lesson 6: How can I be assertive and respectful?
To describe how our identities are influenced by different factors.	To understand what commitment means and how it is shown in family relationships.	To identify different ways that families can support and protect each other.	To evaluate healthy and unhealthy friendships.	To develop and apply positive ways to respond to friendship challenges.	To reflect on what assertive communication looks like and why it is important.

Unit Outcomes
Pupils who are secure will be able to: - Identify a range of influences that shape identity, such as family, culture, beliefs and personal interests. - Link aspects of identity to their own behaviour or choices. - Describe what commitment means and give examples of how it can be shown within families in different ways, including legal commitments such as marriage or civil partnerships. - Describe ways their own and others' families support and protect each other and suggest what someone can do if they, or someone they know, feels unsupported and needs help. - Describe why healthy friendships matter for wellbeing. - Suggest practical ways to start, maintain and repair friendships and recommend positive ways to handle friendship challenges. - Select and apply appropriate self-regulation techniques to stay calm and in control during disagreements.

- Understand what it means to be assertive and the importance of balancing your own needs and wants against being polite and respectful

Cross-curricular links

English: Spoken language.

British values: Individual liberty; Mutual respect; Tolerance of those with different faiths and beliefs

Careers

Linking Curriculum Learning to Careers

Discuss how the skills developed in this unit are used in a range of careers, including:

- Teacher
- Teaching assistant
- Pastoral support worker
- School counsellor
- Special educational needs coordinator
- Youth worker
- Mental health practitioner
- Family therapist
- Relationship counsellor
- Wellbeing practitioner
- Social worker
- Family support worker
- Mediator
- Police officer
- Solicitor
- Human resources (HR) officer
- Manager
- Recruitment officer

Transferable skills such as:

Communication: Expressing needs, feelings and opinions clearly and respectfully.

Active listening: Listening to different perspectives before responding.

Empathy: Understanding how other people may feel or experience situations differently.

Teamwork: Cooperating with others and valuing different strengths.

Assertiveness: Expressing boundaries and challenging inappropriate behaviour appropriately.

Negotiation: Finding solutions that consider different needs and viewpoints.

Conflict resolution: Managing disagreements calmly and constructively.

Emotional regulation: Recognising strong emotions and choosing helpful responses.

Self-awareness: Understanding personal identity, values, strengths and areas for development.

Resilience: Managing setbacks and learning from relationship challenges.

Respect and inclusion: Treating people fairly and valuing individual differences.

Problem-solving: Identifying appropriate responses to difficult situations.

Leadership: Helping groups cooperate and work towards shared goals.

Help-seeking: Recognising when a concern requires support from a trusted adult or professional.

Learning from Career and Labour Market Information

- Introduce careers linked to relationships, family support, communication and wellbeing, including teachers, social workers, counsellors, psychologists, youth workers, family support workers, mediators, HR professionals and community workers

Addressing the Needs of Each Pupil

- Encourage pupils to recognise their identities, strengths, values and relationship needs. Help them understand that everyone has different experiences of family life and that respectful relationships support confidence, wellbeing and personal development.

Linking Curriculum Learning to Careers

- Link PSHE learning about identity, commitment, healthy friendships, conflict resolution, assertiveness and boundaries to careers in education, healthcare, counselling, social care, law and human resources.

Encounters with Employers and Employees

- Provide opportunities to learn from a teacher, counsellor, social worker, youth worker, mediator, HR professional or family support worker about how they build positive relationships, support others and resolve disagreements.

Experiences of Workplaces

- Explore workplaces where communication, teamwork, trust and respect are essential, including schools, offices, community centres, charities, healthcare settings, youth services and family support organisations.

Encounters with Further and Higher Education

- Introduce routes into people-focused careers, including college courses, university degrees, apprenticeships, vocational qualifications, professional training and workplace learning.