

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

Advert fact influence mislead opinion scam sponsored targeted advert

Knowledge	Skills
• Specific online activities are designed for different purposes (e.g. communication, entertainment or learning). • Influencers and adverts may be paid, sponsored or rewarded to promote products or ideas, even if it is not obvious. • Online content is often edited and carefully chosen. • Personal data includes information about a person, including their online behaviour and interests. • Apps, websites and games can collect personal data, including location information. • There are steps they can take if they recognise they are being negatively influenced online (e.g. unfollowing, blocking, fact-checking or reporting). How to report concerns on different online platforms. • Reporting online concerns to a trusted adult is always important.	• Recognising that online experiences can have both positive and negative effects. • Recognising that online content (including influencers, advertising and scams) can affect people's thoughts, choices and behaviour. • Choosing whether to accept or decline an online request (from a company or individual), based on the information being requested. • Recognising that some apps and websites have age restrictions because of their content or features. • Evaluating information they see online, including the difference between fact and opinion. • Recognising the types of online behaviour that may make them feel uncomfortable (e.g. harassment, pressure, cheating or offensive language).

Learning Objectives/End Points					
Lesson 1: How do adverts try to influence us online?	Lesson 2: How are adverts chosen for me online?	Lesson 3: How else am I influenced online?	Lesson 4: How do online trends shape our choices offline?	Lesson 5: How does what we see online influence our viewpoints?	Lesson 6: How can some online messages be misleading?
To analyse how online adverts influence what we click, buy or watch.	To explain how online adverts are targeted.	To recognise how different types of online content influence choices and behaviour.	To explain how online trends influence behaviour.	To analyse how opinions shared online can shape our views.	To recognise that online messages can be misleading.

Unit Outcomes
Pupils who are secure will be able to: - Understand that much online content is designed to influence people. - Identify how online content can influence people (such as through adverts, videos, trends and opinions (presented as fact)). - Explain that influence can affect what people buy, watch or believe and is not always obvious. - Recognise the difference between fact and opinion. - Explain that some people try to influence or mislead people on purpose, for example, to get money, attention or reactions. - Evaluate online content and assess whether it is reliable and true. - Report content to an adult or online if you think it is deliberately misleading (or makes them feel uncomfortable).

Cross-curricular links
British values: Individual liberty. Computing.

Careers

Linking Curriculum Learning to Careers

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

- Digital marketing officer
- Advertising executive
- Marketing manager
- Market researcher
- Advertising designer
- Brand manager
- Public relations officer
- Search engine marketing specialist
- Social media manager
- Content creator
- Video producer
- Photographer
- Graphic designer
- Copywriter
- Digital communications officer
- Journalist
- Software developer
- Web designer
- Data analyst
- User experience (UX) designer
- Cyber security specialist
- Data protection officer
- Artificial intelligence specialist
- Digital product designer

Transferable skills such as:

Critical thinking: Questioning online messages and recognising attempts to influence or mislead.

Digital literacy: Understanding how online platforms, adverts and digital content work.

Research skills: Checking sources and comparing information before reaching conclusions.

Communication: Creating clear, appropriate messages for different audiences.

Decision-making: Making informed choices about online content, requests and trends.

Creativity: Designing advertisements, digital content and responsible campaigns.

Data awareness: Understanding how personal information and online activity can be collected and used.

Problem-solving: Identifying misleading messages, scams and potential online risks.

Attention to detail: Noticing suspicious claims, missing evidence and misleading information.

Resilience: Managing online pressure and feeling confident about making independent choices.

Responsibility: Considering the impact of sharing information and content with others.

Teamwork: Working collaboratively to research, evaluate and create digital content.

Ethical awareness: Understanding why honesty, fairness, privacy and responsibility matter in digital workplaces.

Learning from Career and Labour Market Information

- Introduce careers linked to digital media, advertising, technology and information, including digital marketers, advertising designers, journalists, social media managers, content creators, data analysts, web designers and cyber security professionals

Addressing the Needs of Each Pupil

- Encourage pupils to recognise their interests, values and online habits. Develop confidence in questioning online messages, recognising pressure and making informed decisions rather than following trends or advertising automatically.

Linking Curriculum Learning to Careers

- Link PSHE learning about advertising, targeted content, fact and opinion, online trends, scams and misinformation to Computing, English and careers in marketing, journalism, digital design, data analysis and online safety

Encounters with Employers and Employees

- Provide opportunities to learn from a digital marketer, journalist, web designer, social media professional, content creator or cyber security specialist about how online content is created, targeted and checked

Experiences of Workplaces

- Explore workplaces where digital content is produced and analysed, including advertising agencies, media organisations, technology companies, newsrooms, marketing departments and online businesses

Encounters with Further and Higher Education

- Introduce routes into digital and media careers through college courses, university degrees, apprenticeships, vocational qualifications, technical training and workplace learning.