

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

Egg genitals hormones hygiene influence menstrual cup period pad period pants self-conscious sensitive tampon womb/uterus

Knowledge	Skills
• Everyone's body changes during puberty in different ways and at different times, and making comments about these changes can be unkind and harmful. • The correct scientific names for the external and internal reproductive organs (e.g. uterus, fallopian tubes, ovaries, testicles). • The stage in which an individual changes from a child to an adult is called 'puberty' and it happens over time as hormones are released into the body. • Puberty is the process of preparing the male and female bodies for reproduction as part of the human life cycle. • Many people find the changes during puberty difficult to manage and should be supported and treated with kindness. • Good personal hygiene is important during puberty and into adulthood to stay clean, healthy and comfortable. • How to manage hygiene during a period, including how often to change sanitary products, how to dispose of them safely and how to keep the body clean and comfortable.	• Describing in greater detail the physical changes that occur during puberty, including those specific to boys and girls in adolescence. • Describing in greater detail the emotional changes that occur during adolescence as a result of puberty (e.g. developing attraction and experiencing changing moods or feelings). • Describing the stages of the menstrual cycle. • Challenging behaviour that crosses personal boundaries, while staying respectful and safe.

Subject: PSHE

Topic: Growing up: How can I manage the changes to my body and emotions as I grow up? Year: 5 Term: Summer 1

- Some simple ways to manage period pain (e.g. rest, heat, gentle movement or asking a trusted adult for help)
- They can seek support from a trusted adult if they have questions or concerns about their changing body, relationships or growing up.
- Wet dreams and erections are natural physical changes that happen to most boys during puberty.
- A wet dream occurs when a small amount of fluid, called semen, is released from the penis, usually during sleep.
- An erection is when the penis becomes firmer or harder; this is temporary, and it usually goes away on its own.

Learning Objectives/End Points

Lesson 1: How will my body grow during puberty?	Lesson 2: How can I keep myself clean and hygienic?	Lesson 3: How can we treat others with kindness during puberty?	Lesson 4: How can I manage my emotions and feelings during puberty?	Lesson 5: What is a period?	Lesson 6: How can I challenge behaviour which crosses personal boundaries?
To discuss the physical and emotional changes that happen during puberty.	I can explain how good hygiene helps me look after my body, including my private parts.	To recognise how to treat others with kindness during puberty.	To identify emotions that may change during puberty and know who to talk to for support.	To describe what a period is and how to manage it.	To recognise personal boundaries and know how to respond when they are crossed.

Unit Outcomes

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

- Explain what puberty is and why it happens.
- Describe the physical changes that occur during puberty, using correct scientific vocabulary.
- Explain how puberty changes affect hygiene and how good personal care supports health and cleanliness.
- Describe the range of emotions that may be experienced during puberty and explain why these can change over time.
- Identify trusted adults and people they can talk to for support or advice.
- Describe what a period is, why it happens and how it can be managed, including naming different products.
- Explain how unkind behaviour or comments about physical and emotional changes can affect others and suggest ways to show kindness and respect.
- Describe what personal boundaries are, explain why they are important, recognise when they may be crossed and suggest kind and assertive responses.

Cross-curricular links

Science: Animals, including humans.
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 or GP • Practice nurse • School nurse • Midwife • Laboratory technician • Clinical research scientist • Public health researcher • Health data analyst • Pharmacist • Pharmacy technician • Health promotion specialist • Public health educator Transferable skills such as: Communication: discussing sensitive subjects using appropriate scientific vocabulary and respectful language. Empathy: understanding that people experience physical and emotional changes differently. Respect: valuing differences and treating others with dignity. Self-awareness: recognising personal feelings, needs and changes. Problem-solving: identifying appropriate strategies for managing challenges and seeking support. Decision-making: making informed choices about personal hygiene, wellbeing and safety. Assertiveness: communicating boundaries clearly and responding appropriately when they are crossed. Listening: paying attention to others' concerns and responding thoughtfully. Responsibility: taking increasing responsibility for personal care, health and safety. Confidentiality and safeguarding awareness: understanding the importance of privacy while recognising when concerns should be shared with a trusted adult.	Learning from Career and Labour Market Information • Pupils discover a range of roles in healthcare, reproductive health, mental health, science and personal care, considering the different responsibilities and skills involved. Addressing the Needs of Each Pupil • Pupils are encouraged to understand that everyone experiences puberty differently, recognise their own needs and strengths, and know how to access appropriate support. Linking Curriculum Learning to Careers • Science links to Animals, Including Humans, including human development and reproductive systems. English develops spoken language, listening, discussion and the ability to communicate sensitively and respectfully. Encounters with Employers and Employees • Pupils could learn from a school nurse, health visitor, GP, pharmacist, midwife or other healthcare professional about how they support people through physical and emotional changes. Experiences of Workplaces • Pupils explore the roles of healthcare settings, pharmacies, schools and wellbeing services. They consider how professionals maintain privacy, confidentiality, dignity and safety when supporting others. Encounters with Further and Higher Education • Pupils learn that careers in health and science can involve university degrees, apprenticeships, vocational qualifications and specialist professional training.