

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

active bullying calories dental hygiene fixed mindset flossing growth mindset long-term mental health mindset nutrients regulate resilience self-esteem short-term support tooth decay

Knowledge	Skills
• Flossing or using interdental brushes helps remove food and plaque from between the teeth where a toothbrush cannot reach. • Most toothpastes in the UK contain fluoride, which helps to protect teeth by strengthening enamel and repairing early signs of tooth decay. • Visiting the dentist every six months helps spot problems early before they become serious or painful. • Some of the problems that can arise from poor dental health (e.g. tooth decay, fillings, extractions or bad breath). • Eating well supports both physical and mental health, including energy levels, mood and concentration. • 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. • Calories are a measure of energy in food. • 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. • Sleep and rest support mental wellbeing by helping the brain recover, reducing stress and improving mood and focus. • Lack of sleep can reduce energy levels, leading to a more inactive lifestyle and poorer general wellbeing.	• Communicating how they are feeling and why, in a clear and respectful way. • Describing their thoughts and responses to a situation and considering possible alternative ways to respond. • Reflecting on whether their feelings and behavioural response were appropriate for a particular situation. • Considering how their behavioural response to a situation might be different in different places. • Reflecting on which self-care strategies work best for them in different situations and identifying, where possible, why they work. • Reflecting on the benefits of positive emotional health and what this entails for them. • Evaluating food choices and what can influence these. Reading basic traffic light food labels to compare sugar, salt or fat content. • Explaining some of the risks of an unhealthy diet (e.g. obesity, tooth decay, low mood, tiredness). • 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. • Explaining different ways to keep teeth and gums healthy, including brushing, flossing, eating/drinking less sugar and having regular dental check-ups. • Creating an evening routine that is conducive to a good night's sleep.

- Some activities and habits can have a negative impact on emotional wellbeing (e.g. excessive screen time, staying inside for long periods, excessive unhealthy food, extended inactivity or insufficient time with friends and family). - Being active improves physical health by strengthening the body, improving fitness and helping them stay at a healthy weight. - Physical activity helps mental wellbeing by boosting mood and reducing stress. - Obesity means carrying too much body fat, which can lead to health problems such as tiredness, joint pain and risk of illness. - Not being active can lead to long-term health problems, including obesity and poor mental wellbeing. - Having sugary snacks or drinks between meals is more harmful than having them at mealtimes. - Feeling tired can lead to unhealthy eating, such as choosing more sugary or high-fat foods for energy. - Sugary or fatty foods can be part of a healthy diet if eaten in moderation, alongside plenty of nutritious foods. - 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. - It is important to regulate responses to emotions so they do not control feelings and actions. - Reflecting on their emotions, feelings and behaviour helps them understand themselves and others better and reframe any negative thoughts and feelings. - How to describe the following emotions and associated feelings: happiness (content, optimistic); sadness (pessimistic, excluded, grief); fear (insecure, anxious, stressed, pressured, overwhelmed); anger (betrayed); disgust; surprise (startled). - Friendships support mental health by helping people feel accepted, understood and less alone. - Helping others can improve their own wellbeing by releasing feel-good chemicals in the brain, building connection and giving them a sense of purpose. - People who are bullied may need support to feel better and rebuild their confidence. - Evidence shows that bullying has a negative impact on mental health now and in the future.	- Reflecting on how their sleep habits and other lifestyle choices (e.g. hobbies, screen time) might affect their activity levels. - Explaining how and why bullying, including cyberbullying, can negatively impact mental wellbeing in the short and long term. - Considering how those who are bullied would think and feel and demonstrating empathy towards them.
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Learning Objectives/End Points					
Lesson 1: Why do healthy teeth matter for the future?	Lesson 2: How can I eat for a healthier future?	Lesson 3: What habits might support my future health?	Lesson 4: How can I recognise and regulate complex feelings?	Lesson 5: How does my mindset affect my personal growth?	Lesson 6: How can I support self-esteem for myself and others?
To understand how daily habits protect long-term dental health.	To interpret nutritional information to help make informed choices about food.	To describe how habits can influence long-term health.	To recognise and regulate strong and complex feelings.	To explain how our mindset can affect our personal growth.	To understand how my actions can impact myself and others.

Unit Outcomes
Pupils who are secure will be able to: - Describe how brushing, flossing and limiting sugar over time can protect teeth. - Interpret traffic light food labels and select healthier swaps for a balanced diet - Explain how past experiences can influence strong and complex feelings. - Choose helpful ways to regulate strong feelings. - Explain the difference between a growth mindset and a fixed mindset. - Suggest positive ways to respond to challenges and setbacks. - Explain how unkind behaviour, including bullying, can affect self-esteem and how to support others.

Cross-curricular links
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:

- Dentist
- Dental nurse
- Dental hygienist
- Dietitian
- Nutritionist
- Food scientist
- Food product developer
- Sports coach
- Personal trainer
- Physiotherapist
- Sports scientist
- Teacher
- Pastoral support worker
- Youth worker

Transferable skills such as:

Communication: explaining feelings, expressing needs and discussing health choices clearly and respectfully.

Self-awareness: recognising emotions, personal strengths and habits that influence wellbeing.

Resilience: recovering from setbacks, learning from mistakes and persevering with challenges.

Growth mindset: understanding that skills and abilities can improve through practice, feedback and effort.

Problem-solving: identifying challenges and choosing appropriate strategies to manage them.

Decision-making: evaluating information and making informed choices about nutrition, sleep, activity and personal wellbeing.

Critical thinking: questioning advertising, reading nutritional labels and considering the reliability of information.

Empathy: recognising how bullying and unkind behaviour affect others and responding with compassion.

Teamwork: supporting others, maintaining positive relationships and working towards shared goals.

Self-management: developing routines, regulating emotions and taking responsibility for personal development.

Reflection: evaluating experiences and identifying practical next steps for improvement.

Learning from Career and Labour Market Information

- Pupils discover careers in healthcare, nutrition, dentistry, sport, psychology, public health and wellbeing, learning about the different roles and skills involved.

Addressing the Needs of Each Pupil

- Pupils recognise that everyone has different health needs, experiences and emotional responses. They identify strategies that support their own wellbeing and recognise when to seek help.

Linking Curriculum Learning to Careers

- PSHE learning links to Science through the human body, health and nutrition. English develops spoken language, discussion, reflection and the ability to explain choices and communicate feelings clearly.

Encounters with Employers and Employees

- Pupils could hear from a dentist, dental nurse, nutritionist, sports coach, mental health professional or school nurse about how their work supports healthy lifestyles.

Experiences of Workplaces

- Pupils explore how professionals work in dental practices, hospitals, gyms, sports centres, schools and community health services to improve people's physical and emotional wellbeing.

Encounters with Further and Higher Education

- Pupils discover that careers in health, science, sport and psychology may involve university degrees, college courses, apprenticeships and specialist professional training.