

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

Bystander discrimination empath self-esteem stereotype upstander

Knowledge	Skills
• They can speak to someone at school or Childline if a family relationship is making them feel unsafe. • 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. • 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. • Respect can also mean recognising someone's role or responsibility (e.g. showing respect to teachers, leaders or people in public service). • 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. • It is okay to say no, to change their mind or change a boundary, even if they previously gave permission. • Crossing someone's boundary, even as a joke, can harm trust and damage relationships. • They should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe.	• Analysing how different contexts can influence family roles and relationships. • Resolving conflict using calm, assertive communication (e.g. "I feel... when you..." statements). • Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings. • Using courtesy and manners in a variety of situations, such as being late, forgetting something, admitting a mistake, challenging something respectfully and in a new or unfamiliar environment. • Considering how to apply respectful behaviour across different settings (e.g. school, public places, online). • Practising adapting communication to show respect in formal and informal situations, with both peers and adults. • Recognising situations where their personal preferences may conflict with others' needs and responding appropriately (e.g. not playing music aloud on transport, being aware of body space). • Setting and maintaining clear personal boundaries in different situations (e.g. with friends, online, during disagreements). • Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe. • Recognising when to stand up for themselves and when to compromise. • Discussing real-life examples of balancing their own needs with those of others. • Practising discussing disagreements without blaming others or over-reacting.

- How to express needs and boundaries respectfully and confidently. - They can be kind and respectful to others without ignoring their own needs. - That behaving in ways that align with our values contributes to self-respect. - Self-respect supports good mental health and happiness and aids personal growth. - Identity includes values, beliefs, likes, dislikes and cultural background. - Developing interests and achieving goals helps build self-esteem. - Discrimination is when someone is treated unfairly or differently because of who they are, such as their race, gender, religion or disability. - That stereotypes can be harmful because they limit what people believe they can do or become. - A bystander is someone who sees or knows that bullying is happening but does not take part or take action. - An upstander is someone who witnesses bullying and chooses to take safe and appropriate action. - That bullying can seriously affect the mental health of those involved and can have a long-term impact. - 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.	- Recognising and celebrating their own identity and what makes them unique. - Reflecting on personal values and how these should influence their behaviour and choices. - Setting personal goals and planning how to work towards them. - Practising self-care strategies that support emotional wellbeing. - Noticing where stereotypes might appear, such as in books, games, adverts or everyday language. - Considering how people are shown respect or disrespect in real-life situations, such as in the news or sports. - Practising ways to safely speak out against unfairness or exclusion, using respectful language. - Analysing bullying scenarios and describing the different roles people play, including bystanders and upstanders. - Demonstrating safe and effective ways to respond to bullying, both in person and online. - 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: How does self-esteem help me?	Lesson 2: How can I be respectful in different situations?	Lesson 3: How can I set and respect boundaries?	Lesson 4: How can we challenge unfairness?	Lesson 5: How can we work together to stop bullying?	Lesson 6: When and how should I seek help?
To make links between values and personal growth.	To evaluate how to be respectful in different situations.	To set and respect personal boundaries, including seeking and giving consent.	To evaluate safe, respectful ways to challenge unfairness in everyday situations.	To describe how to respond to bullying safely.	To explain when to seek help for yourself or someone else.

Unit Outcomes

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

- Explain how values guide behaviour choices.
- Set a personal growth goal and list at least two clear first steps.
- Identify behaviours that should change in disrespectful situations and name a specific respectful alternative for each.
- Apply respectful behaviours in school, in public places, and online during activities.
- Describe what a personal boundary is and how it can change.
- Explain how crossing someone's boundary, even as a joke, can harm trust.
- Apply consent language to model an appropriate response when a boundary is crossed.
- Identify stereotypes or discrimination accurately within the given scenarios.
- Choose and justify a safe response to bullying in person and online, including what they would say or do.
- Name trusted adults in and out of school and describe what they would tell them when asking for help.

Cross-curricular links

English: Spoken language.
Computing: Online safety.
British values: Individual liberty; Mutual respect; Rule of law; Tolerance of those with different faiths and beliefs; Democracy.

Careers

Linking Curriculum Learning to Careers

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

- Solicitor
- Judge
- Police officer
- Social worker
- Child protection officer
- Safeguarding adviser
- Victim support worker
- Counsellor
- Psychologist
- Mental health nurse
- School pastoral support worker
- Community support worker
- Teacher
- Anti-bullying coordinator

Transferable skills such as:

Communication: expressing needs, setting boundaries and explaining concerns clearly and respectfully.

Empathy: recognising how other people may feel and considering different perspectives.

Teamwork: cooperating with others, resolving disagreements and working towards shared goals.

Assertiveness: standing up for themselves and others while remaining respectful and safe.

Conflict resolution: using negotiation, compromise and calm discussion to manage disagreements.

Critical thinking: recognising stereotypes, identifying discrimination and evaluating different responses to difficult situations.

Decision-making: choosing safe and appropriate ways to respond to bullying, unfairness and boundary violations.

Leadership: encouraging positive behaviour, challenging unfairness and helping create an inclusive environment.

Self-awareness: understanding personal values, recognising strengths and setting meaningful goals.

Resilience: managing setbacks, building confidence and continuing to work towards personal goals.

Safeguarding awareness: recognising when support is needed and knowing how to report concerns appropriately.

Respect and inclusion: valuing individual differences and recognising everyone's right to dignity and fair treatment.

Learning from Career and Labour Market Information

- Pupils discover careers involving safeguarding, equality, law, education, mental health and public services. They consider the responsibilities, skills and personal qualities needed for these roles.

Addressing the Needs of Each Pupil

- Pupils celebrate their individual identities, recognise their strengths and interests, and understand that everyone deserves respect, inclusion and equal opportunities. They identify trusted adults and services that can support them.

Linking Curriculum Learning to Careers

- English develops spoken language, listening, discussion and respectful debate. Computing supports online safety, including recognising and reporting cyberbullying, discrimination and inappropriate behaviour.

Encounters with Employers and Employees

- Pupils could hear from a teacher, police officer, social worker, counsellor, safeguarding professional or equality and diversity specialist about promoting safety, respect and inclusion.

Experiences of Workplaces

- Pupils explore how schools, police services, charities, local councils and other organisations promote respectful behaviour, protect people from harm and respond to discrimination or bullying.

Encounters with Further and Higher Education

- Pupils learn that careers in law, psychology, education, social care and public services can involve university study, college courses, apprenticeships and specialist professional training.