

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

Addictive bystander cautious coastguard consent current drugs emergency services hazard illegal legal peer pressure public transport threat upstander violence

Unit Outcomes

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

- Identify hazards and explain the risks they may create in a range of situations at home and outside.
- Explain how factors such as being alone, distracted or without supervision can increase risk.
- Describe appropriate actions to take in response to accidents, emergencies and unsafe situations, including when and how to seek help.
- Explain how to make safe choices when travelling independently, including near railways.
- Apply the water safety code to identify safer choices in different water environments.
- Explain how changing circumstances or new information can affect risk and influence decision-making.
- Identify when peer pressure is happening and suggest safe and appropriate ways to respond.
- Explain the risks and consequences of drug misuse and suggest strategies to respond to pressure involving drugs.

Knowledge	Skills
- To know that pressure from peers or adults to keep secrets, send images, or say yes to something uncomfortable is a warning sign. - To know that someone asking them to keep conversations or photos private, especially online, may be unsafe. - To know that friendly behaviour (e.g. compliments, flattery, gifts) can sometimes be used to trick or manipulate people. - To know that not everyone online is who they say they are. To know that the absence of permission or consent means that a situation is likely to be unsafe. - To know that 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.– They are worried about someone else being hurt or treated badly, including online. - To know some common safety issues when crossing the road or around railways. - To know that trains move faster than they appear and cannot stop quickly so it is dangerous to walk on or near railway lines. - To know that distractions such as friends, phones and headphones can make it harder to stay safe near the roads and railway. - To know what beach safety flags tell us about the conditions. - To know the water safety code (Stop and think, Stay together, call 999, float). - To know strategies for advocating for safe behaviour and resisting peer-pressure if others make unsafe choices. - To know that hazards can be physical (e.g. fire, machinery), chemical (e.g. substances) or behavioural (e.g. dares, peer pressure, online risks). - To know that some environments carry higher risk and require greater caution. - To know the day-to-day roles of the emergency services, including the coastguards, search-and-rescue, air ambulance and mountain rescue.* - To know that filming or sharing videos of emergencies can be unhelpful, harmful or illegal and that calling emergency services is the correct action To know that drugs are substances that change how the body or mind works. - To know that some drugs (e.g. medicines) can help people when used properly and given by a trusted adult or doctor. To know that some drugs are illegal (e.g. cannabis) and dangerous because they can harm physical and mental health. - To know that legal drugs and products like tobacco, alcohol, caffeine, energy drinks and medicines can still be harmful if misused, especially for children. To know that many legal drugs (e.g. caffeine and nicotine) are addictive, meaning it is not easy to stop using them.	- Recognising when boundaries are being pushed or crossed in peer or adult relationships (e.g. pressuring, secrecy, comments) including online. - Recognising their own feelings and early warning signs in a scenario that a relationship or situation may be unsafe and explain what action they could take to stay safe and seek help. - Practising how to ask for, give or refuse permission or consent in a range of situations. - 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).* - Identifying safe places to cross a road and describing different strategies to cross safely. - Explaining how to safely cross a railway line, at identified crossing points. - Identifying various risks on railways and ways to make them safer. - Identifying further hazards and potential risks in different water sites and scenarios and what they can do to manage or reduce these risks. - Explaining how to prevent or reduce fire risks in everyday settings and understanding firework safety. - Recognising potential hazards away from home (e.g. on public transport, at different times of the day, in unfamiliar places). - Assessing whether a situation is hazardous and explaining why. - Considering how to respond to hazards in a range of situations, including those involving peers. - Identify situations where calling 999 is appropriate vs not.* - Recognising other ways of getting help when it is needed, but is not an emergency.* - Explaining why filming an incident is not usually the right course of action in an emergency.* - Explaining what drugs are, the laws around some substances and giving examples of legal and illegal types (e.g. medicines, alcohol, cannabis, tobacco). - Recognising when a situation might involve peer pressure to try harmful substances (e.g. tobacco, alcohol or cannabis). - Explaining the risks and consequences of using harmful substances and practising how to say 'no'

Learning Objectives/End Points					
Lesson 1: How can I stay safe on my own at home?	Lesson 2: How can I stay safe outside on my own?	Lesson 3: How can I travel safely on my own?	Lesson 4: How can I stay safe in, on and around water?	Lesson 5: How can I stay safe when I feel peer pressure?	Lesson 6: How can I stay safe around drugs?
To describe how to keep myself safe when I am at home without adult support.	To predict and plan for risks outside the home.	To explain how to stay safe near railways.	To manage risk in, on and around water by following the water safety code.	To recognise and respond to peer pressure.	To recognise the risks of drug misuse and how to make safe choices.

Cross-curricular links
Computing. Geography: Geographical skills and fieldwork. Science: Animals including humans.

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: • Paramedic • Firefighter • Police officer • Coastguard rescue officer • RNLI lifeboat crew member • Mountain rescue volunteer • Search-and-rescue specialist • Emergency call handler • Air ambulance doctor or paramedic • Doctor • Nurse • Pharmacist • Doctor • Nurse • Pharmacist • Lifeguard • Fire Safety Advisor • Transferable skills such as: Critical thinking: Evaluating online information and distinguishing fact from opinion. Digital literacy: Understanding how platforms work and using digital tools responsibly. Communication: Expressing concerns clearly and reporting harmful behaviour appropriately. Problem-solving: Identifying risks and selecting safe, practical responses. Empathy: Understanding how online behaviour can affect other people. Decision-making: Considering consequences before clicking, sharing, posting or responding. Self-management: Recognising the impact of online activity and making healthy choices. Ethical responsibility: Respecting privacy, consent and the wellbeing of others. Resilience: Responding positively to negative online experiences and seeking support when needed. Teamwork: Working collaboratively to develop solutions to online safety challenges.	Learning from Career and Labour Market Information • Explore careers in the emergency services, healthcare, transport, coastguard, rescue services and public safety, including opportunities within the North East. Addressing the Needs of Each Pupil • Recognise that pupils have different experiences, levels of independence and support needs, and help everyone develop the confidence to make safe choices. Linking Curriculum Learning to Careers • Link PSHE to Science, Geography and Computing through risk assessment, human health, environmental hazards, travel safety and responsible use of technology. Encounters with Employers and Employees • Invite professionals from the emergency services, RNLI, coastguard, transport services or healthcare to explain how they protect the public. Experiences of Workplaces • Explore workplaces such as ambulance stations, fire stations, hospitals, railway stations, lifeboat stations and emergency control rooms. Encounters with Further and Higher Education • Introduce future learning and training routes in healthcare, emergency response, public services, transport, environmental safety and law.