

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, 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

999 allergy asthma choking disease emergency first aid germs hazard hydrated/dehydrated hygiene illness immunity infection injury medicine operator pressure prevent protect serious spread sunburn symptom unwell urgent vaccine

Knowledge	Skills
• Germs can spread through touch, coughs, sneezes and shared objects. • Handwashing, cleaning surfaces and covering coughs and sneezes help stop germs from spreading. • Vaccines help the body build protection (immunity) against certain diseases without getting the illness first. • Vaccines teach the body how to fight off germs. • Vaccines have helped reduce or stop the spread of some serious diseases. • Viruses and bacteria are both types of germs that can cause illness. • If someone cannot breathe, it is a medical emergency. • If someone is losing a lot of blood, it is a medical emergency. • If someone is unable to respond to you, it may be a medical emergency. • Pressure can help stop bleeding. • Back blows can help dislodge an object that is causing someone to choke. • Minor burns can be treated by holding the area in cool water for 20 minutes.	• Germs can spread through touch, coughs, sneezes and shared objects. • Handwashing, cleaning surfaces and covering coughs and sneezes help stop germs from spreading. • Vaccines help the body build protection (immunity) against certain diseases without getting the illness first. • Vaccines teach the body how to fight off germs. • Vaccines have helped reduce or stop the spread of some serious diseases. • Viruses and bacteria are both types of germs that can cause illness. • If someone cannot breathe, it is a medical emergency. • If someone is losing a lot of blood, it is a medical emergency. • If someone is unable to respond to you, it may be a medical emergency. • Pressure can help stop bleeding. • Back blows can help dislodge an object that is causing someone to choke. • Minor burns can be treated by holding the area in cool water for 20 minutes.

- Someone having an asthma attack or allergic reaction may struggle to breathe and they will need emergency help. - First aid is the immediate help given to someone who is hurt or unwell before the arrival of professional help. - Sun exposure can lead to skin damage, such as sunburn, and can cause illness later in life, such as skin cancer. - Sunscreen should go on all uncovered skin on sunny days, even in the UK. - Sunscreen needs reapplying every two hours or after swimming. - Sunscreen comes in different sun protection factors (SPFs) and a higher SPF offers more protection against the sun. - They should aim to stay out of the sun in the hottest part of the day. - Giving clear information (like where it hurts, what it feels like and when it started) helps adults understand how to help. - Not all physical discomfort needs an adult straight away, and some small problems (e.g. feeling tired, being a bit chilly, needing the toilet) can be managed by themselves. - Some unexplained changes to the body can be a sign of illness, e.g. rashes, persistent coughing, a high temperature, weight loss and tiredness. - There are different types of medicines: some relieve symptoms (such as pain), some help people recover from illness and some prevent illness from developing. - Getting help early can prevent a health issue from becoming worse. - Antibiotics can treat some illnesses caused by bacteria but do not work against viruses. - An operator will ask which emergency service is needed, what happened and where. - How to dial 999 on a locked mobile phone	- Someone having an asthma attack or allergic reaction may struggle to breathe and they will need emergency help. - First aid is the immediate help given to someone who is hurt or unwell before the arrival of professional help. - Sun exposure can lead to skin damage, such as sunburn, and can cause illness later in life, such as skin cancer. - Sunscreen should go on all uncovered skin on sunny days, even in the UK. - Sunscreen needs reapplying every two hours or after swimming. - Sunscreen comes in different sun protection factors (SPFs) and a higher SPF offers more protection against the sun. - They should aim to stay out of the sun in the hottest part of the day. - Giving clear information (like where it hurts, what it feels like and when it started) helps adults understand how to help. - Not all physical discomfort needs an adult straight away, and some small problems (e.g. feeling tired, being a bit chilly, needing the toilet) can be managed by themselves. - Some unexplained changes to the body can be a sign of illness, e.g. rashes, persistent coughing, a high temperature, weight loss and tiredness. - There are different types of medicines: some relieve symptoms (such as pain), some help people recover from illness and some prevent illness from developing. - Getting help early can prevent a health issue from becoming worse. - Antibiotics can treat some illnesses caused by bacteria but do not work against viruses. - An operator will ask which emergency service is needed, what happened and where. - How to dial 999 on a locked mobile phone.
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Learning Objectives/End Points					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Lesson 1: How can good hygiene help prevent illness?	Lesson 2: How can I protect myself from the sun?	Lesson 3: How does my body protect itself from illnesses?	Lesson 4: When should I tell an adult if I am worried about my health?	Lesson 5: What first aid might help with common injuries?	Lesson 6: How can I get help in a medical emergency?
To understand how hygiene can help stop the spread of germs and prevent illness.	To know how sun safety helps protect our health now and in the future.	To understand how vaccination helps the immune system respond to some diseases.	To identify when I can manage a health concern myself and when to ask for help.	To recognise basic first aid responses for common injuries.	To know how to get help in a medical emergency.

Unit Outcomes
Pupils who are secure will be able to: - Describe how germs spread through touch, droplets and shared objects. - Identify hygiene habits and classroom rules that help prevent the spread of illness. - Describe ways to protect the skin from sun damage, including where and when to apply and reapply sunscreen. - Apply sunscreen carefully to uncovered skin with adult supervision. - Explain how vaccines train the body to fight particular germs.

- Describe how vaccination reduces serious illness and the spread of disease, recognising that health decisions should involve trusted adults and healthcare professionals.
- Describe a health concern clearly, including where it hurts, what it feels like and when it started.
- Distinguish between health concerns they can try to manage and those requiring adult or urgent help, explaining why it is important to seek help early.
- Explain the purpose of first aid and match common injuries to suitable responses and sources of help.
- Recognise signs of a medical emergency and demonstrate how to make a clear, calm 999 call, including from a locked mobile phone.

Cross-curricular links

English: Spoken language.

Geography: Locational knowledge.

Careers

Linking Curriculum Learning to Careers

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

- Doctor
- Nurse
- School nurse
- Pharmacist
- Healthcare assistant
- Immunisation nurse
- Public health practitioner
- Paramedic
- Emergency medical technician
- Emergency call handler
- Firefighter
- First aid trainer
- Ambulance care assistant
- Microbiologist
- Biomedical scientist

Transferable skills such as: Observation: Noticing symptoms, hazards and changes that may need attention
Communication: Explaining what has happened and describing pain or symptoms clearly.

Problem-solving: Identifying appropriate responses to health concerns and injuries.

Decision-making: Recognising when to manage a minor concern and when to seek help.

Responsibility: Following hygiene routines, using medicines safely with appropriate adult support and protecting personal health.

Teamwork: Understanding how healthcare professionals work together to support patients.

Empathy: Recognising when someone is hurt, frightened or unwell and responding with care.

Scientific thinking: Understanding how germs spread and how the immune system helps protect the body.

Listening: Following advice and instructions from trusted adults and emergency professionals.

Staying calm: Communicating clearly and following instructions when a situation is worrying or urgent.

Learning from Career and Labour Market Information

- Explore a range of health and care careers, including opportunities in hospitals, GP surgeries, pharmacies, ambulance services and public health.

Addressing the Needs of Each Pupil

- Recognise that people have different health needs and may require different forms of support, and encourage all pupils to develop confidence in asking for help.

Linking Curriculum Learning to Careers

- Link PSHE to Science through germs, the immune system, vaccination and human health, and to English through spoken language and communicating clearly

Encounters with Employers and Employees

- Invite a school nurse, pharmacist, paramedic, first aider or other healthcare professional to discuss their work

Experiences of Workplaces

- Explore workplaces such as hospitals, pharmacies, GP surgeries, ambulance stations and community health centres

Encounters with Further and Higher Education

- Introduce pupils to future learning routes in medicine, nursing, pharmacy, emergency care and health promotion