

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

bank budget feelings money need save value

Knowledge	Skills
• Getting value for money involves considering the cost, usefulness and quality of items. • Budgeting involves planning how to spend and save available money.	• Identifying values for money • Budgeting

Learning Objectives/End Points

Lesson 1: How do people pay for things?	Lesson 2: Why keep track of money?	Lesson 3: What does budgeting mean?	Lesson 4: What is value for money?	Lesson 5: What happens when people spend money?	Lesson 6: How do people feel about money?
To explore different ways to pay for things.	To recognise how tracking money can help people make spending and saving decisions.	To recognise how a budget can help support spending choices.	To recognise how people decide if something is good value for money.	To recognise the impact of spending choices.	To recognise that money can impact how people feel.

Unit Outcomes

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

- Name different payment methods.
- Identify some advantages and disadvantages of different ways to pay.
- Record and track money spent, saved and left.
- Explain what a budget is and plan how to spend and save a set amount of money.
- Decide whether something offers value for money by considering its cost, usefulness and quality.
- Identify some of the things that can influence people to spend money.
- Explain how spending choices can affect people and the environment.
- Recognise feelings that may arise in money-related situations and suggest helpful ways to respond.

Cross-curricular links

English: Spoken language.

Geography: Human and physical geography – Human geography.

Maths: Number – Addition and subtraction.

British values: Individual liberty; Mutual respect.

Careers

Linking Curriculum Learning to Careers

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

- Bank employee
- Financial adviser
- Accountant
- Bookkeeper
- Payroll officer
- Insurance adviser
- Mortgage adviser
- Supermarket worker
- Retail manager
- Cashier

Transferable skills such as: Adding, subtracting, calculating totals and working out how much money remains. Budgeting: Planning how to spend and save a set amount of money. Critical thinking: Comparing prices, quality and usefulness before making decisions. Problem-solving: Finding ways to manage money when there are competing priorities. Organisation: Keeping accurate records of money received, spent and saved. Communication: Explaining financial choices and discussing different viewpoints respectfully. Decision-making: Considering the consequences of spending and saving. Empathy: Understanding that people have different financial circumstances and feelings about money. Ethical awareness: Considering how spending choices affect workers, businesses, communities and the environment. Resilience: Recognising that mistakes can provide opportunities to learn and improve future decisions. Enterprise: Understanding how businesses make decisions, manage costs and provide products or services.

Learning from Career and Labour Market Information

- Explore a range of financial and business careers, including opportunities in banking, accounting, retail, entrepreneurship and customer service.

Addressing the Needs of Each Pupil

- Recognise that people have different financial circumstances, needs and experiences, promoting empathy and inclusive attitudes towards money.

Linking Curriculum Learning to Careers

- Link PSHE to Maths through addition, subtraction and budgeting; English through discussion and explanation; and Geography through the study of businesses, trade and human geography..

Encounters with Employers and Employees

- Invite a bank employee, shop manager, business owner or financial education specialist to explain how money is managed at work.

Experiences of Workplaces

- Explore workplaces such as banks, shops, supermarkets, offices and small businesses, considering how money is handled and decisions are made.

Encounters with Further and Higher Education

- Introduce future learning routes in business, finance, accounting, economics and enterprise.