

Personal, Social & Health Education Curriculum: Intent, Implementation & Impact, St Dunstan's School 2021 – 2022

Intent	Implementation	Impact																												
<p>PSHE aims to: PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, including with regards to Relationships and Sex Education, and prepare for life and work in modern Britain.</p> <p>Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged (PSHE Association 2019).</p> <p>School Values: The St Dunstan's PSHE curriculum intends to instil the St Dunstan's core values of Truth, Resilience, Awareness and Kindness (TRAK) as follows:</p> <div data-bbox="255 882 752 1166" data-label="Image">  <p>The infographic features the St Dunstan's School logo at the top. It is divided into four quadrants: <ul style="list-style-type: none"> TRUTH: 'Speaks Truth', 'Thirst for Learning', 'Questions things'. RESILIENCE: 'Works Hard', 'Embraces Challenge', 'Stays Positive'. AWARENESS: 'Thoughts and Feelings', 'Shares Hope', 'Impact on Others & Environment'. KINDNESS: 'Respects All', 'Includes Others', 'Shows Gratitude'. </p> </div> <p>Truth: Students are provided with vital life skills through engaging with contemporary issues and exploring the many common misconceptions that exist around these issues. Students also critically engage with information and other people's views; done respectfully, using evidence, examples and rational arguments.</p> <p>Resilience: Students are encouraged to grow their resilience by exploring ethical issues, the nature of living in a democracy and reflecting on what type of life they want to lead.</p>	<p>The curriculum builds on prior learning at KS2 by: Following the PSHE Association Programme of study and RSE Guidelines</p> <p>Curriculum sequencing: Students follow a spiraling curriculum around three main themes: Health and Wellbeing, Relationships and Living In The Wider World</p> <p>Curriculum structure:</p> <p>KS3 Students receive 2 x 50 minute lessons a fortnight. They are in set classes and are taught by teachers who receive regular CPD throughout the year during PSHE meetings.</p> <table border="1" data-bbox="860 914 1473 1147"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> <th>Term 5</th> <th>Term 6</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>What is PSHE?</td> <td>Democracy and Local Government</td> <td>Health, Wellbeing and Relationships</td> <td>Drugs and Other Stuff</td> <td>Careers</td> <td>Safety</td> </tr> <tr> <td>Year 8</td> <td>What is Democracy?</td> <td>What Rights and Responsibilities Do We Have?</td> <td>Money, Money, Money</td> <td>Health and Wellbeing</td> <td>Relationships</td> <td>Careers</td> </tr> <tr> <td>Year 9</td> <td>Drugs and other stuff</td> <td>Living in the Wider World</td> <td>Careers and Options Choices</td> <td>Relationships and Sex Education</td> <td>Wellbeing</td> <td>First Aid</td> </tr> </tbody> </table> <p>KS4 Students receive 4 x 50 minute lessons a fortnight to cover their Philosophy and Belief and Personal, Social and Health Education entitlement. They are in setted classes and are taught exclusively by specialist teachers.</p> <p>Each term students explore either a PB or PSHE theme. For PB content, please see the PB 3 I's document.</p>		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Year 7	What is PSHE?	Democracy and Local Government	Health, Wellbeing and Relationships	Drugs and Other Stuff	Careers	Safety	Year 8	What is Democracy?	What Rights and Responsibilities Do We Have?	Money, Money, Money	Health and Wellbeing	Relationships	Careers	Year 9	Drugs and other stuff	Living in the Wider World	Careers and Options Choices	Relationships and Sex Education	Wellbeing	First Aid	<p>Assessment context: Assessment is an integral part of the teaching and learning in all subjects, including PSHE education. However, the personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing 'as a person'.</p> <p>It is however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.</p> <p>Assessment Model: The model of assessment we use during a lesson, module, or series of lessons, carries out an initial activity that gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher's planning for that module.</p> <p>Review: This is then reviewed through an assessment three times over the year where students show their knowledge of key terminology, facts and alternative viewpoints on an issue. Students also remind themselves of signposting opportunities and where to go for help. There is also a pupil voice element of the final assessments where students can have their say which feeds into the planning for the following year.</p>
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Awareness: The PSHE curriculum helps students to become aware of many contemporary issues, based around the 3 themes of **health and wellbeing, relationships and living in the wider world**. Students are also exposed to a vast array of different viewpoints, about the world, life, ethics, lifestyle, democracy, citizenship, rights and responsibilities.

Kindness: Students develop respect and understanding of different people, viewpoints, cultures, beliefs, places and environments. They will explore the nature of 'how to live a good life' to enable them to become more knowledgeable, kind and compassionate citizens.

The curriculum aims to develop knowledge and skills:

Such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of learning grouped into three core themes:

- health and wellbeing,
- relationships,
- living in the wider world *

* includes economic wellbeing and aspects of careers education

The curriculum is sensitive to the needs of all students, including SEND and other vulnerable groups. It differentiates for ability, behaviour and emotional variants.

The curriculum aims to challenge students by:

- Exposing them to alternative viewpoints.
- Connecting work to real life scenarios, role playing and rehearsing responses, including where to go for help.

PSHE aims to prepare students for future careers by:

Following a discreet Careers programme throughout KS3 and 4 A Careers education which focuses on learning the skills needed to navigate the 21st century employment market. such as:-

- Understanding stereotyping and combatting it;
- Recognising and playing to their strengths; being able to develop those skills in which they are less strong;
- Developing understanding of how the employment market works today, including AI sifting of candidates and the different types of interviews / selection processes they;
- Enabling collaboratively work with their peers.
- Encouraging them to learn about others.
- Developing literacy and critical analysis.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	PB	Stepping up to Yr 10 Health and Wellbeing	PB	Careers Living in the Wider World	PB	Relationships and Sex Education Money!
Year 11	PB	Relationships and Sex Education Study Skills	PB	Health, wellbeing & wider world Finance	PB	

The curriculum focuses on the following concepts:

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding **and maintaining boundaries** around their personal privacy, including online)

2. Relationships (including different types and in different settings, including online)

3. A healthy (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)

4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) **and safety** (including behaviour and strategies to employ, including online in an increasingly connected world)

5. Diversity and equality (with due regard to the protected characteristics set out in the Equality Act 2010)

6. Rights (including the notion of universal human rights), **responsibilities** (including fairness and justice) **and consent** (in different contexts)

7. Change (as something to be managed) **and resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)

8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)

9. Careers (including employability and economic understanding)

Training:

Staff training throughout the year ensures staff know how to signpost to various organisations, such as the school nurse, the careers advisor and relevant online resources. This ensures that our training and delivery of key content responds to issues young people are facing currently and allows the curriculum to adapt to meet the needs of our students.

We are frequently praised for our good practice as a school by these agencies.

YEAR 9 PSHE TERM 2:
Living in the Wider World

Beginning of unit task

Tell us in one colour pen what you already know about the following topics:

- County Lines
- Knife Crime
- Extremism
- Radicalisation
- Cults

In another colour pen, add questions that you would like to have answered about these topics.

End of unit task		
	I see...	Answer
1	What does the term 'county lines' mean?	
2	Give an example of one of the laws broken under county lines.	
3	What is knife crime?	
4	What is a crime against a person?	
5	What is a crime against a state?	
6	What is a crime against property?	
7	What is radicalisation?	
8	Why do we need to understand online safety when talking about radicalisation?	
9	How might someone identify an extremist group?	
10	What is the difference between a religion and a cult?	

My comments: What did you enjoy? Which piece of work are you proud of and why? What questions do you still have?

My teachers' comments: