



# St Dunstan's School

GLASTONBURY



## **Personal, Social & Health Education Curriculum Booklet 2023-24**

**Subject Lead: Mr Oakwood**



## Personal, Social & Health Education Curriculum Intent:

*'Education for Life, not merely for earning a Living'*

The St Dunstan's Personal, Social & Health Education curriculum intends to instil the St Dunstan's core values of **Truth; Resilience; Ambition; Community and Kindness (TRACK)** as follows:

- **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 examine fake news, the difference between **facts and opinions**, and ensure they **critically engage** with information and other people's views.
- **Resilience:** Students are encouraged to grow their resilience by exploring **contemporary issues**, the nature of the nature of **living in a democracy** and reflecting on what type of life they want to lead.
- **Ambition:** Students are exposed to **alternative viewpoints** and learning is connected to **historical context and current affairs**. Collaboration and critical analysis are encouraged, compelling students to imagine and contribute to the creation of a better world for all.
- **Community:** Students explore the attitudes of **tolerance, respect, empathy** and the **moral conviction** to stand up for beliefs and opinions, therefore building an active, respectful and engaged community.
- **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.

PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. PSHE contributes widely to the SMSC of the school and teaches students the importance of modern British values. 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).

**Personal, Social & Health Education develops knowledge and skills such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes:**

- health and wellbeing,
- relationships,
- and living in the wider world (including economic wellbeing and aspects of careers education).

**Personal, Social & Health Education aims to challenge students by:**

- Having a curriculum sensitive to the needs of all students, differentiating for ability, behaviour and emotional variants. This includes SEND and other vulnerable groups.
- Exposing students to alternative viewpoints.
- Connecting work to real life scenarios, role playing and rehearsing responses to these situations and understanding where to go for help.
- Connecting work in lessons to historical context and current affairs.

**Personal, Social & Health Education 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 being able to combat it; Recognising and playing to their strengths and being able to develop those skills in which they are less strong; Developing understanding of the way that the employment market works today, including AI sifting of candidates and the different types of interviews/selection processes they may encounter; Allowing them to work collaboratively with their peers.
- Encouraging them to learn about others.
- Developing literacy and critical analysis

## Personal, Social & Health Education Curriculum Implementation:

**Curriculum sequencing:** Students follow a spiralling curriculum around three main themes: **Health and Wellbeing, Relationships and Living In The Wider World**. Students also follow the citizenship curriculum that covers the concepts outlined in the programme of study. Personal, Social & Health Education builds on prior learning at KS2 by following:

- The PSHE Association Programme of study
- The RSHE Guidelines

**The curriculum focuses on the following concepts:**

1. **Identity** - Personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online safety.
2. **Relationships** - Different types and in different settings, including online.
3. **Healthy balanced Lifestyle** - Including physical, emotional and social, 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; Safety, including behaviour and strategies to employ in different settings, including online.
5. **Diversity and Equality** - In all its forms, including 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; 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.
10. **Citizenship** - Covering the concepts outlined in the programme of study.

Staff training and regular CPD throughout the year ensures staff know how to signpost to various organisations, which in turn ensures our 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. Pupil voice is regularly used to review the curriculum.

**Curriculum Assessment:** Assessment is an integral part of all teaching and learning. However, the personal nature of PSHE education means that it cannot be assessed in the same way as other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing 'as a person'. It is however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.

PSHE assessment 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 and reviewed through assessment three times over the year. In addition, a pupil voice element of the final assessments feeds into the planning for the following year.

**Key Stage 3:** The Key Stage 3 curriculum is taught in mixed ability groups and explores the above themes in a spiral style revisiting concepts throughout the different themes. As above, staff receive regular CPD.

**Key Stage 4:** Is a combined course covering students' Personal, Social & Health Education (PSHE) and Philosophy & Belief (PB) entitlement. Students are taught in setted classes exclusively by specialist teachers. A spiral style curriculum explores the three key aspects of PSHE and connected PB. This allows building in overlapping concepts and threads, such as the concept of ethical relationships in PSHE followed by the study of sexual ethics in PB.

**Allocated Curriculum Time:**

Year Group	Y7	Y8	Y9	Y10	Y11
Fortnightly lesson allocation in hours	2	2	2	2	2

## Curriculum Plan: Year 7

Terms	Curriculum Foci Areas	Assessment Criteria
1	<b>What is PSHE?</b> Key learning themes: <ul style="list-style-type: none"> <li>● Ground Rules and Pupil Consultation</li> <li>● Stepping up to secondary school - What makes an outstanding learner?</li> <li>● What is PSHE?</li> <li>● What communities am I a member of?</li> <li>● What are British Values?</li> <li>● What is friendship? - How do I build positive relationships?</li> <li>● Cyberbullying and online friendships</li> </ul>	<b>Assessment 1:</b> Knowledge, understanding, terminology and recall check incl alternative views & signposting support
2	<b>Democracy and Local Government</b> Key learning themes: <ul style="list-style-type: none"> <li>● What is Democracy?</li> <li>● Local Government</li> <li>● What can the local government do for you? What can you do for yourself?</li> <li>● Local problems, local solutions</li> </ul>	
3	<b>Health, Wellbeing and Relationships</b> Key learning themes: <ul style="list-style-type: none"> <li>● Healthy Lifestyles - The importance of sleep, diet &amp; exercise</li> <li>● Puberty, including mood swings &amp; gender</li> <li>● What are periods &amp; Surviving Puberty</li> <li>● Safe and Private (builds towards consent)</li> <li>● The media and healthy lifestyles</li> </ul>	<b>Assessment 2:</b> Knowledge, understanding, terminology and recall check incl alternative views & signposting support
4	<b>Drugs and Other Stuff</b> Key learning themes: <ul style="list-style-type: none"> <li>● What are drugs?</li> <li>● Drugs, school policy and the law</li> <li>● Why do most people avoid smoking?</li> <li>● Smoking and avoiding peer pressure</li> <li>● All about alcohol</li> <li>● What is addiction?</li> </ul>	
5	<b>Careers</b> Key learning themes: <ul style="list-style-type: none"> <li>● Looking Ahead</li> <li>● What am I good at?</li> <li>● What jobs do I know about?</li> <li>● Self Reflection- How to sell yourself</li> <li>● Living the Dream</li> </ul>	<b>Assessment 3:</b> Knowledge, understanding, terminology and recall check incl alternative views & signposting support
6	<b>Safety</b> Key learning themes: <ul style="list-style-type: none"> <li>● Pride Month</li> <li>● Risky Business - planning for safety</li> <li>● Staying safe online</li> <li>● What to do in an emergency</li> <li>● Safer Cycling &amp; Water Safety</li> </ul>	

## Curriculum Plan: Year 8

Term	Curriculum Foci Areas	Assessment Criteria
1	<b>What is Democracy?</b> Key learning themes: <ul style="list-style-type: none"> <li>● Ground Rules and Pupil Consultation</li> <li>● What is democracy?</li> <li>● Entitlement to vote</li> <li>● How to get elected</li> <li>● The Mock Election</li> </ul>	<b>Assessment 1:</b> Knowledge, understanding, terminology and recall check incl alternative views & signposting support
2	<b>What Rights and Responsibilities Do We Have?</b> Key learning themes: <ul style="list-style-type: none"> <li>● What is a good citizen?</li> <li>● Rights and Responsibilities</li> <li>● How should people be punished?</li> <li>● Rights, responsibilities and the community.</li> <li>● The Equality Act</li> <li>● How are we protected from discrimination and unconscious bias?</li> </ul>	
3	<b>Money, Money, Money</b> Key learning themes: <ul style="list-style-type: none"> <li>● How can I manage my money &amp; creating a personal budgeting plan</li> <li>● Savings, loans and interest rates</li> <li>● Using the right financial products for you</li> <li>● Making ethical financial decisions</li> <li>● How we can keep financially savvy and avoid debt</li> <li>● Consumers and the Law- what are my rights?</li> </ul>	<b>Assessment 2:</b> Knowledge, understanding, terminology and recall check incl alternative views & signposting support
4	<b>Health and Wellbeing</b> Key learning themes: <ul style="list-style-type: none"> <li>● How dangerous are drugs and what are the different types?</li> <li>● Smoking and vaping</li> <li>● The truth about alcohol</li> <li>● Risk of alcohol and drug problems</li> <li>● What exactly is cancer? Can we do anything to prevent it</li> <li>● Health choices: vaccinations, blood and organ donation, stem cells and hygiene</li> </ul>	
5	<b>Relationships</b> Key learning themes: <ul style="list-style-type: none"> <li>● Pregnancy and teenage pregnancy- what issues do young parents face?</li> <li>● Managing conflict, feelings and consent</li> <li>● What are the consequences of sexting?</li> <li>● Managing FGM</li> <li>● Self Esteem and Body Image</li> <li>● School Nurse Visit (RSE)</li> </ul>	<b>Assessment3:</b> Knowledge, understanding, terminology and recall check incl alternative views & signposting support
6	<b>Careers</b> Key learning themes: <ul style="list-style-type: none"> <li>● Careers Education</li> <li>● Who gets to do what?</li> <li>● Why are good communications skills so important?</li> <li>● What does it mean to be an entrepreneur?</li> <li>● Teamwork- why is this an essential life skill and what are the benefits?</li> </ul>	

## Curriculum Plan: Year 9

Term	Curriculum Foci Areas	Assessment Criteria
1	<b>Drugs and other stuff</b> Key learning themes: <ul style="list-style-type: none"> <li>● Ground Rules and Pupil Consultation</li> <li>● Attitudes towards drugs</li> <li>● Drugs, what do we know about the risks and the law?</li> <li>● Alcohol and Binge Drinking</li> <li>● What are the pressures surrounding alcohol? Where do they come from?</li> <li>● What to do in an emergency</li> </ul>	<b>Assessment 1:</b> Knowledge, understanding, terminology and recall check incl alternative views & signposting support
2	<b>Living in the Wider World</b> Key learning themes: <ul style="list-style-type: none"> <li>● County Lines</li> <li>● Knife Crime</li> <li>● What is online radicalisation and why is it a problem?</li> <li>● Who are some of the different extremist groups?</li> <li>● How can we prevent radicalisation and extremism?</li> <li>● What is a cult?</li> </ul>	
3	<b>Careers and Options Choices</b> Key learning themes: <ul style="list-style-type: none"> <li>● Year 9 Options Booklet</li> <li>● Preparing for Options Evening</li> <li>● My Top 10 Career Choices</li> <li>● Career Pilot</li> <li>● Where to go for help for careers advice</li> </ul>	<b>Assessment 2:</b> Knowledge, understanding, terminology and recall check incl alternative views & signposting support
4	<b>Relationships and Sex Education</b> Key learning themes: <ul style="list-style-type: none"> <li>● Relationships &amp; what is Sexual Consent?</li> <li>● Body Parts &amp; what is sexual health?</li> <li>● LGBTQ+</li> <li>● Safer Sex &amp; Contraception</li> <li>● What is worrying about pornography?</li> <li>● What is Child Sexual Exploitation and how does it happen?</li> </ul>	
5	<b>Wellbeing</b> Key learning themes: <ul style="list-style-type: none"> <li>● Emotional &amp; Mental Health Awareness</li> <li>● Self Injury</li> <li>● Anxiety</li> <li>● Dealing with stress</li> <li>● Selfie Safety and sharing images</li> <li>● Body Image and Self Esteem</li> </ul>	<b>Assessment3:</b> Knowledge, understanding, terminology and recall check incl alternative views & signposting support
6	<b>First Aid</b> Key learning themes: <ul style="list-style-type: none"> <li>● Primary Survey</li> <li>● Recovery Position</li> <li>● Resuscitation</li> <li>● First Aid Kits</li> <li>● Bleeding and Shock</li> </ul>	

## Curriculum Plan: Year 10 PSHE / PB non-examined course

Term	Curriculum Foci Areas Assessment Criteria	Assessment Criteria
1 & 2	<p><b>PSHE: Health and Wellbeing</b> Key learning theme:</p> <ul style="list-style-type: none"> <li>• Ground Rules and Pupil Consultation</li> <li>• Alcohol and young people</li> <li>• Anxiety, Social Anxiety, Emotional &amp; Mental well-being</li> <li>• Social Media, Self Esteem &amp; Body Image</li> <li>• Self Examination</li> <li>• Putting the Men in Mental Health (Suicide Prevention)</li> <li>• Young, British &amp; Broke</li> </ul> <p><b>PB: The Only Way is Ethics</b> Key learning theme:</p> <ul style="list-style-type: none"> <li>• What is ethics &amp; Right and wrong</li> <li>• Environmental Ethics</li> <li>• Saviour Siblings &amp; the Human Commodity</li> <li>• Sexual Ethics</li> <li>• Weapons of Mass Destruction</li> <li>• Capital Punishment</li> </ul>	<p><b>Assessment 1:</b> Knowledge, understanding, terminology and recall check incl alternative views &amp; signposting support</p>
3 & 4	<p><b>PSHE: Living in the Wider World</b> Key learning theme:</p> <ul style="list-style-type: none"> <li>• What is a hate crime &amp; Anti social behaviour</li> <li>• Illegal Drugs and County Lines</li> <li>• Child Sexual Exploitation (CSE)</li> <li>• Knife Crime</li> <li>• The Criminal Justice System</li> <li>• Female Genital Mutilation (FGM), Breast ironing, Forced marriage &amp; Honour based violence</li> <li>• Voting, political parties, the Media, power of the press and fake news</li> </ul> <p><b>PB: Religion and World Views</b> Key learning theme:</p> <ul style="list-style-type: none"> <li>• Judaism, Christianity &amp; Islam</li> <li>• Hinduism, Sikhism, Buddhism &amp; other Eastern Religions</li> <li>• Atheism and Humanism</li> <li>• The Truman Show &amp; Plato's Cave</li> <li>• Free Will and Determinism: The Matrix: can we ever be free?</li> </ul>	<p><b>Assessment 2:</b> Knowledge, understanding, terminology and recall check incl alternative views &amp; signposting support</p>

5 & 6	<p><b>PSHE: Relationships and Sex Education</b></p> <p>Key learning theme:</p> <ul style="list-style-type: none"> <li>• What does a Healthy Relationship look like? Consent.</li> <li>• Sex, Sexuality &amp; Screwball</li> <li>• LGBTQ+</li> <li>• Fertility and Reproductive Health (link to drugs, alcohol, STIs)</li> <li>• Implications of young parenthood</li> <li>• Stalking, harassment &amp; characteristics of positive relationships</li> <li>• Spiralling. Domestic Violence</li> </ul> <p><b>PSHE: Living in the Wider World - Careers, Money &amp; Finance</b></p> <p>Key learning theme:</p> <ul style="list-style-type: none"> <li>• Ambition &amp; competition for jobs</li> <li>• Costing, budgeting &amp; essential spending</li> <li>• Understanding payment cards, frauds and scams.</li> <li>• Money sense for schools. The budget game and how the economy works</li> <li>• Applying for work experience</li> <li>• Application forms, Curriculum vitae, Personal statement and Interviews</li> </ul>	<p><b>Assessment3:</b></p> <p>Knowledge, understanding, terminology and recall check incl alternative views &amp; signposting support</p>
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## Curriculum Plan: Year 11 PSHE / PB non-examined course

Term	Curriculum Foci Areas Assessment Criteria	Assessment Criteria
1 & 2	<p><b>PSHE: Living in the Wider World - Careers, Money &amp; Finance</b></p> <p>Key learning theme:</p> <ul style="list-style-type: none"> <li>• My Vocation: I Know What I Want</li> <li>• Degree Vs. Training: 6th form / Apprenticeships / College / Work</li> <li>• Re-visit: Record of achievement, Applying for a job, Personal Statement, Getting an interview</li> <li>• Bank accounts, Tax &amp; Money lending</li> <li>• Living Debt free &amp; Planning for your pension</li> </ul> <p><b>PSHE: Health and Wellbeing &amp; Living in the wider world</b></p> <p>Key learning theme:</p> <ul style="list-style-type: none"> <li>• Alcohol and Drugs at clubs, festivals and parties</li> <li>• Personal Safety (Including drugs and alcohol) &amp; CPR</li> <li>• Cyber Safety, Online Fraud and Digital Footprints</li> <li>• Gambling</li> <li>• Managing Conflict: Gangs &amp; Guns</li> </ul>	<p><b>Assessment 1:</b></p> <p>Knowledge, understanding, terminology and recall check incl alternative views &amp; signposting support</p>
3 & 4	<p><b>PSHE: Relationships and Sex Education</b></p> <p>Key learning theme:</p> <ul style="list-style-type: none"> <li>• Building ethical relationships. Consent</li> <li>• What does “good sex” even mean?</li> <li>• Contraception</li> <li>• STI’s (Inc. HIV)</li> <li>• Pregnancy and parenthood</li> <li>• Planet Porn vs Planet Reality</li> <li>• Sexual Images and the law: Revenge porn, sexting, upskirting)</li> </ul> <p><b>PB: Ethics &amp; Filosoflix</b></p> <p>Key learning theme:</p> <ul style="list-style-type: none"> <li>• Abortion</li> <li>• Euthanasia</li> <li>• Organ and Blood Donation</li> <li>• Gattaca &amp; Genetic Engineering</li> <li>• A.I. &amp; What does it mean to be human?</li> </ul>	<p><b>Assessment 2:</b></p> <p>Knowledge, understanding, terminology and recall check incl alternative views &amp; signposting support</p>
5	<p><b>PB: Heal the world... make it a better place</b></p> <p>Key learning theme:</p> <ul style="list-style-type: none"> <li>• Putting the Planet in PB: Food, Travel &amp; Fast Fashion</li> <li>• Fish are friends - Animal testing, Vegetarianism &amp; Veganism</li> <li>• Anti Semitism: The Pianist &amp; Where was God?</li> <li>• Far right extremism, Islamophobia, Multiculturalism &amp; Community Cohesion</li> <li>• Marxism and Social Control</li> <li>• Equality, Feminism and Sexism</li> </ul>	<p><b>Assessment3:</b></p> <p>Knowledge, understanding, terminology and recall check incl alternative views &amp; signposting support</p>