

# Personal, Social & Health Education Curriculum Booklet 2025-26

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St Dunstan's School  
GLASTONBURY

## 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 distinct 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 at the end of the topic.

**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.

**Allocated Curriculum Time:**

Year Group	Y7	Y8	Y9	Y10	Y11

Fortnightly lesson allocation in hours	2	2	2	1	1
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## Curriculum Plan: Year 7

Term	Curriculum Foci Areas
1	<p><b>Health &amp; Wellbeing - Transition and Safety</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● how to manage the challenges of moving to a new school</li> <li>● how to identify, express and manage emotions in a constructive way</li> <li>● how to establish and manage friendships</li> <li>● how to identify personal strengths and areas for development</li> <li>● personal safety strategies and travel safety, e.g. road, rail and water</li> </ul>
2	<p><b>Living in the Wider World - Developing Skills &amp; Aspirations</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management and creativity</li> <li>● about a broad range of careers and the abilities and qualities required for different carers</li> <li>● how to challenge stereotypes and broaden their horizons</li> </ul>
3	<p><b>Relationships - Safety &amp; Awareness</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● about identity, rights and responsibilities</li> <li>● about living in a diverse society</li> <li>● how to challenge prejudice, stereotypes and discrimination</li> <li>● the signs and effects of all types of bullying, including online</li> <li>● how to respond to bullying of any kind, including online</li> </ul>
4	<p><b>Health &amp; Wellbeing - Health &amp; Puberty</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● how to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>● how to manage influences relating to caffeine, smoking and alcohol</li> <li>● how to manage physical and emotional changes during puberty</li> <li>● about personal hygiene</li> </ul>
5	<p><b>Relationships - Building relationships</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● how to develop self-worth and self-efficacy</li> <li>● how to recognise unhealthy relationships</li> <li>● how to recognise and challenge media stereotypes</li> <li>● about consent, and how to seek and assertively communicate consent</li> </ul>

6	<p><b>Living in the Wider World - Financial Decision Making</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● how to make safe financial choices</li> <li>● about ethical and unethical business practices and consumerism</li> <li>● about saving, spending and budgeting</li> <li>● how to manage risk-taking behaviour</li> </ul>
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## Curriculum Plan: Year 8

Term	Curriculum Foci Areas
1	<p><b>Health &amp; Wellbeing - Drugs and alcohol</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● about the over-consumption of energy drinks</li> <li>● about medicinal and recreational drugs</li> <li>● how to use over the counter and prescription medications safely</li> <li>● how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> </ul>
2	<p><b>Living in the Wider World - Community &amp; Careers</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● about equality of opportunity in life and work</li> <li>● how to challenge stereotypes and discrimination in relation to work and pay</li> <li>● about employment, self-employment and voluntary work</li> <li>● how to set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>
3	<p><b>Relationships - Discrimination</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● how to manage influences on beliefs and decisions</li> <li>● how to develop self-worth and confidence</li> <li>● how to recognise and challenge homophobia and biphobia</li> <li>● how to recognise and challenge racism and religious discrimination</li> </ul>
4	<p><b>Health and Wellbeing - Emotional Wellbeing</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● about attitudes towards mental health</li> <li>● how to manage emotions</li> <li>● how to develop digital resilience</li> <li>● about unhealthy coping strategies (e.g. self harm and eating disorders)</li> <li>● about healthy coping strategies</li> </ul>

5	<p><b>Relationships - Identity and relationships</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● the qualities of positive, healthy relationships</li> <li>● how to demonstrate positive behaviours in healthy relationships</li> <li>● how to effectively communicate about consent in relationships</li> <li>● about the risks of 'sexting' and how to manage requests</li> <li>● about basic forms of contraception, e.g. condom and pill</li> </ul>
6	<p><b>Living in the Wider world - Digital Literacy</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● about online communication</li> <li>● how to use social networking sites safely</li> <li>● how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>● how to respond and seek support in cases of online grooming</li> </ul>

## Curriculum Plan: Year 9

Term	Curriculum Foci Areas
1	<p><b>Health &amp; Wellbeing - Peer Influence, substance &amp; gangs</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● how to distinguish between healthy and unhealthy friendships</li> <li>● how to assess risk and manage influences, including online</li> <li>● about 'group think' and how it affects behaviour</li> <li>● how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> </ul>
2	<p><b>Living in the Wider World - Setting goals</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● about transferable skills, abilities and interests</li> <li>● how to demonstrate strengths</li> <li>● about different types of employment and career pathways</li> <li>● how to manage feelings relating to future employment</li> <li>● how to work towards aspirations and set meaningful, realistic goals</li> </ul>
3	<p><b>Relationships - Respectful relationships</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>● about positive relationships in the home and ways to reduce homelessness amongst young people</li> </ul>

4	<p><b>Health &amp; Wellbeing - Healthy Lifestyle</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● about the relationship between physical and mental health</li> <li>● about balancing work, leisure, exercise and sleep</li> <li>● how to make informed healthy eating choices</li> <li>● how to manage influences on body image</li> <li>● to make independent health choices</li> </ul>
5	<p><b>Relationships - Intimate relationships</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>● about facts and misconceptions relating to consent</li> <li>● about the continuous right to withdraw consent and capacity to consent</li> </ul>
6	<p><b>Living in the Wider World - Employability skills</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● about young people’s employment rights and responsibilities</li> <li>● skills for enterprise and employability</li> <li>● how to give and act upon constructive feedback</li> <li>● habits and strategies to support progress</li> </ul>

## Curriculum Plan: Year 10

Term	Curriculum Foci Areas Assessment Criteria
1	<p><b>Health and Wellbeing - Mental Health</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● how to manage challenges during adolescence</li> <li>● how to reframe negative thinking</li> <li>● how to access support and treatment</li> <li>● about the portrayal of mental health in the media</li> <li>● how to challenge stigma, stereotypes and misinformation</li> </ul>
2	<p><b>Living in the wider World - Religion &amp; Worldviews</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● understanding different cultures and their beliefs</li> <li>● evaluating anti-semitism and whether it is still a problem today</li> <li>● understanding different perceptions of God and evaluating our own</li> <li>● how to challenge misconceptions</li> <li>● what is appropriate and not appropriate to say</li> </ul>

<b>3</b>	<p><b>Relationships - Healthy Relationships</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● about relationship values and the role of pleasure in relationships</li> <li>● about assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>● about the opportunities and risks of forming and conducting relationships online</li> </ul>
<b>4</b>	<p><b>Health and Wellbeing - Exploring Influence</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● how to evaluate the influence of role models and become a positive role model for peers</li> <li>● about the media's impact on perceptions of gang culture</li> <li>● about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> </ul>
<b>5</b>	<p><b>Relationships - Communities and Belonging</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● about communities, inclusion, respect and belonging</li> <li>● about the Equality Act, diversity and values</li> <li>● about how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>● how to manage conflicting views and misleading information</li> </ul>
<b>6</b>	<p><b>Living in the Wider World - Work Experience</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● how to evaluate strengths and interests in relation to career development</li> <li>● strategies for overcoming challenges or adversity</li> <li>● about responsibilities in the workplace</li> </ul>

## Curriculum Plan: Year 11

Term	Curriculum Foci Areas Assessment Criteria
<b>1</b>	<p><b>Health &amp; Wellbeing - Building for the future</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● how to manage the judgement of others and challenge stereotyping</li> <li>● how to develop self-efficacy, including motivation, perseverance and resilience</li> <li>● stress management strategies, including maintaining healthy sleep habits</li> </ul>

2	<p><b>Living in the Wider World - Next Steps</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● how to use feedback constructively when planning for the future</li> <li>● how to set and achieve SMART targets</li> <li>● effective revision techniques and strategies</li> <li>● about options post-16 and career pathways</li> <li>● about application processes, including writing CVs, personal statements and interview technique</li> </ul>
3	<p><b>Relationships - Communication in relationships</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● about core values and emotions</li> <li>● about gender identity, gender expression and sexual orientation</li> <li>● how to communicate assertively</li> <li>● how to handle unwanted attention, including online</li> <li>● how to challenge harassment and stalking, including online</li> </ul>
4	<p><b>Health &amp; Wellbeing - Independence</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● how to assess and manage risk and safety in new independent situations</li> <li>● emergency first aid skills</li> <li>● about vaccinations and immunisations</li> <li>● about blood, organ and stem cell donation</li> </ul>
5	<p><b>Relationships - Families</b></p> <p>In this unit, students learn:</p> <ul style="list-style-type: none"> <li>● about different types of families and changing family structures</li> <li>● how to evaluate readiness for parenthood and parenting qualities</li> <li>● about fertility, including how it varies and changes</li> <li>● about unplanned pregnancy options, including abortion</li> <li>● about adoption and fostering</li> <li>● how to manage change, loss, grief and bereavement</li> <li>● about 'honour based' violence and forced marriage and how to safely access support</li> </ul>