

Personal, Social & Health Education Curriculum: Intent, Implementation & Impact, St Dunstan's School 2024 – 2025

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> <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>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.</p> <p>Kindness: Students develop respect and understanding of different people, viewpoints, cultures, beliefs, places and environments. They</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 1 hour lessons a fortnight. They are in set classes and are taught by teachers who receive regular CPD throughout the year during PSHE meetings.</p> <p>KS4 Students receive 2 x 1 hour lessons a fortnight to cover their Philosophy and Belief and Personal, Social and Health Education entitlement. Each term students explore either a PB or PSHE theme. For PB content, please see the PB 3 I's document.</p> <p>The curriculum focuses on the following concepts:</p> <ol style="list-style-type: none"> 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 	<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> <p>Training: Staff training throughout the year ensures staff know how to</p>

will explore the nature of ‘how to life 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.

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

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 can...	Answer
1	What does the term 'county lines' mean?	
2	Give an example of one of the four crimes under county lines.	
3	What is knife crime?	
4	What is a crime against the person?	
5	What is a crime against the 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	