

**Personal, Social & Health Education Curriculum:
Intent, Implementation & Impact, St Dunstan's School 2026 – 2027**

Intent	Implementation	Impact
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. 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). School Values: The St Dunstan's PSHE curriculum intends to instil the St Dunstan's core values of Truth, Resilience, Awareness 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 critically engage with information and other people's	The curriculum builds on prior learning at KS2 by: Following the PSHE Association Programme of study and RSE Guidelines Curriculum sequencing: The Programme of Study sets out learning opportunities for each key stage. This Curriculum Model provides: • a long-term plan for the academic year across all year groups and half terms • medium-term plans for each year group with unit outlines • links to suggested lesson plans (both PSHE Association resources and resources carrying the Association's Quality Mark) that could be used to deliver each half-term unit • additional or alternative resources that could be used to enhance each half-term unit The Curriculum Model is colour-coded to make clear which content covers the Department for Education (DfE) statutory guidance on Relationships, Sex and Health education, and which units cover other essential – but currently non-statutory – content such as Economic	Assessment context: Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment. It would be inappropriate for assessment in PSHE education to be about grades, or about passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. An Ipsative assessment compares where a student is at the end of a lesson or series

views; done respectfully, using evidence, examples and rational arguments. 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. Ambition: Ambition is nurtured through the PSHE curriculum by empowering students to set tangible goals, explore diverse career pathways, and develop the financial literacy and emotional resilience needed to confidently achieve their full potential. Community: Community isn't just taught as a concept here, it's woven into our curriculum and daily routines, empowering students to practice empathy, inclusivity, and leadership every day. 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,	Wellbeing and Careers Education. Across the year groups, this Curriculum Model covers all of the Programme of Study learning opportunities for each key stage. Before teaching the curriculum content, the following measures have been taken to ensure the programme meets St Dunstan's circumstances: • Local data such as the Department of Health and Social Care child and maternal health • (CHIMAT) profiles and our local authority's Joint Strategic Needs Assessment (JSNA) • Student voice • Parent consultation • Parental meeting for advice, support and recommendations Some units within this Curriculum Model combine elements of Relationships Education and Sex Education to create the most meaningful learning experience for students. Some aspects of Health Education also overlap with learning from Sex Education. When discussing and making decisions about parents' right to request their child is withdrawn from lessons on Sex Education (there is no right to withdraw from the rest of PSHE education), the school will consult with DfE's statutory RSHE guidance.	of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So the benchmark against which progress is measured is the student's own starting point, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education: Baseline assessment: Baseline assessment in PSHE education covers issues and areas of life which young people will be affected by in different ways and at different times. As such we cannot make any assumptions based on students' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is important to carry out a baseline assessment before teaching anything new. Endpoint activity to demonstrate progress: At the end of the lesson or series of lessons, students have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity. Students use a different colour pen to add to their baseline activity any new knowledge. This allows the student and teacher to clearly see how far
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teamworking and critical thinking in the context of learning grouped into three core themes: • health and wellbeing, • relationships, • living in the wider world * * <i>includes economic wellbeing and aspects of careers education</i> 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 discrete 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;	Curriculum structure: KS3 Students receive 1 lesson a fortnight. They are in set classes and are taught by teachers who receive regular CPD throughout the year during PSHE meetings. KS4 Students receive 1 lesson a fortnight. 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)	they have come in their learning. In other cases, students might repeat the activity or carry out a completely different activity. 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.
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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 collaborative work with their peers. • Encouraging them to learn about others. • Developing literacy and critical analysis.	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. Careers (including employability and economic understanding)	
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