



PYRLAND SCHOOL

**Personal, Social, Health and Economic Education
(including RSE)**

Curriculum Booklet for 2025 - 2026

Subject Lead: Ms E Leahy

PSHE and RSE Curriculum Intent:

"Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less."

Marie Curie

At Pyrland School, Personal, Social, Health and Economic (PSHE) education, including statutory Relationships and Sex Education (RSE), plays a vital role in promoting the spiritual, moral, cultural, mental, and physical development of all students. Our ambition is for all Pyrland students, irrespective of their starting point, to develop the knowledge, skills and understanding needed to lead successful lives as active, informed and responsible citizens.

Through a carefully planned and sequenced curriculum, students are equipped with the knowledge, skills and attributes they need to lead healthy, safe, and fulfilling lives both now and in the future.

Our PSHE curriculum is built around a spiral model that develops key concepts with increasing depth and sophistication from Year 7 to Year 11. It is structured around three core themes: *Health and Wellbeing*, *Relationships*, and *Living in the Wider World*. These themes ensure students engage with age-appropriate content that is relevant to their lives and experiences, while also building resilience, confidence, and a strong sense of identity.

Our curriculum is designed to:

- Foster understanding of key PSHE topics including mental and physical health, British values, e-safety, and RSE.
- Develop a strong moral compass and the social and emotional skills needed to engage positively in their communities and in wider society.
- Build character and promote attributes that align with The Pyrland Way, such as resilience, leadership, empathy, responsibility and respect.
- Support academic success by nurturing the behaviours and habits aligned with our whole school vision and values.
- Embed fundamental British values: democracy, rule of law, individual liberty, mutual respect and tolerance.

The RSE curriculum at Pyrland School is in line with government guidelines, is universally accessible and delivered to students in an age and developmentally appropriate way. Students are given the knowledge to make informed decisions about their wellbeing, health, relationships, and when facing risks and challenging situations. We also place significant emphasis on careers education, ensuring students are inspired and informed about their future pathways, with the confidence that all opportunities are open to them. Our careers education focuses on learning the skills needed to navigate the 21st century employment market.

PSHE and RSE Curriculum Implementation:

Our PSHE and RSE curriculum builds on KS2 learning and is guided by the PSHE Association Programme of Study and statutory RSE requirements. PSHE lessons are taught in mixed ability groups to reflect the diversity of real-world communities, in turn, encouraging empathy, tolerance, and collaboration among peers.

Lessons begin with wider thinking questions that connect directly with lives of young people and their community. This gauges student's starting point in terms of their existing knowledge, skills, attitudes and beliefs. Topics are then meaningfully explored through discussion-based activities and exploration of real-life scenarios, that challenge students to consider diverse viewpoints and prepare for life's opportunities and challenges. Each lesson, students are then signposted to sources of support, helping them to navigate the world safely and responsibly. The personal nature of PSHE education means that it cannot be assessed in the same way as other subjects. Assessment is personally tailored to PSHE and includes baseline and endpoint activities, low-stakes quizzes, hinge questioning, and reflection tasks. These inform future planning and support student progress.

Ongoing staff training and regular CPD throughout the year ensure that staff are confident and well-equipped to deliver sensitive content effectively and able to signpost students to appropriate support services. This responsive approach allows our curriculum to remain relevant and reflective of the real-life issues young people face today. PSHE is taught by specialist staff in themed units, with core topics delivered on a rotation to ensure a broad and balanced curriculum. This structure supports ongoing staff training and helps build confidence in delivering sensitive and important content effectively.

The PSHE and RSE curriculum is regularly reviewed by the Head of Department in collaboration with pupils, the SLT, Heads of Year, and the Designated Safeguarding Lead. Informed by local and national data, as well as parent/carer feedback, the curriculum is designed to meet students' needs at each stage of their school journey. It is guided by Fundamental British Values, with key PSHE themes reinforced through assemblies, guest speakers, and across the wider curriculum.

Key Stage 3

Provides a broad foundation of the three main themes, with an introduction to the school values, diversity, digital resilience, and careers, progressively building students' knowledge, skills and confidence to navigate adolescence and prepare for adult life.

Key Stage 4

Builds on prior learning by deepening students' understanding of complex social, personal and ethical issues—including extremism, coercion, substance misuse, and relationships—while equipping them with the critical thinking, decision-making, and independence needed for life after secondary school.

Allocated Curriculum Time:

Lessons per fortnight	Year 7	Year 8	Year 9	Year 10	Year 11
	2	2	2	1	1

Year 7 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	Transition and Safety Students will: <ul style="list-style-type: none"> • understand The Pyrland Way • learn to manage challenges of starting a new school. • explore what is PSHE and why is it important? • learn how to establish and manage friendships. • learn how to identify, express and manage emotions. • learn how to identify personal strengths and areas for development. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support
2	Healthy Lifestyles Students will: <ul style="list-style-type: none"> • learn strategies to maintain a balanced lifestyle. • learn what makes a healthy diet and why this is important. • learn about the importance of regular physical activity. • learn about the importance of sleep and routines that support good quality sleep. • learn about the physical and emotional changes that occur in young people during puberty and the impact this can have. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support
3	Diversity Students will: <ul style="list-style-type: none"> • explore inequalities and understand protected characteristics. • learn how stereotypes can influence behaviours and attitudes towards different groups of people. • learn about discrimination in all forms. • learn the benefits of an inclusive and diverse community and how to support others. • learn how attitudes and opinions can be influenced by being exposed to prejudiced or extremist views, and how to challenge these. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support
4	Building Relationships Students will: <ul style="list-style-type: none"> • learn about giving and asking for permission. • learn about appropriate and inappropriate touch. • learn about personal boundaries and avoiding assumptions. • learn about healthy and unhealthy relationships. • how to form positive relationships. • learn skills to manage relationship conflict in families. • develop team building skills. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support
5 & 6	Career skills and Aspirations Students will respond to an Enterprise brief and learn about: <ul style="list-style-type: none"> • careers. • teamwork and enterprise skills. • raising aspirations. • making financial choices. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support

Year 8 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	Emotional Wellbeing Students will: <ul style="list-style-type: none"> • explore attitudes to mental health, challenge misconceptions, and learn how to promote emotional wellbeing. • understand the impact of social media and build digital resilience. • learn to manage stress related to online content and excessive screen time. • discover healthy strategies for coping with difficult emotions and life challenges. • understand the effects of change, loss, and grief, and learn how to seek support. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support
2	Drugs, Alcohol and First Aid Students will: <ul style="list-style-type: none"> • learn about substance use and the risks of caffeine, tobacco, nicotine, alcohol, and vaping. • understand peer pressure and strategies to resist it. • learn basic First Aid skills. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support
3	Discrimination Students will: <ul style="list-style-type: none"> • understand the importance of communication in relationships. • explore belonging, stereotypes, bias, and the impact of discrimination and bullying. • learn how to be a positive bystander and safely challenge harmful behaviours. • understand human rights and their role in relationships and society. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support
4	Career skills and Aspirations Students will respond to an Enterprise brief and learn about: <ul style="list-style-type: none"> • careers. • teamwork and enterprise skills. • raising aspirations. • making financial choices. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support
5 & 6	Identity and Relationships Students will: <ul style="list-style-type: none"> • develop healthy and realistic relationship values. • challenge unrealistic expectations. • respect gender identities and sexual orientations. • understand consent and effective communication in relationships. • learn about basic contraception methods. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support

Year 9 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	Peer Influence Students will: <ul style="list-style-type: none"> • explore attitudes and behaviours around drug use. • understand legal consequences and effects of alcohol and cannabis. • learn to manage peer pressure and identify healthy social groups. • Examine reasons behind gang involvement. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support
2	Intimate Relationships Students will: <ul style="list-style-type: none"> • learn how to begin and develop positive relationships and assess readiness for intimacy. • understand the concepts of freedom and capacity to consent. • explore sexual health, risks of sex, and ways to reduce them. • learn about various contraceptive methods and their function. • explore choices available after an unplanned pregnancy. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support
3	Healthy Lifestyles Students will: <ul style="list-style-type: none"> • make informed choices about diet, exercise, and sleep. • understand vaping risks and mental health impacts of social media. • learn about mental illness, seeking support, and promoting emotional wellbeing. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support
4	Careers, setting goals and GCSE options Students will: <ul style="list-style-type: none"> • identify personal learning strengths. • explore career paths and set goals linked to the GCSE options process, including input from local FE providers. • Learn about factors affecting employability and the importance of having the right online presence. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support
5 & 6	Respectful Relationships Students will: <ul style="list-style-type: none"> • understand the causes and impact of conflict. • develop effective conflict resolution skills. • explore differences between online and offline conflict. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support

Year 10 Programme of Study

Term	Curriculum Foci	Formal Assessment
1 & 2	Addressing Extreme Behaviour Students will: <ul style="list-style-type: none"> • learn how choices can impact others, and the positive actions young people can take to promote diversity and community cohesion. • learn distinctions between protest and extremism, and of how to promote community safety. • understand the process of radicalisation, supporting students to understand recruiter manipulation, to help safeguard themselves and others. • learn about the rise of misogyny online and the harm it causes. • learn strategies to support personal safety, especially when out socialising with peers. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support
3 & 4	Exploring Influence Students will: <ul style="list-style-type: none"> • learn about the impact of substance use on risk-taking and personal safety. • learn how to manage influences in relation to alcohol and other drug use. • learn about the potential consequences of drug production, sale and use, and the support available for individuals regarding substance use, including addiction and dependency. • learn about the qualities of healthy and unhealthy social groups, and about the factors which contribute to a young person deciding to join or not join a gang. • learn about the risks in belonging to a gang and consequences of gang behaviours. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support
5 & 6	Healthy Relationships Students will: <ul style="list-style-type: none"> • learn about the role of intimacy, readiness, and pleasure in consensual relationships. • learn about pornography and its impact on understanding consent. • learn about different types of contraception and how they work. • learn how seeking consent through pressure and coercion is wrong and how to manage pressure to consent. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support

Year 11 Programme of Study

Term	Curriculum Foci	Formal Assessment
1 & 2	Families Students will: <ul style="list-style-type: none"> • learn different types of committed relationships. • learn legal status of different types of relationships, including marriage and civil partnerships, and why people choose to form such a commitment. • understand the responsibilities of being a parent and how committed, stable relationships can be important for bringing up children. • learn how fertility changes over time and about the different routes to becoming a parent. • learn possible outcomes in the event of an unplanned pregnancy. • explore the laws related to abortion and support available. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support
3 & 4	Independence Students will: <ul style="list-style-type: none"> • learn personal responsibilities that young people have when travelling and how to manage the risks involved. • learn about online insurance fraud and scams and the importance of making positive choices as a driver and vehicle owner. • learn strategies to support personal safety, especially when out socialising with peers. • understand risks and consequences of gambling. 	Knowledge, understanding, terminology and recall check including alternative views & signposting support
5 & 6	GCSE Exam Revision <ul style="list-style-type: none"> • Students will revisit effective revision techniques to prepare for their examinations. 	

Support:

There are many issues tackled in PSHE and RSE which you or your child may wish to explore further or gain personalised support and help. See the below links for further support and guidance to reinforce PSHE and RSE learning at home:

- [Personal, social, health and economic \(PSHE\) education - GOV.UK](#)
- [Relationships and sex education \(RSE\) and health education - GOV.UK](#)
- [PSHE Association | Charity and membership body for PSHE education](#)
- [NSPCC](#)
- [Childline](#)
- [Samaritans](#)
- [Hope Again](#)
- [Young Minds](#)
- [Show Racism The Red Card](#)
- [British Red Cross](#)
- [Home | 2BU Somerset](#)
- [Swish Services](#)