



## PSHE and RSE at Key Stage 3

PSHE plays a vital role in supporting pupils’ personal development, helping them to build resilience, understand themselves and others, and navigate the world around them with confidence and empathy. It equips young people with the knowledge and skills they need to lead safe, healthy, and fulfilling lives—both now and in the future.

**RSHE** – At DMS, our Relationships and Sex Education (RSE) programme is designed to help pupils develop values, attitudes, and personal and social skills, while increasing their knowledge and understanding to make informed decisions as they grow into adulthood.

Each year group receives age-appropriate and developmentally suitable content. We are committed to supporting all pupils in staying safe, and our PSHE curriculum clearly outlines what constitutes healthy and unhealthy relationships.

Respect—one of our core school values—is embedded throughout RSHE discussions, with a focus on permission-seeking and giving, appropriate and inappropriate contact, kindness, and commitment.

All RSHE content is clearly mapped and integrated into our PSHE curriculum, using resources from the PSHE Foundation platform. Parents are kept fully informed of the content being taught through teacher information evenings at the start of the academic year, as well as email updates prior to lessons.

Please see below for areas of study and the timeline for when these are taught to our pupils.

<b>PSHE – Key Stage 3 Long term plan.</b>						
	<b>Autumn one</b>	<b>Autumn Two</b>	<b>Spring one</b>	<b>Spring two</b>	<b>Summer one</b>	<b>Summer Two</b>
<b>Year</b>	<b>Economic</b>	<b>Healthy lifestyles</b>	<b>Substances</b>	<b>Careers</b>	<b>Relationships</b>	<b>Friendships and</b>

**READY ORIGINAL AMBITIOUS RESPECTFUL SAFE**



7	<b>wellbeing</b>  Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation	Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services	Facts, misconceptions and social norms regarding drugs, alcohol and tobacco; Influence and risks relating to substance use	Developing enterprise skills; The world of work and young people's employment rights	Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent	<b>diversity</b>  Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online
	<b>Autumn one</b>	<b>Autumn Two</b>	<b>Spring one</b>	<b>Spring two</b>	<b>Summer one</b>	<b>Summer Two</b>
Year 8	<b>Careers:</b>  Life and career aspirations, Personal strengths and skills for employment. Stereotypes: routes into careers, Progression routes: Online presence.	<b>Friendships and Managing influences</b>  Managing social influence, peer pressure and peer approval. Strategies to manage pressure to conform within a group and in relation to substance use.	<b>Relationships</b>  Stereotypes and expectations of gender roles, behaviour and intimacy. Consent in intimate situations: introduction to contraception and sexual health.	<b>First aid and keeping safe</b>  First aid including CPR and defibrillator use. Personal safety including travel safety.	<b>Mental Health and well being</b>  Attitudes to mental health and emotional wellbeing. Digital resilience: Body image. Health and unhealthy coping strategies. Seeking support from themselves and others.	<b>Moving forward</b>  Personal strengths, celebrating successes and setting goals. Moving onto a new school Managing change.