Dartford Grammar School for Girls

PSHE
Curriculum Overview Booklet
2026-27

A guide for Parents/Carers



Working together to achieve academic excellence and personal potential

PSHE

Please click here to view our document on our Relationships and Sex Education policy and PSHE Programme.

Curriculum Summary – Key Stage Three

Year 7	
Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• Being resilient and building resilience in school, • How to be a successful student (e.g. work life balance) • Bullying and inclusivity • Revision skills • Working environment • Friendships and managing conflicts	• How to smoothly navigate the transition from primary school to secondary school • Identify factors for a productive work environment and apply focus and well-being strategies. • How to navigate new friendships successfully and what to do when there is conflict • Develop skills for building positive, inclusive friendships.
Term 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• Menstrual health and puberty • Personal hygiene • Feminine hygiene products • Forming relationships safely • Consent (non-sexual) • Different types of families • Roles and responsibilities of a parent or carer	• Explain puberty's biological and psychological effects and develop coping strategies. • Assess different feminine products and make informed choices based on needs and sustainability. • That consent (non-sexual in this context) is important and must be freely given • Recognising that all families are different but they are each all valued and important • How parents/carers should look after the children in their care
Term 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• The importance of sleep • Looking after our mental health • Financial choices • Staying safe online • Staying safe over summer	• Apply strategies for maintaining a healthier lifestyle. • Understand the role of sleep in overall well-being and performance. • Recognise the importance of mental health and identify ways to support it. • How to make informed financial choices when it comes to saving and budgeting • Manage an online presence responsibly and understand its impact on personal and professional life. • Understand how to stay safe around roads and railways, pools of water, when out in the sun and what to do in the event of an emergency

Year 8	
Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• Cultural appropriation vs cultural appreciation • Inclusive language and stereotyping • The reality of social media • GCSE options • My rights as a human and as a child • Citizenship: The role of the Government, citizens, leaders and the Monarch • Citizenship: How laws are made	• Distinguish between intentional and unintentional racism and explain the difference between cultural appropriation and cultural appreciation. • Identify stereotypes and demonstrate the use of inclusive language to promote respect and equality. • Evaluate and assess how social media can influence perceptions, relationships, and wellbeing, and identify strategies for responsible use. • Explore how GCSE choices can support future career pathways and identify factors that influence career decisions. • Understand the roles of citizens, elected leaders, and the Monarch within the UK democratic system. • Explain the key stages of the law-making process in the UK, from proposal to becoming law.
Term 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• Citizenship: How do laws affect us? • Citizenship: The importance of the UK electoral system • Citizenship: Celebrating diversity and multicultural societies in the UK • Citizenship: Bringing about change • Citizenship: Does the criminal justice system serve everyone fairly?	• Explain how laws shape behaviour, protect rights, and influence everyday life. • Describe how voting works and explain its role in democratic representation. • Recognise and value diversity and explain how multicultural communities contribute to UK society. • Explore ways to influence change and develop actions that promote fairness within the school community. • Analyse evidence and evaluate differing views on fairness within the criminal justice system.
Term 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• Vaping • Drugs and their impact • Alcohol and its impact • Peer Pressure • What to do in an emergency • How to stay safe over summer	• Understand the health risks associated with vaping and identify strategies for resisting pressure to vape. • Describe the effects of legal and illegal drugs on physical health, mental wellbeing, and decision-making. • Explain the short- and long-term effects of alcohol use and identify ways to reduce alcohol-related risks. • Recognise different forms of peer pressure and apply assertive strategies to make safe and independent choices. • Demonstrate how to respond effectively in an emergency, including contacting emergency services and providing essential information.

	• Identify potential summer safety risks such as water safety and sun safety, and apply strategies to stay safe, healthy, and responsible during the holidays

Curriculum Summary – Key Stage Four

Year 9	
Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• Being resilient in your GCSE years • Healthy coping strategies • Social media and using it safely • **Citizenship:** Who has more power – community volunteers or social media influencers? • Managing screen time effectively • Digital footprint • AI and deepfakes • **Citizenship:** Who has more power – community volunteers or social media influencers? • **Curriculum Enhancement Day**: Relationships and Sex Education Day • Healthy relationships • When relationships break down • Different types of long-term relationships (marriage and civil partnerships) • Consent • Female Genital Mutilation (FGM) • Forced marriage	• Develop strategies for managing challenges, setbacks, and stress during the GCSE years. • Identify and apply healthy coping strategies to support emotional wellbeing and resilience. • Evaluate online risks and demonstrate safe and responsible social media use. • Assess personal screen use and implement strategies to maintain a healthy balance between online and offline activities. • Explain how online actions contribute to a digital footprint and identify ways to manage online reputation safely. • Recognise the impact of AI-generated content and evaluate the reliability of digital information and media. • Compare different forms of influence and evaluate how individuals can create change within society. • Identify the signs of unhealthy relationships and explain how to seek support when needed. • Explain the meaning of consent and describe the legal responsibilities within relationships. • Recognise different types of relationships and identify the characteristics of healthy and respectful interactions. • Explore the emotional impact of relationship breakdowns and identify positive coping strategies and support networks. • Explain the commitments and legal aspects associated with long-term relationships, marriage, and civil partnerships. • Explain what FGM is, recognise it as abuse, and identify how to seek help and support. • Recognise the signs of forced marriage and explain the legal protections and support available.
Term 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• Healthy way of life • Body image and the media • Eating disorders • Anxiety and coping strategies • Gynaecological health - Polycystic ovaries syndrome and endometriosis • **Citizenship:** What Services Does Society Need? • **Citizenship:** How Can We Create a Healthier Society? • **Citizenship:** Why Are Elections Important?	• Identify opportunities to maintain a healthier balance between activities, including time online, physical activity and exam preparation • How the media perpetuates bony image and self-esteem issues • How to recognise eating disorders and what to do if you think someone is suffering from one • How to recognise and cope with general anxiety disorders

• **Citizenship:** Should We Change the Electoral System in the UK? • **Citizenship:** Why Do So Many People Not Vote in Elections? • **Citizenship:** Roles Within the Judicial System, Types of Crimes • **Citizenship:** How Can Injustice in the Criminal Justice System Be Challenged?	• Develop an understanding of common gynaecological health conditions and recognise when medical advice should be sought. • Identify essential public services and explain how they contribute to individual and community wellbeing. • Evaluate actions individuals, communities, and governments can take to improve public health. • Explain the role of elections in democracy and how they enable citizens to influence decision-making. • Evaluate arguments for and against changes to the UK electoral system using evidence. • Analyse reasons for voter disengagement and assess its impact on democracy. • Describe the roles within the criminal justice system and evaluate differing perspectives on fairness and justice. • Explain methods used to challenge injustice and promote accountability within the criminal justice system
Term 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• **Citizenship:** Roles Within the Judicial System, Types of Crimes • **Citizenship:** How Can Injustice in the Criminal Justice System Be Challenged? • Gangs and county lines • Radicalisation • Stop and Searches • **Citizenship:** Your Rights as a Child • Substance Abuse • Saving, Borrowing and Budgeting • Credit Cards, Klarna and Buy Now Pay Later • **Citizenship:** The Fraud Act 2006 • **Citizenship:** Why Do Money Mules Target Young People? • Staying Safe Over Summer	• Describe the roles within the criminal justice system and evaluate differing perspectives on fairness and justice. • Explain methods used to challenge injustice and promote accountability within the criminal justice system. • Recognise the risks associated with gangs and county lines exploitation and identify ways to seek help and support. • Identify the warning signs of radicalisation and explain how individuals can access support and report concerns. • Explain the purpose of stop and search powers and evaluate different perspectives on their use. • Describe the rights of children and explain how these rights are protected in law. • Explain the risks associated with substance misuse and identify sources of support and advice. • Develop budgeting skills and explain the benefits and risks of saving and borrowing money. • Evaluate the advantages and risks of credit and Buy Now Pay Later services to make informed financial decisions. • Identify common types of fraud and explain how fraud affects individuals and society. • Explain how money mule schemes operate and identify strategies for avoiding financial exploitation.

	• Identify potential risks during the summer holidays and apply strategies to stay safe, healthy, and responsible.

Year 10	
Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• SMART targets • Methods to improve wellbeing • Dealing with Anxiety • Substance Abuse • Illegal Online Behaviours • County Lines	• Set, review, and adapt SMART targets to improve personal, academic, or career goals. • Select and practise techniques that support mental, emotional, and physical wellbeing. • Develop strategies for managing stress, overcoming setbacks, and maintaining motivation throughout GCSE studies. • How to recognise anxiety and when it could be problematic, techniques for reducing anxiety. • Explain the risks associated with substance misuse and identify strategies for making informed and healthy choices. • Identify illegal online activities and explain the legal, personal, and social consequences of engaging in them. • Recognise the signs and risks of county lines exploitation and identify how to access help and support.
Term 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• Self-Examination and Screening, • Cosmetic Surgery • Gynaecological Health • AI and Deepfakes • Revenge Porn and the Law • Sexual Harassment •	• Understand the purpose self-examination and cervical screenings • Evaluate the risks, benefits, and influences associated with cosmetic procedures and surgery, particularly when done abroad for cheaper. • Develop an understanding of common gynaecological health issues and recognise when professional medical advice should be sought. • Evaluate the impact of AI-generated content and develop strategies for identifying misinformation and manipulated media. • Explain the legal and emotional consequences of sharing intimate images without consent and identify sources of support. • Recognise different forms of sexual harassment and explain how to challenge inappropriate behaviour and seek support.
• **Term 5 and 6**	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**

• Equality in relationships • Assessing readiness for sex • Being assertive in relationships • Body image and media influence • Professionalism in the Workplace - Demonstrate the behaviours, attitudes, and communication skills expected in a professional workplace. • Preparing for Work Experience - Develop the skills and knowledge needed to prepare effectively for a work experience placement. • Reviewing Work Experience - Reflect on work experience and evaluate the skills, strengths, and areas for development gained from the placement	• Evaluate personal values, consent, and emotional readiness and identify where to access reliable advice and support. • Confidently communicate boundaries clearly and confidently while respecting the rights and feelings of others. • Apply strategies to maintain a positive and realistic self-image. • Demonstrate the behaviours, attitudes, and communication skills expected in a professional workplace. • Develop the skills and knowledge needed to prepare effectively for a work experience placement. • Reflect on work experience and evaluate the skills, strengths, and areas for development gained from the placement

Year 11	
Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• Loss and Grief • Blood and stem cell donations • Medical Consent & Gillick competence • The Importance of vaccinations and immunisations • Prescribes and over the counter medicines • Toxic masculinity and the manosphere • Harmful online behaviours – mis and disinformation	• Apply healthy coping strategies for grief, demonstrate empathy towards others, and identify appropriate sources of support. • Evaluate the importance of blood and stem cell donation and make informed decisions about future participation. • Apply understanding of consent and Gillick competence to healthcare scenarios and recognise when young people can make informed medical decisions. • Evaluate reliable evidence about vaccinations and make informed decisions by distinguishing facts from myths. • Use medicines safely and responsibly by following guidance, understanding risks, and seeking appropriate advice when needed. • Critically evaluate harmful online narratives about gender, challenge stereotypes, and identify positive, healthy role models. • Critically assess online information, identify misinformation and disinformation, and use strategies to verify reliable sources.
• **Term 3 and 4**	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• Pornography and the law • Sharing Nudes and the law • Miscarriage • Pregnancy choices • Safe pregnancies, pregnancy loss • Parental responsibilities and the importance of early years development	• Evaluate the legal, ethical and personal implications of pornography and identify appropriate sources of support if needed. • Apply the law to realistic scenarios, make safe decisions about sharing images, and know how to seek help if an image is shared. • Demonstrate empathy towards those affected by miscarriage and identify appropriate ways to offer support. • Evaluate pregnancy choices, considering personal circumstances, and identify appropriate sources of confidential support. • Apply knowledge of healthy pregnancy practices and respond sensitively and appropriately to pregnancy loss. • Explain the responsibilities of parenthood and evaluate how early care and nurturing relationships influence a child's development.
• **Term 5 and 6**	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**

• The debate surrounding cannabis	• Evaluate the arguments for and against cannabis legalisation.

Curriculum Summary – Key Stage Five

Year 12	
• Term 1, 2 and 3 (Cohort 1) and 4,5 and 6 (Cohort 2)	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• Financial needs vs. wants • Budgeting basics • Banking 101: accounts, savings and overdrafts • Credit scores, loans and debts • Payslips, tax and national insurance • Student finance • Professional behaviour in the workplace • Workplace communication etiquette • Protected characteristics & The Equality Act 2010 • Writing job applications • Interviews and assessment centres • Time management • Choosing the right university course • Private renting and bills • Student accommodation	• Prioritise spending by distinguishing between financial needs and wants to make informed budgeting decisions. • Create and manage a simple budget to balance income, spending and savings. • Compare banking products and use accounts, savings and overdrafts responsibly. • Evaluate borrowing options, understand the impact of credit decisions, and identify strategies for managing debt responsibly. • Interpret a payslip and explain how tax and National Insurance affect earnings. • Evaluate student finance options and make informed decisions about funding further education. • Demonstrate professional behaviours that contribute to a positive and productive workplace. • Communicate professionally in a range of workplace situations using appropriate verbal, written and digital communication. • Apply knowledge of the Equality Act 2010 to recognise discrimination and promote inclusive behaviour. • Produce a clear and effective job application tailored to a specific role. • Demonstrate effective interview techniques and participate confidently in assessment centre activities. • Use planning and prioritisation strategies to manage time effectively across work, study and personal commitments. • Evaluate higher education options to make informed decisions about future study. • Apply knowledge of tenancy responsibilities and household bills to manage independent living successfully. • Compare different accommodation options and make informed decisions based on personal needs and budget.

Year 13	
• **Term 1 and 2 (Cohort 1) and Term 3 and 4 (cohort 2)**	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• Kent County Council Young Driver and Passenger Course • Staying safe and getting home on nights out • Staying safe when abroad • Taking a gap year • Understanding student finance • Being financially savvy • Budgeting at university	• Understand the importance of vision and awareness when driving, including peripheral and night vision. • Recognise the impact of speed on stopping distance, force, and the potential consequences of driving too fast. • Understand how impairments such as alcohol, drugs, and tiredness affect driving abilities and decision-making. • Develop skills to manage impulses, make safe decisions under pressure, and practise self-control when driving. • Engage in an interactive session to ask questions and clarify key concepts related to driving safety and responsibility. • Apply personal safety strategies to assess risks, make informed decisions, and respond appropriately in emergencies. • Plan and apply strategies to stay safe while travelling abroad, including accessing help in unfamiliar situations. • Evaluate gap year opportunities and risks to make informed decisions that support future goals. • Apply knowledge of student finance options to make informed decisions about funding higher education. • Make informed financial decisions by managing money responsibly, avoiding financial risks, and planning for the future. • Create and manage a realistic student budget that balances income, essential spending and savings.

Curriculum Summary – Key Stage Five

Year 12	
Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• Memory, Revision, and Spaced-timed Repetition • The CV • Creating our own CV and LinkedIn Profile • The Interview • Dealing with Rejection • Your First Day Working: Types of Contracts and Your Employment Rights	• Understand memory techniques, revision strategies, and the use of spaced-time repetition. • Create and develop a CV. • Build a LinkedIn profile to highlight skills and experiences. • Prepare for and participate in an interview. • Develop strategies for dealing with rejection. • Understand types of employment contracts and know employment rights on the first day of work.
• **Term 3 and 4**	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• Wages • My Rights as a Citizen • The job offer • Budgeting • Different types of bank accounts	• Understand how wages are determined and their implications. • Recognise personal rights as a citizen. • Assess job offers and understand key aspects of contracts. • Apply budgeting techniques to manage personal finances. • Understand the different types of bank accounts and how to use them.
• **Term 5 and 6**	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• Credit scores • Debt • Mortgages • Managing life • Online blackmail, scamming, and fraud • Sexting and teenage pregnancy • Screen time, your digital footprint and nomophobia	• Evaluate the importance of credit scores and how they affect financial decisions. • Understand debt management and the implications of borrowing. • Learn about mortgages and the process of buying a home. • Develop skills for managing life and balancing responsibilities. • Recognise and respond to online blackmail, scams, and fraud. • Understand the risks of sexting and the potential impact on teenage pregnancy. • Manage screen time, understand your digital footprint, and address nomophobia.

Year 13	
Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• Kent County Council Young Driver and Passenger Course • Student Life, Services and Health	• Understand the importance of vision and awareness when driving, including peripheral and night vision. • Recognise the impact of speed on stopping distance, force, and the potential consequences of driving too fast. • Understand how impairments such as alcohol, drugs, and tiredness affect driving abilities and decision-making. • Develop skills to manage impulses, make safe decisions under pressure, and practise self-control when driving. • Engage in an interactive session to ask questions and clarify key concepts related to driving safety and responsibility.
• **Term 3 and 4**	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• Relationship values: perceptions, assertiveness and abuse • Conspiracy theories and extremism: analysing hate in the classroom • Teenage pregnancy: choices, prevention, and young parenting • Microaggressions: on language, racism and sexism • Alcohol and other drugs: parties, festivals, and substance misuse • Modern Families: who has rights?	• Understand relationship values, including perceptions, assertiveness, and recognising abuse. • Analyse conspiracy theories and extremism, and discuss hate speech in a classroom setting. • Understand the choices and prevention methods surrounding teenage pregnancy and the challenges of young parenting. • Recognise microaggressions in language, with a focus on racism and sexism, and develop strategies to address them. • Assess the risks of alcohol and other drugs at parties, festivals, and within the context of substance misuse. • Understand the rights and responsibilities within modern families and how they are shaped by societal expectations.