



PSE (Personal & Social Education) is a planned programme of learning through which young people acquire the knowledge, understanding, and skills they need to successfully manage their lives, now and in the future. PSE education develops the qualities and attributes pupils need to thrive as individuals, as members of their families, and as respectful and responsible contributors to society.

### Aims of PSE

The school's PSE programme aims to:

1. **Promote positive mental, emotional, social, and physical wellbeing** in line with national health and wellbeing frameworks.
2. **Develop confidence, resilience, self-esteem, and personal responsibility**, enabling young people to make informed choices.
3. **Support healthy, respectful relationships** through age-appropriate learning about relationships, sexual health, and parenthood.
4. **Equip pupils with essential life skills**, including financial capability, digital literacy, critical thinking, and personal safety.
5. **Prepare pupils for future pathways**, including further education, apprenticeships, training, and employment.
6. **Promote equality, diversity, inclusion and social responsibility**, encouraging pupils to be respectful, informed, and active members of society.
7. **Provide pupils with opportunities for reflection**, self-evaluation, and personal growth.

### What we teach:

Year Group	Unit/Topic	Content
S1	<b>Transition &amp; Introduction to the New School</b>	Covers school procedures, key staff members and associated responsibilities, the SHANARRI indicators, and opportunities for wider achievement.
	<b>Friendships</b>	Covers how to build positive relationships with others, how to cope with shifts in friendships, and how to navigate peer pressure and the risks associated with such.
	<b>Healthy Lifestyles</b>	Aims to help students understand the risks associated with alcohol, smoking, vaping and drug use, including addiction. Students explore legal and illegal drugs and understand the difference i.e. how some drugs are prescribed by health professionals to manage health conditions.

	<b>Respect &amp; Anti-Bullying</b>	Focuses on the importance of being respectful to others with students considering how they demonstrate respect in school and in their personal life. Students explore and discuss the different forms of bullying and the increasing concerns around cyber bullying in today's society. Advice shared on the actions to take in the event of being a victim.
	<b>Safety &amp; Personal Responsibility</b>	Deals with how to keep safe when out and about in the community and when online. Explores the teenage brain and the predisposition to taking greater risks during these years. Knife crime is discussed including the potential harms associated with carrying a weapon and the importance of exercising personal responsibility. At some point in the year, students receive a first aid workshop from the British Red Cross.
	<b>Changes in Teenage Years (RHSP)</b>	Covers puberty, the physical and emotional changes as young people progress to adulthood, the importance of personal hygiene during this period of transition alongside who to talk to if worried.
	<b>Bounce Back / Resilience</b>	Aims to challenge students to develop and utilise their own coping strategies when faced with life's ups and downs, encourage students to forge a growth mindset over a fixed one and the benefits of the former.
	<b>Relationship &amp; Team Building</b>	Introduces students to the Cults Academy Skills Framework and Career Management Skills with students afforded opportunities to build teamworking and communication skills through a range of problem solving tasks.
	<b>Young Carers</b>	Educates students on what it means to be a Young Carer, defines the role, and signposts to the supports and entitlements available.
<b>S2</b>	<b>Diversity</b>	Helps students understand 'difference', the importance of diversity, the law related to 'protected characteristics', and how to challenge stereotyping. Students explore radicalisation and extremism and the reasons why teens may be vulnerable to such.
	<b>Substance Misuse</b>	Explores how alcohol, cannabis, vaping, and SNUS affect the brain, body, and behaviour. Students also examine how advertising, social media, and celebrity influence can increase their appeal to teenagers.

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<b>Exploitation</b>	Deals with how easy it is for young people to make the wrong choices, specifically how violent and dangerous the world of serious and organised crime is. The learning helps students understand the different forms of exploitation, how to recognise the signs and where to seek support.
<b>Developing the Young Workforce (DYW)</b>	Engages students with the world of work and encourages them to explore employability skills against their own skills & qualities, how these differ across a range of job roles and allows students to gain practical experience in generating a job advert and interviewing for a job role.
<b>What's on your Mind</b>	Aims to reduce the stigma surrounding mental health, promotes knowledge of a variety of mental health conditions and touches upon common scenarios and topical issues ensuring that students know when and how to ask for help.
<b>Gender, Sexual Orientation &amp; Equality (RSHP)</b>	Promotes understanding of gender, sexual orientation, and equality while emphasising the importance of self-acceptance, respect for others, and valuing diversity among peers. Addresses gender stereotyping and helps students develop skills and confidence needed to challenge bullying and harassment of LGBTQ individuals.
<b>Online Safety Awareness</b>	Covers the risks associated with having access to social media and electronic/gaming devices including, sexting, sextortion, exposure to pornography, cyber bullying, self-harm websites, and the impact of social media use on future employability. Case study review of a true story when things go wrong.
<b>Under Pressure (RSHP outcomes touched upon)</b>	Exploration of the pressures that social media, peers and partners can bring including the promotion of unhealthy and unrealistic representations of beauty. The matter of consent is discussed across a range of contexts including in relationships.
<b>Clickbait, Fake News &amp; AI</b>	Supports students in identifying fake news, clickbait, and AI-altered or misleading images and claims. Helps them understand the risks of being misled online and the motivations behind these tactics, empowering them to think critically and navigate digital content safely.
<b>Subject Choice</b>	Support students to examine their strengths, the subjects they enjoy and their career goals to help inform their S3 subject choices. This is supported by input from Skills Development Scotland (Careers Adviser). The process by which students make their S3 choices is explained.

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<b>S3</b>	<b>Addictions</b>	Covers some of the most common addictions and how to recognise the habit forming behaviours before a full blown addiction. Discuss the association with mental health and where support can be accessed.
	<b>CATCH</b>	Encourage students to be responsible citizens by taking part in a project where they research local charities that could benefit from increased awareness. Students build confidence by presenting their chosen charity to the class, after which, the class votes for a winner that may receive future donations or support.
	<b>Consequences of Substance Misuse</b>	Aims to deepen students' understanding of the harm that substance misuse can cause to themselves, their friends, and their families. Highlights how a single poor decision can lead to long-term negative consequences or even tragedy. Helps students explore the global impact of drug use and drug-related crime, including the significant risks and exploitation involved in the production of substances such as cocaine.
	<b>Employability</b>	Students have the opportunity to gain a pass in a Qualifications Scotland Accredited Award pertaining to preparing for the world of work. Pathways beyond school are explored in depth and students reflect on the skills they have, or could develop to ensure they are well placed to enter the workplace of the future, including meta skills.
	<b>Knife Crime &amp; Street Gangs</b>	Covers offensive weapons and the law related to such. Students are assisted in understanding the connection between gang culture and knife crime. The rising levels of young gangs in Scotland is explored and showcased through a former gang member, now highly acclaimed author, Graeme Armstrong documentary.
	<b>Relationships &amp; Contraception (RSHP)</b>	Introduces students to the characteristics of healthy and unhealthy relationships, including how to recognise behaviours that may be controlling, harmful, or exploitative (VAWG). Encourages students to think about personal boundaries, emotional readiness, and strategies for keeping safe, including methods of contraception. Provides guidance on where young people can access confidential support and trustworthy information about their sexual health and wellbeing.

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### **Suicide & Exploring Loss**

Aims to reduce the stigma around discussing thoughts of suicide by helping students recognise potential triggers and warning signs in themselves and others. Provides guidance on safety planning and informs students about where they can access reliable support, including during times of crisis. Helps students understand that grief is a natural response to loss, whether through the death of someone close or significant life changes. Signposts students to trusted grief-support networks and organisations that can offer help.

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**S4**

### **Diversity & DYW**

Explores the difference between prejudice and discrimination, emphasising the importance of celebrating diversity and recognising the advantages of an inclusive and diverse workforce. Students select a specific type of discrimination to investigate its impact in the workplace, then present their findings to the class to help educate and raise awareness among their peers.

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### **Substance Misuse & Party Drugs**

Aims to raise awareness of the dangers associated with binge drinking and excessive alcohol consumption, including the stages of alcoholism and the relevant laws surrounding alcohol. Students learn about the risks of mixing alcohol with other substances, including party drugs, and are taught the appropriate actions to take in an emergency situation.

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### **Getting Career Ready - Subject Choice**

Teaches students the importance of planning ahead to maximise their chances of success in securing their chosen career. This includes exploring opportunities to build employability skills through part-time employment, volunteering, work experience, and engagement events with external partners. Students explore post-school options and consider whether their S5 subject choices are appropriate. Students are supported through the course choice process.

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### **Getting Career Ready - Mock Interview**

Students have the opportunity to apply for a job after reviewing a selection of job specifications. They consider their strengths and qualities before generating their own entry level CV. Students practice preparing model answers to interview style questions before being interviewed by an industry professional. Students are briefed on the use of AI when applying for jobs and the implications of AI on the future jobs market.

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**Healthy & Unhealthy Relationships/Behaviours (RSHP)**

Students build capacity to recognise the difference between healthy and unhealthy relationships, including situations where power and control may be used to manipulate or harm others. Explores the law relating to coercive and controlling behaviour and domestic abuse, using case studies to help students recognise the signs in real-life contexts. Personal boundaries, consent, and inappropriate, harmful behaviour such as sexual harassment are also debated.

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**Misogyny & Positive Masculinity (RSHP outcomes touched upon)**

Seeks to develop the student's understanding of misogyny, its effects on individuals and society, and the ways in which positive expressions of masculinity can promote equality and respectful relationships. Students also consider the concept of positive masculinity through challenging harmful stereotypes and emphasising qualities such as empathy and emotional awareness.

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**Study Skills**

Covers a range of study skills and techniques including the importance of trialling different strategies to find what is effective. Advice is given on the benefits of having a healthy lifestyle to support brain function. Students are tasked with devising their own study timetable based on their school subjects and commitments outside of school. Students are introduced to the study support online platforms to assist with revision.

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**Preparation for Prelims & Managing Exam Stress**

Explains to students what prelims are and why they exist, including the benefits to them in preparing for the final exams. Encourages students to draw on a range of techniques to manage and reduce exam stress. Students explore the causes of stress, learn about the role of the brain in stress responses, and help develop the student's ability to recognise the early signs that stress is building.

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**S5**

**Sexual Crimes on Trial (RSHP)**

Students are exposed to some hard-hitting documentaries focusing on coercive control, sexual harassment & rape alongside inputs from the police on how to recognise and report these crimes.

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**Going Out & Personal Safety (RSHP outcomes touched upon)**

Covers the potential dangers associated with online dating platforms and provides practical advice on how to stay safe on a night out. It also outlines the legal and personal implications of using fake IDs, as well as the risks and signs of drink spiking. Students are given advice on how to respond if they or a friend find themselves in this situation.

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<p><b>Subject Choice</b></p>	<p>Pathway planning discussions with students to consider plans beyond school i.e. employment, apprenticeships, college or university. Students research opportunities and entry requirements as applicable to ensure that subject choices for S6 are aligned with pathway plans. At some point across the year, students have an opportunity to sign up for career insight events.</p>
<p><b>Eating Disorders</b></p>	<p>Aims to raise awareness of the different types of eating disorders, the factors that may place individuals at risk, and how these conditions can present in everyday life, including the teenage years. The topic also guides students on where to seek reliable advice and support if they or someone they know is affected.</p>
<p><b>Road Smart</b></p>	<p>Aims to teach clear road safety messages and the risks encountered as road users. Explores the law and the consequences of breaking it alongside why young drivers are particularly susceptible to risk taking behaviours. Supports students in preparing for and taking their driving test. Either at the end of S5 or start of S6, the students receive an input on safe driving from the Scottish Fire &amp; Rescue Service.</p>
<p><b>S6</b>      <b>PSP (Post School Planning)</b></p>	<p>Supports pupils with their applications for employment, apprenticeships, college and university. For university applicants, students are registered on UCAS and are supported through the application process. Students are given guidance on how to navigate offers either from college or university and for those moving away from home, support is offered regarding budgeting, healthy eating and sexual health.</p>
<p><b>The S6 Holiday/Gap Year (RSHP outcomes touched upon)</b></p>	<p>The aim is to ensure that students are fully informed about the potential risks involved in taking their first holiday with friends after S6. They are encouraged to think carefully at the booking stage about their accommodation, the safety and reputation of the local area, and the expectations and culture of their chosen destination, as well as general safety advice for keeping themselves and their friends safe.</p>