

## PSHE Curriculum

Our PSHE curriculum is underpinned by our WAVE values, which also serve as powerful and unique drivers for our curriculum:

### Be Positive

We have the highest expectations of what our pupils are capable of, no matter what their starting points, and no matter how many fresh starts. Through our curriculum offer, we will strive to develop unique talents; build confidence; character, aspiration; attainment. We aim to prepare pupils for their next steps, and life in modern Britain.

### Have Empathy

We seek first to understand, then to be understood. Through our curriculum, we will develop empathetic learners who have an awareness, understanding and are considerate of themselves; their peers; our communities; as well as of the world around us all.

### Show Respect

Our curriculum will support students to respect themselves, each other and teach an understanding and awareness of diversity.

### Work As One Team

Our curriculum gives our students opportunities to work collectively together, through opportunities to talk, listen, and create. We will draw on every opportunity for learning, both planned and unplanned, to develop pupils' ability to reflect, engage and relate positively to one another.

### Be Inclusive

We will strive to ensure our curriculum is accessible and meets the needs of all our learners. Not one size fits all but skilfully adapted to meet individual need and SEND/SEMH need.



## PSHE Intent

At Glendinning Academy, our PSHE curriculum equips children with experiences that are meaningful and relevant, supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. We aspire to ensure PSHE is immersed into every area of our student's personal and learning development as they work towards a better understanding of themselves and diagnoses. By doing so it allows our students to learn and accept their individuality and blossom into confident, independent, reflective and responsible members of the ever-changing society around them.



## PSHE Implementation

PSHE is taught as a separate subject in every year group once a week.

Across all key stages, the classes complete one PSHE lesson a week; following a National PSHE programme of study called 'Jigsaw' and 'PSHE Association'.

We also acknowledge pFa (preparation for adulthood) and Emotional Logic through weekly tutor sessions that are embedded in all year groups. Both of these areas are carefully planned and delivered effectively, as well as personalised and adapted to suit all learners at each stage of their academic development.

As a school we follow the Jigsaw programme from Year 3 through to Year 9, and PSHE association from Year 10 to Year 11 which includes a range of resources linked to the learning objectives, and we are building links with the local community to provide opportunities for the students to visit or be visited by different establishments/professionals. The two programmes sequence the learning effectively across the year groups to ensure a smooth transition and as well as continually building upon prior learning.

We personalise PSHE to the needs of the students to ensure any gaps in learning are covered whether this be due to a transition from another school, home-schooling or long-term absence from education. Every teacher will ensure the lessons are tailored to their students based on their learning preferences, academic level and using additional resources where required.

PSHE encompasses and develops social, emotional, communication and interaction skills for every student through the carefully delivered programmes where the students learn about the wider community which can include trips and visitors, and developing the emotional language needed to communicate and interact effectively in different situations and environments.



## PSHE Impact

At Glendinning Academy, we have high expectations that the students will progress, achieve and secure in-depth knowledge across the PSHE curriculum. From engaging in the subject, every student will have a better understanding of who they are as a person and by the time they reach the of the Key Stage Four they will know where they fit in the world. Each student will be equipped with the emotional language needed to convey how they are feeling, as well as how to be empathetic to others which will support their own mental and physical health. Skills and knowledge in PSHE are continually built upon each year through the Jigsaw and PSHE association programme leading to a successful integration into society and a better idea of what direction the student would like to go in as they enter adulthood.

## RSHE Implementation

Relationships, Sex and Health Education (RSHE) is taught in the spring term through to the summer term each academic year. However, there is flexibility for individuals or classes to cover the relevant objectives earlier in the year if required.

To ensure the families around the students have up to date knowledge and understanding of the RSHE curriculum, as well as an opportunity to share their views and ask questions, we hold an annual meeting/workshop in school within the first term of a new school year (between October and December). This can also be accessed virtually for those that can't attend in person as well as an accessible electronic copy of what it's covered at the meeting.



## PSHE Long term Plan



How do I fit into the world I live in?



Do we need to feel 'the same as' to belong?



Can my choices affect my dreams and goals?



To what extent am I responsible for my mental and physical health?



What can make a relationship healthy or unhealthy?



How do I feel about becoming an adult?

The six puzzles (units) are sequential, and the same headings are used throughout a child's PSHE journey at Glendinning Academy to create a consistent approach that supports their language understanding. Each year, the learning will build upon prior learning but also recap previous years learning to strengthen memory, build a foundation for new knowledge, improve understanding by making connections, and help transfer skills to new situations.



Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing me</b>
<ul style="list-style-type: none"> <li>○ Setting personal goals</li> <li>○ Self-identity and worth</li> <li>○ Positivity in challenges</li> <li>○ Rules, rights and responsibilities</li> <li>○ Rewards and consequences</li> <li>○ Responsible choices</li> <li>○ Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>○ Families and their differences</li> <li>○ Family conflict and how to manage it (child-centred)</li> <li>○ Witnessing bullying and how to solve it</li> <li>○ Recognising how words can be hurtful</li> <li>○ Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>○ Difficult challenges and achieving success</li> <li>○ Dreams and ambitions</li> <li>○ New challenges</li> <li>○ Motivation and enthusiasm</li> <li>○ Recognising and trying to overcome obstacles</li> <li>○ Evaluating learning processes</li> <li>○ Managing Feelings</li> <li>○ Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>○ Exercise Fitness challenges</li> <li>○ Food labelling and healthy swaps</li> <li>○ Attitudes towards drugs</li> <li>○ Keeping safe and why it's important online and offline scenarios</li> <li>○ Respect for myself and others</li> <li>○ Healthy and safe choices.</li> </ul>	<ul style="list-style-type: none"> <li>○ Family roles and responsibilities</li> <li>○ Friendship and negotiation</li> <li>○ Global connections and thinking critically</li> <li>○ Rights, Needs and Wellbeing</li> <li>○ Being a global citizen</li> </ul>	<ul style="list-style-type: none"> <li>○ How babies grow</li> <li>○ Outside body changes</li> <li>○ Inside body changes</li> <li>○ Keeping ourselves clean</li> <li>○ Family stereotypes</li> <li>○ Preparing for transition</li> </ul>
<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn.</p> <p>I can explain why it is important to feel valued</p>	<p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation.</p>	<p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others.</p> <p>I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>I can identify roles and responsibilities for family members, know the skills to a positive friendship and strategies to stay safe online.</p> <p>I understand people's influence and media can be misleading.</p> <p>I can learn people around the world experience different things and know how to express my appreciation to friends and family.</p>	<p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. I know simple ways of keeping clean to stay healthy and protect myself from infections.</p>



Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing me</b>
<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First Impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Celebrating my relationships with people and animals</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Puberty and menstruation</li> <li>Being part of a family</li> <li>Circles of change</li> <li>Accepting change</li> <li>Looking ahead</li> </ul>
<p>I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.</p>	<p>I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can recognise situations that may cause jealousy, understand how friendships change, and know how to make new friends or manage fallouts with them. I can identify someone I love, explain why they are special, talk about someone I no longer see, and show love and appreciation to the important people and animals in my life. I can understand what having a boyfriend or girlfriend might mean and know that it is a special type of relationship for when I am older.</p>	<p>I can understand what makes up a person's identity, recognise different types of families and trusted adults, and describe the changes that happen during puberty, including menstruation. I can use the circle of change to think about changes I want to make, identify changes that are outside my control, and recognise what I am looking forward to as I move to a new class. I can appreciate what makes each person unique and know who I can turn to for support as I grow up.</p>



Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing me</b>
<ul style="list-style-type: none"> <li>○ Planning the forthcoming year</li> <li>○ Being a citizen</li> <li>○ Rights and responsibilities</li> <li>○ Rewards and consequences</li> <li>○ How behaviour affects groups</li> <li>○ Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>○ Cultural differences and how they can cause conflict</li> <li>○ Racism</li> <li>○ Rumours and name-calling</li> <li>○ Types of bullying</li> <li>○ Material wealth and happiness</li> <li>○ Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>○ Future dreams</li> <li>○ The importance of money</li> <li>○ Jobs and careers</li> <li>○ Dream job and how to get there</li> <li>○ Goals in different cultures</li> <li>○ Supporting others (charity)</li> <li>○ Motivation</li> </ul>	<ul style="list-style-type: none"> <li>○ Smoking, including vaping</li> <li>○ Alcohol</li> <li>○ Alcohol and anti-social behaviour</li> <li>○ Emergency aid</li> <li>○ Body image</li> <li>○ Relationships with food</li> <li>○ Healthy choices</li> <li>○ Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>○ Recognising me</li> <li>○ Safety with online communities</li> <li>○ Being in an online community</li> <li>○ Online gaming</li> <li>○ My relationship with technology</li> </ul>	<ul style="list-style-type: none"> <li>○ Self- and body image</li> <li>○ Puberty for girls</li> <li>○ Puberty for boys</li> <li>○ Conception (including IVF)</li> <li>○ Growing responsibility</li> <li>○ Coping with change</li> <li>○ Preparing for transition</li> </ul>
<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>I can explain why it is good to accept myself and others for who we are.</p> <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind.</p> <p>I can express how I feel about discriminatory behaviour.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>I can explain different roles that food and substances can play in people's lives.</p> <p>I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>I can recognise who I am, understand my rights and responsibilities in online spaces, and notice when my screen time is becoming unhealthy. I can explain how to stay safe when using technology, understand the impact of belonging to online communities, and know my rights around personal data. I can make safe, responsible choices online by understanding persuasive techniques, respecting others, and protecting myself when communicating with friends.</p>	<p>I can understand my self-image and body image, describe how girls' and boys' bodies change during puberty, and recognise the importance of looking after myself physically and emotionally. I can explain that sexual intercourse can lead to conception, understand that some people need medical help to have a baby, and identify what I am looking forward to as I become a teenager with growing responsibilities. I can recognise the changes ahead, including moving to my next class, and feel positive about the new experiences and responsibilities that come with growing up.</p>



Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing me</b>
<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children’s universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including ‘county lines and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Power and control</li> <li>Being online</li> <li>Using technology responsibly</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Puberty and feelings</li> <li>Babies: conception to birth</li> <li>Boyfriends/girlfriends</li> <li>Real self and ideal self</li> <li>The year ahead</li> </ul>
<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>	<p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure</p>	<p>I can take care of my mental health, understand the stages of grief and different types of loss, and recognise when others are trying to gain power or control. I can judge whether something online is safe and helpful for me and use technology positively and safely to communicate with friends and family. I can understand what supports my wellbeing and make choices that protect my</p>	<p>I can understand my self-image and body image, describe how girls’ and boys’ bodies change during puberty, and recognise the importance of looking after myself physically and emotionally. I can explain how a baby develops from conception through pregnancy to birth, understand how physical attraction can change relationships, and recognise what a girlfriend or boyfriend might mean as I grow older. I can identify what I am</p>



				mental health both online and offline.	looking forward to — and what worries me — about moving to secondary school or my next class, and work on developing positive self-esteem.
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Year 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing me</b>
<ul style="list-style-type: none"> <li>Who am I?</li> <li>My influences</li> <li>Peer pressure and belonging</li> <li>My online identity</li> <li>What are the consequences of what I say and do online?</li> </ul>	<ul style="list-style-type: none"> <li>Prejudice and Discrimination</li> <li>Bubbles of influence</li> <li>Challenging stereotypes</li> <li>Human rights and protected characteristics</li> <li>Bullying</li> </ul>	<ul style="list-style-type: none"> <li>What are my dreams and goals?</li> <li>Achieving my dreams and goals</li> <li>Coping strategies</li> <li>How responsible or risky choices can affect a person's dreams or goals</li> <li>How making risky or unsafe choices can affect someone's dreams and goals</li> </ul>	<ul style="list-style-type: none"> <li>Mindfulness</li> <li>Nutrition and exercise</li> <li>Sleep</li> <li>Stress</li> <li>Choices</li> </ul>	<ul style="list-style-type: none"> <li>Consent in my relationships</li> <li>My changing supportive relationships</li> <li>Getting on and falling out</li> <li>How to be authentic online and offline</li> <li>Understanding boundaries and online safety</li> </ul>	<ul style="list-style-type: none"> <li>Puberty</li> <li>Having a baby</li> <li>Family relationships and choices</li> <li>Image and self-esteem</li> <li>My body, my rights</li> </ul>
<p>I can compare my self-identity with how I believe others see me.</p> <p>I can explain factors that affect my self-identity, including influential relationships I have, both off and online.</p> <p>I can explain my uniqueness as an individual and some factors that contribute to who I am, including relationships, past events and experiences.</p> <p>I can explain how to maintain positive off and online relationships with others.</p> <p>I can explain the impact of online activity on myself and others and say how to report any online risk.</p>	<p>I can explain why different forms of positive and negative prejudice and discrimination happen.</p> <p>I can challenge my own and others' attitudes, values and behaviours.</p> <p>I can explain how difference can be positive.</p> <p>I know the significance of the Equality Act.</p> <p>I can describe different ways to challenge bullying, discrimination and prejudice.</p>	<p>I can explain how internal and external factors might affect my own dreams and goals as I get older.</p> <p>I can explain how choices I make have consequences for achieving my dreams and goals and give examples.</p> <p>I can explain what influences the choices I make.</p> <p>I can explain why I need to take more responsibility for my own choices.</p> <p>I can identify steps for achieving a dream or goal.</p> <p>I can offer a range of strategies that I could use to overcome obstacles.</p>	<p>I can explain ways that emotions are linked to physical health and that they play a part in making healthy/ less healthy choices.</p> <p>I understand how healthy/ less healthy choices can affect emotions.</p> <p>I can explain how medicines and vaccines can cure and prevent illness, and why they must be used correctly.</p> <p>I can explain why it is important to express my feelings and manage them positively.</p> <p>I can offer strategies that I could use to help me</p>	<p>I can identify the characteristics of positive, supportive relationships, understand expectations in romantic relationships, and explain what consent means. I can recognise why relationships change, suggest ways to manage conflict or fallouts, and understand the difference between being authentic and seeking validation online while judging what is real and trustworthy on social media. I can reflect on how online content affects me, explain</p>	<p>I can understand the physical and emotional changes of puberty, recognise that it happens at different times for everyone, and identify strategies for managing change and maintaining good hygiene. I can explain how a baby can be conceived, how it develops during pregnancy and is born, understand different types of committed relationships, and make links between healthy family relationships and effective parenting, including the responsibilities involved. I</p>



		I am beginning to see setbacks and mistakes as opportunities to learn and improve.	make responsible choices. I can apply these to support others with their choices and decisions.	personal space and boundaries, understand what sextortion is, and list practical ways to stay safe online.	can recognise how the media affects self-esteem and body image, know where to get help if I'm worried, understand that no one can change my body without permission, and know that FGM is illegal in the UK.
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Year 8					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing me</b>
<ul style="list-style-type: none"> <li>Who am I?</li> <li>My 'family'</li> <li>'Family Factors'</li> <li>The power of first impressions</li> <li>Faith and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Prejudice and Discrimination</li> <li>Injustice</li> <li>When things go right</li> <li>Bullying</li> <li>How I can make a difference</li> </ul>	<ul style="list-style-type: none"> <li>Your goals - long-term</li> <li>What money can't buy</li> <li>Online Safety</li> <li>Money and earnings</li> <li>The price of life</li> </ul>	<ul style="list-style-type: none"> <li>Supporting myself and my health</li> <li>Risks and substances</li> <li>Protecting my physical health</li> <li>Vaccination</li> <li>Health choices and peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>Being in control of myself</li> <li>Maintaining relationships</li> <li>Assertiveness and staying safe in relationships</li> <li>Staying safe in the physical and online world</li> </ul>	<ul style="list-style-type: none"> <li>Different types of relationship</li> <li>What's in a relationship?</li> <li>Looks and smiles</li> <li>Pornography and understanding relationships</li> <li>Alcohol</li> </ul>
<p>I can explain why a person's identity is complex and what may influence that.</p> <p>I can also explain why this may change over time.</p> <p>I recognise that the factors that influence people's identity can vary according to beliefs and culture.</p> <p>I can see and respect other people for who they are rather than what I assume they should be like.</p> <p>I accept and respect difference and what can influence this.</p>	<p>I can argue effectively and assertively why social injustice and inequalities are unfair.</p> <p>I can provide personal examples of things I could do to challenge this and constructively improve my community, and how this can have a positive impact on my self-esteem.</p> <p>I can explain the benefits and challenges of living in a diverse society and what I can do to improve life for others as well as for myself.</p>	<p>I can explain why it is important that I learn to manage my finances as I get older and how this is important to some of my short-, medium and longer-term goals.</p> <p>I can suggest factors that might maximise or threaten my chances of achieving my dreams and goals, considering how these might change over time.</p> <p>I can justify my views about money and see different points of view that others may have.</p> <p>I can explain what I can do to ensure that my online presence does not interfere with me achieving my goals.</p>	<p>I can explain a range of responsible choices that I need to make to support my physical and emotional well-being and how these are linked.</p> <p>I can discuss the impact, positive and negative, that different substances can have on a person's health and well-being, on vulnerable individuals and on society as a whole.</p> <p>I can explain how emotions are linked to thoughts and actions, which can lead to positive or negative lifestyle choices.</p> <p>I can suggest strategies that could be used to support my emotional/mental and physical health, including</p>	<p>I can recognise fake or manipulated online content, understand how extreme posts can affect confidence and self-image, and reflect on having a healthy relationship with myself. I can understand the features and emotions of different relationships, recognise when to use assertiveness, explain the consequences of sexting and what sextortion is, and identify control, power balance, and coercion. I can use social media safely and legally, give examples of risks to personal safety online, understand what</p>	<p>I can identify different types of close, intimate relationships, explain the physical and emotional feelings linked to attraction, and describe what healthy romantic relationships look like. I can recognise that pornography does not reflect reality, understand how it can influence expectations and self-image, and explain the risks and legal issues linked to alcohol, unprotected sex, and non-consensual sex. I can list steps someone could take after risky sexual behaviour, understand what sextortion is, and know where to find safe, reliable</p>



			risk management, and explain why these could be effective.	neurodivergent means, recognise how environments affect neurodiverse people, and explain why inclusion is essential for equality.	information when exploring feelings about sexuality.
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Year 9					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing me</b>
<ul style="list-style-type: none"> <li>o Being 'Me' in a group</li> <li>o Expectations and perceptions of relationships</li> <li>o Peer approval</li> <li>o Risks</li> <li>o Consent</li> </ul>	<ul style="list-style-type: none"> <li>o Equality</li> <li>o Understanding Difference</li> <li>o The power of positive language</li> <li>o Bullying</li> <li>o Discrimination</li> </ul>	<ul style="list-style-type: none"> <li>o Personal strengths</li> <li>o Power of planning</li> <li>o Dreams for my life</li> <li>o Mental Health and illness</li> <li>o Media manipulation and Mental Health</li> </ul>	<ul style="list-style-type: none"> <li>o A teenage brain</li> <li>o Protecting the teenage brain</li> <li>o Risk taking and group behaviour</li> <li>o Lifesaving skills</li> <li>o Mental Health first aid</li> </ul>	<ul style="list-style-type: none"> <li>o Equality in relationships</li> <li>o Assertiveness and saying 'no'</li> <li>o Pornography and its impact</li> <li>o Contraception</li> <li>o Consequences of unprotected sex</li> </ul>	<ul style="list-style-type: none"> <li>o Mental Health and addiction</li> <li>o Change and our emotions</li> <li>o Growing and changing</li> <li>o Masculinity and online influence</li> <li>o Misogyny, incel culture and building healthy relationships</li> </ul>
<p>I can explain how groups can be both positive and negative influences and identify what I can do to ensure that I make positive choices to develop as who I am, rather than as who others want me to be.</p> <p>I can explain what some people do to avoid risky behaviours and why others find this difficult.</p> <p>I can explain strategies to resist pressure from others to behave in ways that make me feel uncomfortable and put me or others at risk of harm.</p>	<p>Using examples, I can explain why inequality and discrimination happen, what we can do to challenge them and why it is important to do so.</p> <p>I can explain the importance of language in conveying positive messages to others.</p> <p>I can explain why empathy, having an open mind and being able to personally reflect on my own attitudes and behaviour will assist me to protect myself and others from discrimination and inequality.</p>	<p>I can explain why my mental and physical health are important to realising my dreams and goals and why having some non-material goals are important for self-esteem.</p> <p>I can show evidence of some SMART planning to support my life and learning and plan for any potential setbacks that could arise.</p> <p>I can suggest ways that people can develop a positive view of themselves and a more confident approach to their future.</p>	<p>I can give evidence that shows the majority of young people make healthy and safe lifestyle choices.</p> <p>I can also explain some reasons why this may not be the perception of others in my school and wider community.</p> <p>I can express the personal confidence to make lifestyle decisions to keep myself safe and physically and emotionally healthy.</p> <p>I can explain how to deal with emergency situations should they arise.</p>	<p>I can identify the key elements of healthy, balanced relationships, explain power dynamics, recognise unhealthy behaviours, and use assertiveness to make choices — including saying no — while understanding the importance of consent and the law. I can challenge stereotypes, understand that pornography gives a false impression of sex and relationships, recall different contraception methods, explain why contraception matters for sexual health, and</p>	<p>I can understand how change affects emotions, resilience, mental health, and the importance of healthy habits like sleep. I can recognise different forms of self-expression, influences on body image, messages about masculinity, persuasive techniques used online, and harmful content such as misogyny or incel culture. I can identify common mental health issues, challenge stigma, notice warning signs of unhealthy online content, and know where to access support if I am worried about my wellbeing.</p>



				recognise the consequences of unprotected sex, including the risks of STIs. I can explain how to access sexual health advice, understand laws around sex and online behaviour, and know how to get help from sexual health clinics if I need support.	
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Year 10					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Identity and Belonging	Careers and Finance	The online world and influence	Healthy Me	Relationships and Respect	Personal safety and risk
Friendship, Diversity & challenging extremism	Study work & Careers	AI, Algorithms, Deepfakes & Media Manipulation	Independence, Health choices & Wellbeing	Consent, Power & Relationships	Managing Influence, Risk & Digital Exploitation
Promoting respect & inclusion Challenging discrimination & stereotypes Understanding peer & community influence Recognising extremism & harmful ideologies Knowing how to seek support	Exploring career pathways & employability Developing applications & interview skills Understanding workplace expectations Managing finances & budgeting Recognising financial risks & scams  <b>Citizenship 2 – Becoming a voter &amp; elections</b> <b>Citizenship 9 - Payslips, Tax, NI, Pensions - Credit, Debt &amp; Interest</b>	Understanding AI & algorithms Recognising misinformation & deepfakes Evaluating online content Managing digital footprint Understanding online influence	Maintaining healthy routines Understanding reproductive health Recognising illness & self-examination Managing mental wellbeing Accessing health services	Understanding consent & communication Recognising coercion & abuse Exploring relationship influences Understanding sexual readiness Accessing support  Citizenship 5. Human Rights, autonomy & the law	Understanding risks from substances Recognising coercion & exploitation Managing risky situations Personal safety strategies Online scams & exploitation



Year 11					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Being Me in My World</b>	<b>Careers and Finance</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Personal Safety and Risk</b>	
Offline & Online communities	Careers, & Future Planning	Lifelong Wellbeing	Pregnancy, Fertility & Sexual health	Substances, Criminal risk & Digital safety	
Belonging & community participation Diversity & inclusion Challenging discrimination & harmful narratives Recognising extremism & online influence Understanding online communities & risks Managing digital identity & reputation Understanding rights & responsibilities Participating positively in society	Exploring pathways & opportunities Developing employability skills Understanding workplace expectations Managing finances Maintaining online reputation <b>Citizenship 9 – Banking borrowing &amp; financial safety – Public money &amp; government spending</b>	Managing stress & anxiety Developing resilience Recognising mental health needs Maintaining routines & sleep Preparing for transitions	Understanding relationships & family life Exploring fertility & parenthood Understanding contraception & sexual health Recognising pregnancy choices Accessing support services	Understanding substance risks Recognising criminal exploitation Understanding legal consequences Managing personal safety Seeking help & support <b>Citizenship 6 – the justice system, courts &amp; sentencing</b>	



## Assessment in PSHE

At Glendinning, we uphold the latest guidance from the Department for Education (DfE) in assessing PSHE. Our assessments measure how much the student has learnt from the beginning to the end journey of each unit through questioning and completion of activities that link to the content (puzzle).

Assessment criteria are graded as ‘Launching’, ‘Developing’, ‘Securing’ and ‘Mastering’:

- Launching: indicates a starting point, with students beginning to acquire skills and knowledge.
- Developing: suggests progress towards proficiency.
- Securing: reflects a solid grasp of knowledge and understanding
- Mastering: signifies exceptional competence and understanding of the learning in any given situation

By employing these distinct grading criteria, we ensure that assessment is fair, comprehensive, and aligned with the progression of learning and understanding across key stages, facilitating meaningful feedback and supporting students' ongoing development in PSHE.



## **PSHE as part of the 'wider curriculum' at Glendinning Academy**

At Glendinning, we place a high value on students personal and learning development and understand the importance of developing their PSHE skills within the wider community. This is successfully implemented through a variety of trips across Devon and Cornwall, visitors coming to school to carry out talks and workshops, weekly visits from Lucy a therapist dog, and links to almost every subject by providing life skills, especially connecting strongly with Outdoor Learning, Science, PE, Computing, RE, Geography and Art.

