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| Sequenced | **Core Theme 1 Health and Wellbeing** |
| Key Knowledge  (minimum)  (Re-visited) | To know:   * Child sexual abuse * What is smartphone safety and screen addiction? * Common types of mental health conditions * The concept of suicide and self-harm * Child on child abuse * How to promote emotional wellbeing |
| Key Skills  (minimum)  (Re-visited) | To understand:   * What constitutes child abuse and where we can go for support * Identify the different aspects of abuse * Understand how to stay safe online * Explore a range of mental health conditions * Identify what self-harm is and where to go for support * Define child on child abuse and what it involves * Explore how we can promote emotional wellbeing |
|  | Tier 3 key vocabulary |
| Subject specific | Mental health anxiety bipolar depression eating disorder obsessive compulsive disorder personality  disorder phobia schizophrenia wellbeing emotions cognitive behavioural therapy pressure  Influences dysmorphia social anxiety signposting self-harm suicide self-poisoning self-  injury sensitivity Samaritans calm harm app addiction validation advertising vloggers  youtubers technology blue light LED FOMO echo chambers filter bubbles abuse |
|  | Checking for understanding |
| Opportunities to check for understanding | Each lesson includes many opportunities to check for understanding.  PSHE education is different to other areas of the curriculum as the learning is so strongly related to the student’s personal identity – their attitudes, skills, experiences and influences. The most common form of assessment is ipsative assessment where you review the beginning and then again at the end of each unit, to see which knowledge has been acquired. Please see my training video for information on this.  he Department for Education’s statutory guidance on assessment in the [Relationships, Sex and Health Education (p.43)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf) does emphasise that *“Schools should have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas…”*Staff are expected to give written feedback for a piece of work, each half term. The focus is on ensuring teachers are able to gauge progress, that teaching builds on what they already know, and that there are opportunities for ‘*regular feedback on pupil progress’*. |

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| Sequenced | **Core Theme 2 Relationships and sex education** |
| Key Knowledge  (minimum)  (Re-visited) | To know:   * What is FGM * What is youth produced imagery? * The dangers of pornography * What is domestic abuse and violence? * What is sexualisation of the media? |
| Key Skills  (minimum)  (Re-visited) | To understand:   * What FGM is and what it involves and how it impacts on people * The laws around youth produced imagery and the dangers * The mental health implications of pornography * Exploring what domestic abuse is and the different types of abusive behaviours * Hoe the media sexualises people and the negative impact this can have |
|  | Tier 3 key vocabulary |
| Subject specific | Sexual assault rape genitals explicit consent abuse  Referral centre revenge porn extreme porn sexting child pornography illegal sexual excitement stimulation social media influencers sexualisation mental health body image marriage divorce love companionship cohabitation civil partnership culture human rights |
|  | Checking for understanding |
| Opportunities to check for understanding | Each lesson includes many opportunities to check for understanding.  PSHE education is different to other areas of the curriculum as the learning is so strongly related to the student’s personal identity – their attitudes, skills, experiences and influences. The most common form of assessment is ipsative assessment where you review the beginning and then again at the end of each unit, to see which knowledge has been acquired. Please see my training video for information on this.  he Department for Education’s statutory guidance on assessment in the [Relationships, Sex and Health Education (p.43)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf) does emphasise that *“Schools should have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas…”*Staff are expected to give written feedback for a piece of work, each half term. The focus is on ensuring teachers are able to gauge progress, that teaching builds on what they already know, and that there are opportunities for ‘*regular feedback on pupil progress’*. |