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| Sequenced | **Core Theme 1**  **Health and Wellbeing** |
| Key Knowledge  (minimum)  (Re-visited) | To know:   * What is organ and blood donation? * What are the teenage pregnancy choices? * Abortion laws, morals and ethics * Testicular cancer * Breast cancer * Cancer screening * Coercive relationships |
| Key Skills  (minimum)  (Re-visited) | To understand:   * What organ donation involves and why it happens * Understanding the options available for teenage pregnancies * Exploring the difficulties of teenage pregnancies * Learn to how self-screen for testicular cancer * Learn how to self-examine for breast cancer * Identify toxic traits in relationships |
|  | Tier 3 key vocabulary |
| Subject specific | Donation operation abuse STIs  breast cancer self-examination malignant tumours cervical smear test ovarian cancer  prostate cancer testicular cancer examination bladder relaxation stress calmness para-  sympathetic cortisol hormones meditation yoga diet |
|  | 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 3**  **Wider world** |
| Key Knowledge  (minimum)  (Re-visited) | To know:   * What are buy now pay later schemes? * Job opportunities * How to apply for jobs * CV writing * What is a mortgage? * Fairtrade and what it includes * Equality and human rights * Me too movement |
| Key Skills  (minimum)  (Re-visited) | To understand:   * What the BNPL scheme offers and why people take it up * The different job opportunities in Blackpool * How to complete an application form with CV and cover letter * Understand what a mortgage is and how to apply for one * Understand the idea of conflict in countries * Identify what constitutes equality in humans * Explore the me-too movement and what it involves |
|  | Tier 3 key vocabulary |
| Subject specific | Employability attributes employee employer self-reflection curriculum vitae personal  statement skills qualities university achievements applications budget spending  money burden credit debt mortgage agreement in principle rental agreement  pensions investment |
|  | 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’*. |