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| Sequenced | **Core Theme 1**  **Health and Wellbeing** |
| Key Knowledge  (minimum)  (Re-visited) | To know:   * What is mental health? * What is resilience? * Feelings and how to manage them * What impacts on our emotional wellbeing? * Being positive * Self esteem * What is your identity? * The importance of sleep * How do I manage situations? * Puberty * Puberty hygiene * Menstrual wellbeing * Dental hygiene * How to cope with loss * Dangers of smoking * Caffeine and energy drinks * E cigarettes and vaping |
| Key Skills  (minimum)  (Re-visited) | To understand:   * To understand the term emotional wellbeing and to explore the ways in which we can encourage positive mental health * To define resilience and to identify ways in which we and others are resilient and what this looks like from person to person * Reflect on what emotions are and how these can notify us of important changes in our lives; explore ways to manage them * Research the myriad of ways that our emotional wellbeing is impacted by external forces such as social media * Discover ways in which we can be positive when facing difficult times * To define what self-esteem is. Identify one’s own levels of self esteem and then explore how we can improve this- what areas to work on * Reflect on one’s own identity and to describe yourself to others * Understand the importance of sleep and the benefits it brings to the human body * Observe a range of scenarios and create an action plan to support the character in the scene. Each scene is centred around drugs and the dangers involved. * Learn what puberty is and the changes that it brings to the teenage body and mind * Identify ways in which we can keep clean as our body changes * Understand menstruation and then describe all of the ways in which we can keep clean during a period * Learn about dental hygiene and the importance of keeping our teeth clean * To understand the concept of loss and grief and discover ways to get support * Discover the reasons people choose to smoke and explore the damage that smoking does to the body * Learn about a range of addictions such as: sugar, caffeine, energy drinks and the negative impacts that this ca have on the body and mind * Discover how vapes are manufactured and the ingredients that go into each device. Explore the risks associated with vaping. |
|  | Tier 3 key vocabulary |
| Subject specific | Physical emotional wellbeing resilience self-awareness feelings journal self-reflection reflection  improvement social media body image resilience respectful low/ high self-esteem empowerment  climate activist identity heritage personality religion society equality sleep routine prescription  legal illegal addiction puberty hygiene hormones vagina penis adolescence social  emotional menstruation physical deodorant antiperspirant bacteria panty liners menstrual cups  tampons dental hygiene dentist loss bereavement grief cycle carbon monoxide ammonia  vaping fertility nicotine tar chemicals sugar taurine caffeine consumption insomnia  cigarettes vaporiser cotton coils e juices inhalation |
|  | 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** |
| Key Knowledge  (minimum)  (Re-visited) | To know:   * What is a healthy relationship? * How to be assertive * Gangs * Bullying lesson * Getting to know people * Friendships and online relationships * What makes a good friend? * Why are boundaries important? * Peer pressure * Consent and boundaries * Friendships off and online * Online gaming/ grooming and addiction * How to stay safe online |
| Key Skills  (minimum)  (Re-visited) | To understand:   * Identify one’s own relationships with others and explore whether or not they are healthy/ toxic. Introduce toxic masculinity * Define ‘assertive’ and explore the importance of having boundaries and saying ‘no’ * Introduce county lines and gang culture and to learn ways to identify this type of behaviour in others * Identify the different types of bullying and where we ca go for support if bullying occurs * Identify how we can learn to trust others * Identify the differences between on and offline relationships and explore signs to watch out for * List the ways in which we can be a good friend; understand the importance of being kind to others * Understand and describe what a physical and metaphorical boundary is and learn why having these with others, is important * Research the ways we can be influenced and peer pressured and define toxicity * Define consent and why it is important to set boundaries * Learn how to game safely and explore when it can become an issue * Create an information pack for those that use the internet and how they can stay safe online |
|  | Tier 3 key vocabulary |
| Subject specific | Affection independence respect differences understanding diversity bullying sexual  harassment abuse assertive people pleasing pressure gangs criminal behaviour county lines  discharge custodial sentence bullying terrorise trust acceptance secrets lies  disclosures phubbing cyber bullying respect differences consent influence toxicity peer  pressure self-esteem praise essential comfortable retractable active boundaries grooming  addiction online safety fake profile noob frag respawn sunk cost skin fallacy networking |
|  | Checking for understanding |
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| Sequenced | **Core Theme 3**  **Wider world** |
| Key Knowledge  (minimum)  (Re-visited) | To know:   * What are my aspirations? * How do I work best with others? * Skills for working with others * Goal setting * Career path * Community and social media * Equality act 2010 * Multiculturism * Prejudice and discrimination |
| Key Skills  (minimum)  (Re-visited) | To understand:   * Explore our own ambitions and how we can achieve our goals * Identify our own skills and attributes and explore ways in which we can achieve our goals * Create our own specific SMART goals * To understand what makes up a community and why we need to support one another * To understand and then describe what the Equality Act 2010 is and what it means for the country * Identify our role in multicultural Britain and understand immigration and the reasons behind it * To red through the British Values with a particular focus on prejudice and discrimination- how we can prevent this mindset in our culture |
|  | Tier 3 key vocabulary |
| Subject specific | Aspirations perseverance ambition attributes skills communication specific measurable  actionable realistic timebound targets career qualities future opportunities tolerance multi-  cultural society values community cohesion equality anti-discrimination laws legislation  government immigration emigration migration diversity ethnicity social economic  political intolerance justice home office hate crime |
|  | 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’*. |