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| Sequenced | **Core Theme 1**  **Health and Wellbeing** |
| Key Knowledge  (minimum)  (Re-visited) | To know:   * How to identify and express their emotions accurately and sensitively. * Happiness is often linked to feeling connected to others, such as through friendships and supportive relationships. * Understand what mental wellbeing means and recognise when there are concerns or challenges to it. * Be aware of common types of mental ill health, such as anxiety, depression, and stress-related conditions. * Understand the importance of personal hygiene for health and social wellbeing. * Know the value of dental health and the need for regular check-ups at the dentist. * Learn factual information about puberty and the physical and emotional changes during adolescence. * Understand and manage menstrual wellbeing, including hygiene and emotional support. |
| Key Skills  (minimum)  (Re-visited) | To understand:   * + **Express emotions** clearly and sensitively   + **Build positive relationships** and show empathy   + **Recognise and respond to mental health concerns**   + **Use self-care and coping strategies**   **Maintain personal and dental hygiene**   * + **Understand and manage puberty changes**   + **Manage menstrual health confidently** |
|  | Tier 3 key vocabulary |
| Subject specific | Emotional literacy  Empathy  Interpersonal relationships  Mental wellbeing  Mental ill health  Anxiety  Depression  Stress  Personal hygiene  Oral hygiene  Adolescence  Puberty  Hormones  Menstrual cycle  Menstrual wellbeing  Health screening |
|  | 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:   Understand the characteristics of positive relationships, including respect and trust.   Know the importance of respect in interactions with others.   Recognise what bullying is and its negative effects.   Be aware of criminal behaviour and its consequences.   Understand tolerance, the impact of hate crimes, and relevant laws protecting individuals.   Learn about gender identity, common stereotypes, and how stereotypes can be harmful and damaging. |
| Key Skills  (minimum)  (Re-visited) | To understand:   Build and maintain positive, respectful relationships   Recognise and respond to bullying appropriately   Understand and follow laws related to criminal behaviour and hate crime   Demonstrate tolerance and respect for diversity   Challenge harmful gender stereotypes   Support others in expressing their gender identity confidently and safely |
|  | Tier 3 key vocabulary |
| Subject specific | Positive relationships  Respect  Bullying  Criminal behaviour  Tolerance  Hate crime  Legislation  Gender identity  Gender stereotypes  Discrimination  Diversity  Equality  Prejudice  Harassment  Victim support |
|  | 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’*. |