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| Sequenced | **Core Theme 1**  **Health and Wellbeing** |
| Key Knowledge  (minimum)  (Re-visited) | To know:   * What is mental health? * Mindfulness * What pressures do teenagers face? * What is body image? * Self esteem * Substance misuse * Drugs and the law * Alcohol and safety * Impacts of drug taking * Coming out what is it? * Menstrual cycle * Healthy eating * First aid |
| Key Skills  (minimum)  (Re-visited) | To understand:   * What mental health is and how we can cultivate a positive mindset * To understand mindfulness and how we can all be mindful in our daily lives * To explore the different pressures that young people face and devise ways in which we can manage these pressures * To understand the term body image and to identify where we get these concepts from and how social media is impacting us * To study a range of drugs across different classifications and to explore the issues of drug misuse * Research the law surrounding drugs and the punishments for each classification * To identify the ways in which alcohol can impair our judgement and therefore prevent us from keeping safe * To explore sexuality and how we can gain support with our sexual orientation * Identify the different stages of the menstrual cycle and study why women bleed * To identify what food groups, constitute a healthy balanced diet. * To identify a range of first aid methods to support with minor incidents. De fibs included. |
|  | Tier 3 key vocabulary |
| Subject specific | PTSD anxiety depression physical mental wellbeing stress mental illness schizophrenia    mindfulness trait postures conscious subconscious mental chatter social media selfie body image  healthy ‘likes’ body confidence editing celebrities filters followers attention comments self-esteem  self-talk influencer positivity substance abuse dependence intoxication withdrawal impairment  anxiety possession dealing offences penalties trafficking units spirits ethanol beer lager  wine binge drinking shots oestrogen luteal follicular ovulation menstruation tampon TSS  monosaturated fats polyunsaturated fats cholesterol defibrillator danger response airway breathing  compressions unconscious paramedics chest compressions rescue breaths brain death |
|  | 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 does family mean? * How can I contribute to family life? * Healthy relationships * Faith and values * How do I feel about difference? * Racism * Hate crime * What is bullying? * Homophobia and challenging it * LGBTQ+ * Cyber bullying/ trolling * Grooming * Child abuse * County lines * What is love? * contraception |
| Key Skills  (minimum)  (Re-visited) | To understand:   * What constitutes a family and to explore the different roles that each member plays * To explore how we can contribute to family life and the impact that this has * To discuss what a healthy relationship is and to identify any warning signs of a toxic relationship * To explore what having faith is and to research inspirational figures that have used their faith to survive. * Explore the way in which we are different and how this is to be celebrated not criticised. * To define racism and to explore the different ways in which racism occurs. Example in sports etc. * To identify what a hate crime is and how we can prevent these from occurring; where to go for support etc. * To research ways in which we ‘bully’ people and why this should not happen * To identify what homophobia is and to explore the ways in which we can challenge this behaviour. * To define LGBTQ+ how we celebrate this in our society * To identify what cyber bullying is and look at where we can go for support * To explore what constitutes grooming and they ways in which this occurs * Research the different ways that abuse can take place and explore the impact of this both short and long term * To fully understand the term ‘county lines’ and how this impacts those of us in Blackpool. * Explore the term ‘love’ and discover all of the ways in which we can demonstrate this quality in a safe environment * Introduce contraception- look at what it is and why it is important; make links to conception, STIs etc |
|  | Tier 3 key vocabulary |
| Subject specific | responsibility contribute communication compromise faith ethos value ethnic cleansing genocide  prejudice ignorance tolerance diversity racism discrimination equality EHRC inequality  execrate loather hate crime despise detest banter bullying homophobic verbal passive  assertive aggression lesbian bisexual queer questioning trans gay trolling abuse contact  conduct harassment strategies exploitation grooming catfishing fake profile deception anonymous  CEOP trust neglect safeguarding maltreatment intervention policy welfare county lines trap  house modern slavery elders soldiers teenier drug mule feelings love relationships friendships  jealousy religion abstinence barrier supress oestrogen progesterone copper IUS IUD contraception |
|  | Checking for understanding |
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| Sequenced | **Core Theme 3 Wider world** |
| Key Knowledge  (minimum)  (Re-visited) | To know:   * Neurodiversity * How do I save? * How enterprising am I? * What do I need to plan for? * How do I improve my prospects? * What are my aspirations? * What are my strengths? * Nature vs nurture * Stereotypes * What is money? |
| Key Skills  (minimum)  (Re-visited) | To understand:   * Research the different types of cognitive conditions that can impact a person * To explore the world of finances and to look at ways in which we can save up money for certain things/ days * To explore our own qualities and to put our best self forward * Understand the options that we have available to us in the future and how we can work towards these * Identify where we need to improve and look at ways in which we can do this both in and out of school * Map out the positives of oneself * To explore the idea of nature vs nature and what makes us ‘us. * Understand the term ‘stereotypes’ and how people consciously and unconsciously do this * To study financial education but also philosophical ideas such as money making one happy |
|  | Tier 3 key vocabulary |
| Subject specific | Diverse neurodiversity neurological dyslexia ADHD autism dyspraxia budget finances  enterprise personal development deadlines manage negotiate flexibility problem solve self-fulfilment  material comfort pharmacist jeweller optometrist barista Maitre d’ forensics self-realisation nature  nurture genes environment psychological DNA epigenetics socialisation actualisation injustice  persecution bartering finances |
|  | 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’* |