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| Sequenced | **Core Theme 1**  **Health and Wellbeing** |
| Key Knowledge  (minimum)  (Re-visited) | To know:   Understand the similarities and differences between online and offline worlds, including behaviours and risks.   Recognise how social media can promote unrealistic body expectations.   Know the benefits of healthy eating and regular exercise on physical and mental wellbeing.   Understand what makes up a healthy lifestyle and how to maintain a healthy weight.   Learn basic treatment for common injuries (e.g., cuts, burns, sprains).   Know essential life-saving skills, including CPR.   Understand the purpose and use of defibrillators (defibs) in emergencies. |
| Key Skills  (minimum)  (Re-visited) | To understand:   Compare online and offline behaviours to make safe, respectful choices in both spaces   Critically evaluate social media content, including body image messages   Make informed choices about food and physical activity to support overall health   Apply healthy lifestyle habits to maintain a balanced weight and wellbeing   Administer basic first aid for common injuries   Perform CPR confidently in emergency situations   Use a defibrillator (AED) appropriately and understand when it's needed |
|  | Tier 3 key vocabulary |
| Subject specific | Digital footprint  Cyber behaviour  Media literacy  Body image  Nutritional value  Balanced diet  Physical activity  Healthy lifestyle  Body mass index (BMI)  First aid  Cardiopulmonary resuscitation (CPR)  Defibrillator (AED)  Emergency response  Automated external defibrillator  Injury management |
|  | 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 consent and its legal importance.   Know the risks and legal issues surrounding youth-produced sexual imagery.   Be aware of forced marriage, its harms, and related laws.   Understand what honour-based violence is and its consequences.   Recognise online risks including dangers posed by social media platforms.   Understand how algorithms influence online content and behaviour.   Be aware of the risks and impacts of online gaming.   Know about extremism and radicalisation and their effects on individuals and communities. |
| Key Skills  (minimum)  (Re-visited) | To understand:   Understand and respect consent in all relationships   Recognise risks and legal issues related to youth-produced sexual imagery   Identify and report forced marriage and understand legal protections   Recognise signs of honour-based violence and know how to seek help   Navigate online spaces safely, identifying risks and protecting personal information   Understand how algorithms influence online experiences and develop critical thinking   Manage time and behaviour in online gaming responsibly   Identify signs of extremism and radicalisation and know how to respond or seek support |
|  | Tier 3 key vocabulary |
| Subject specific | Consent  Legislation  Youth-produced sexual imagery  Forced marriage  Honour-based violence (HBV)  Online safety  Algorithms  Online gaming  Extremism  Radicalisation  Digital footprint  Cybersecurity  Grooming  Reporting mechanisms  Protective measures |
|  | 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’*. |