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| Sequenced | **Core Theme 1**  **Health and Wellbeing** |
| Key Knowledge  (minimum)  (Re-visited) | To know:   Understand the laws related to drug use, including possession and supply.   Know the risks of THC vaping and edibles, including potency and legality.   Be aware of the dangers of ketamine, including its physical and psychological effects.   Understand the risks of cosmetic and aesthetic procedures, including both health and emotional impacts.   Recognise the impact of bereavement and loss, and learn healthy coping strategies for managing grief. |
| Key Skills  (minimum)  (Re-visited) | To understand:   Understand and apply knowledge of drug laws to make safe, legal choices   Assess the risks of THC vaping and edibles, including potential health effects and legality   Recognise the dangers of ketamine use and make informed decisions   Evaluate the risks and consequences of cosmetic and aesthetic procedures   Identify and manage emotions related to bereavement and loss   Use healthy coping strategies to deal with grief and emotional distress   Seek support when facing difficult emotional experiences or health-related risks |
|  | Tier 3 key vocabulary |
| Subject specific | Controlled substances  THC (tetrahydrocannabinol)  Edibles  Vaping  Ketamine  Dissociative anaesthetic  Cosmetic procedures  Aesthetic treatments  Complications  Informed consent  Bereavement  Grief  Coping strategies  Emotional resilience  Support services |
|  | 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 and sex education** |
| Key Knowledge  (minimum)  (Re-visited) | To know:   Understand the different pregnancy choices, including parenthood, adoption, and abortion, and the support available.   Know what FGM (Female Genital Mutilation) involves and its physical, emotional, and legal consequences.   Be aware that FGM is illegal and a violation of human rights. |
| Key Skills  (minimum)  (Re-visited) | To understand:   Make informed decisions about pregnancy, including understanding options like parenthood, adoption, and abortion   Understand legal rights and access to support related to pregnancy choices   Recognise the signs and consequences of FGM   Respond appropriately to concerns about FGM, including knowing how to report it   Respect others’ choices while understanding the legal and ethical issues involved |
|  | Tier 3 key vocabulary |
| Subject specific | Parenthood  Adoption  Abortion  Termination of pregnancy  Reproductive rights  Female Genital Mutilation (FGM)  Human rights violation  Mandatory reporting  Safeguarding  Consent  Emotional wellbeing  Support services  Legal protection |
|  | 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’*. |