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| Sequenced | **Core Theme 1**  **Health and Wellbeing** |
| Key Knowledge  (minimum)  (Re-visited) | To know:   Understand the risks of gambling, including addiction and the potential for accumulating debt.   Know the importance of health screening and self-examination for early detection of illnesses (e.g. breast or testicular cancer).   Understand what the menopause is, including its physical, emotional, and hormonal effects, and how it can impact daily life. |
| Key Skills  (minimum)  (Re-visited) | To understand:   Recognise signs of gambling problems and understand how to seek help for debt management   Perform regular self-examinations and participate in health screening programmes   Understand and manage symptoms of menopause through healthy lifestyle choices and seeking medical advice   Communicate openly about health concerns related to gambling, screening, and menopause |
|  | Tier 3 key vocabulary |
| Subject specific | Gambling addiction  Debt accumulation  Financial risk  Health screening  Self-examination  Early detection  Menopause  Hormonal changes  Perimenopause  Postmenopause  Symptom management  Medical consultation |
|  | 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 what indecent images and deep fakes are, and their legal implications.   Recognise the risks of upsetting or harmful online content, including the dangers associated with pornography.   Be aware of the serious issues and risks related to strangulation and suffocation, including their impact on health and safety. |
| Key Skills  (minimum)  (Re-visited) | To understand:   Recognise and avoid illegal content, including indecent images and deep fakes   Understand legal consequences related to creating or sharing such content   Identify and manage exposure to upsetting or harmful online material   Critically evaluate the risks of pornography and make informed choices   Recognise dangers of strangulation and suffocation and respond safely in emergencies   Seek help and report unsafe situations or content appropriately |
|  | Tier 3 key vocabulary |
| Subject specific | Indecent images  Deep fakes  Digital manipulation  Legislation  Online safety  Harmful content  Pornography  Consent  Strangulation  Suffocation  Emergency response  Reporting mechanisms  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’*. |