| Sequenced | **Core Theme 1**  **Health and Wellbeing** |
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| Key Knowledge  (minimum)  (Re-visited) | To know:   * Drug classification * What is the difference between the different classes? * What are drugs? * What are party drugs? * What are the dangers of cannabis? * What is addiction? * Hygiene * Healthy eating * What are some mental health conditions * Instagram generation * Vaping * Dangers of alcohol |
| Key Skills  (minimum)  (Re-visited) | To understand:   * The different drug classifications and the consequences of carrying/ taking these * The dangers of taking drugs both long and short term. * The different forms that drugs come in and warning signs to look out for. * Understanding what cannabis is and the danger so fusing this drug * Identify signs of addiction and where we can go for support * How to keep clean * Different food groups and why we should be including a range of food groups * Exploring mental health and the different issues that can arise. * Identify the issues with social media and the impact that this can have on people * The short-term data on vaping and why this should be avoided * What alcohol is and the dangers of drinking |
|  | Tier 3 key vocabulary |
| Subject specific | Class A, B, C Supply Possession Distribution Psychoactive Substances Medicine Act Stimulants Crystal meth  Speed Amphetamines Hallucinogenic LSD MDMA Cocaine Trip Legality THC Inhalants  Gaming Sugar Nicotine Prescription Misuse Maintaining Carbohydrates Proteins  Fibre Complex Vitamins Minerals Body Image Self-esteem Vloggers Streaming Childline  Selfie E cigarette Vaping Physical Ethanol Units |
|  | 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’*. |

| Sequenced | **Core Theme 2**  **Relationships and sex education** |
| --- | --- |
| Key Knowledge  (minimum)  (Re-visited) | To know:   * How do I take care of me? * How do I build positive relationships? * What is a respectful relationship? * What are parenting skills? * What is contraception? * What can we learn about conception? * Is commitment important? * How do people love one another? * How to recognise abuse * Murder games * Domestic abuse * Pornography and sexting * What is consent? * What are STIs? * Online trolling * Sexual harassment * Youth produced sexual imagery * Homophobia * Honour based violence * Forced marriage |
| Key Skills  (minimum)  (Re-visited) | To understand:   * Identify ways in which we can support out own mental health and what to do/ where to go if we need further support. * Explore ways in which we can build positive relationships and how to cut off toxic relationships * Look at what constitutes a healthy relationship * To explore the key parenting skills needed and explain why * Identify a range of contraceptive methods and how they are uses. Kinaesthetic lesson. We also support this unit with Nurses coming in to demonstrate a range of methods. * To explore the method of conception and how this arises. Understand fertilisation and pregnancy options * Compare how a range of people demonstrate their love for one another and how this varies across cultures * To define abuse and what the different types of abuse involve, such as physical, sexual etc. * To collect data on the dangers of pornographic material and explore how this is impacting the teenage brain. * Grasp what defines assault, specifically sexual assault and harassment. Study where to get support from. * To identify the issue with sending nudes etc and the legalities on this topic. * To explore the British value tolerance and apply this to homophobia. Explore what constitutes discrimination against gay people. |
|  | Tier 3 key vocabulary |
| Subject specific | Relationships Neutral Interaction Responsibility Duty Affection Differences Diversity  Harassment Abuse Skill Characteristic Co-parenting Abstinence Barrier Supress Oestrogen  Progesterone Copper IUS IUD Contraception Puberty Hormone Intercourse Commitment  Neglect Financial abuse Discriminatory abuse Institutional abuse Emotional abuse Psychological abuse  Sexual abuse Harassment and assault Pornography Material Consent Orientation Chlamydia  Genital warts Herpes Pubic lice Gonorrhoea syphilis Dependant Penis Urethra Scrotum Testicle  Sperm Vulva Vagina Labia Cervix Uterus Womb Clitoris Homophobia Biphobia  Transphobia Bully Victim Sexting Dick pics Revenge porn Passive Assertive Aggressive  Homophobia |
|  | 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’*. |

| Sequenced | **Core Theme 3**  **Wider World** |
| --- | --- |
| Key Knowledge  (minimum)  (Re-visited) | To know:   * Living in Britain * The equality acts * Hate crimes * Discrimination through invisibility * Challenging discrimination * Democracy and voting * Modern day slavery |
| Key Skills  (minimum)  (Re-visited) | To understand:   * Living in Britain in 2023 and explore the diversity within England. * To research and understand what the Equality Act 2010 is and how this applies to our everyday live. * To describe what a hate crime is and how these are punished. * Discuss a range of invisible illnesses sand to explore how these illnesses are consciously and subconsciously discriminated against. * To explore the ways in which we can challenge discriminatory behaviour patterns and the legalities around this * To study the British voting system and to identify what each party stands for and how we can vote. * To explore the crime ‘slavery’ and to look at how this is still happening today in England and across the world |
|  | Tier 3 key vocabulary |
| Subject specific | Disabled neurodivergent separation diversity rule of law stoicism snobbery meritocracy equality discrimination healthcare organisation legality human resources offence threatening crime prosecution moral social tolerance invisibility representation challenging prejudice ignorance thoughtlessness indifference apathy democracy constitution voting ballot electoral commission conservatives labour green party manifesto slavery human trafficking coercion abduction illegal immigration criminal gangs |
|  | 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’*. |