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| Sequenced | **Core Theme 1**  **Health and Wellbeing** |
| Key Knowledge  (minimum)  (Re-visited) | To know:   Understand the difference between legal and illegal drugs and their associated risks.   Know the laws relating to the use, possession, and supply of drugs.   Recognise the physical and psychological risks linked to drug use.   Understand the concepts of addiction and dependency.   Be aware of the dangers of misusing prescribed drugs.   Know the health harms caused by smoking and vaping. |
| Key Skills  (minimum)  (Re-visited) | To understand:   * Identify and differentiate between legal and illegal drugs * Understand and comply with drug-related laws * Recognise physical and psychological effects of drug use * Understand signs of addiction and dependency * Use prescribed medication safely and responsibly * Make informed choices to avoid smoking, vaping, and drug misuse * Seek help or support for drug-related issues when needed |
|  | Tier 3 key vocabulary |
| Subject specific | Legal drugs  Illegal drugs  Substance misuse  Addiction  Dependency  Prescription medication  Physical health risks  Psychological health risks  Smoking  Vaping  Drug legislation  Overdose  Withdrawal  Rehabilitation  Harm reduction |
|  | 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 misogyny is and how it contributes to gender-based harm.   Recognise violent, coercive, and controlling behaviours in relationships.   Know what sexual harassment and assault are, and their impact and legal consequences.   Understand the concept of coercion and its role in unhealthy or abusive relationships.   Be aware of incel culture and its links to online misogyny and radicalisation.   Know the full range of contraceptive options and how to access them.   Understand the prevalence of STIs, how they are transmitted, and how to prevent and manage them.   Be able to distinguish between healthy and unhealthy relationships and know where to seek support. |
| Key Skills  (minimum)  (Re-visited) | To understand:   Recognise and challenge misogynistic attitudes and behaviours   Identify signs of violence, coercion, or control in relationships   Respond appropriately to sexual harassment or assault, including knowing how to report it   Understand and assert the right to give or withhold consent in all situations   Critically evaluate harmful online ideologies, such as incel culture   Make informed decisions about contraception and sexual health   Prevent, recognise, and manage STIs, including seeking medical advice   Build and maintain healthy relationships, and know how to leave unsafe ones safely |
|  | Tier 3 key vocabulary |
| Subject specific | Misogyny  Coercion  Consent  Sexual harassment  Sexual assault  Intimate partner violence  Incel culture  Radicalisation  Contraception  Contraceptive methods  Sexually transmitted infections (STIs)  Transmission  Prevention  Healthy relationships  Unhealthy relationships  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 3**  **Wider World** |
| Key Knowledge  (minimum)  (Re-visited) | To know:   * Employment rights   Equality act, direct and indirect discrimination  Employment rights   * Gender bias in the workplace * Employment rights   Invisible disabilities   * Post 16 pathways and local providers   Apprenticeships and T levels   * LMI, review employability skills and career choices   Use of career software   * CV writing and interview skills |
| Key Skills  (minimum)  (Re-visited) | <https://docs.google.com/document/d/1m2nHqJ1dduJMPg4DfHFSs-nNIBD7KL_B/edit>  Please access this link to identify Gatsby Benchmarks and Key Skills |
|  | 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’*. |