

Year 8 - PSHE

<p>Curriculum intent</p>	<p>The Year 8 PSHE curriculum has been designed to be delivered in a sequence that allows for connection making and has become more complex and age-specific through the progression of units throughout the academic year. All substantive knowledge to be delivered is taken directly from the RSHE statutory guidance document. Each one of the PSHE topics becomes a thread of knowledge building throughout this entire secondary curriculum. There are clear links across topics, which are highlighted on the Learning Journey for PSHE.</p>					
<p>Term</p>	<p align="center">Autumn 1</p>	<p align="center">Autumn 2</p>	<p align="center">Spring 1</p>	<p align="center">Spring 2</p>	<p align="center">Summer 1</p>	<p align="center">Summer 2</p>
<p>Knowledge</p>	<p>Families: Stable relationships and marriage.</p> <ul style="list-style-type: none"> • What is marriage? • Values • Cohabiting couples. • Marriage as a choice. • Parenting roles. • Trustworthy relationships. <p>Respectful relationships: Bullying.</p> <ul style="list-style-type: none"> • Types of bullying. • The impact of bullying. 	<p>Respectful relationships: Stereotypes:</p> <ul style="list-style-type: none"> • How stereotypes encourage prejudice. • Unlawful discrimination. • Respect and acceptance. • Help for victims of stereotyping and bullying. • Diversity • Gender identity. <p>CEIAG:</p> <ul style="list-style-type: none"> • Discovering learning pathways. • Biases and career choices. • Career impact climate change. 	<p>Online and Media: Risks of the unknown online.</p> <ul style="list-style-type: none"> • Online risks. • Sharing and removing material online. • Risks of unknown people online. • Digitally resilient. • Safe online relationship. <p>Mental Wellbeing: Recognising concerns in self and others.</p> <ul style="list-style-type: none"> • Outward and subtle signs of mental wellbeing concerns. • Taking action to minimise mental wellbeing concerns in ourselves and others. • Early interventions – addressing mental wellbeing concerns. 	<p>Citizenship:</p> <ul style="list-style-type: none"> • Precious liberties enjoyed by the UK. • Nature of rules, laws, and the justice system. • Polling day. • Voting. <ul style="list-style-type: none"> • Challenge mental health stigma. 	<p>CEIAG:</p> <ul style="list-style-type: none"> • Developing links from classes to careers. • Increasing awareness of which career opportunities are open to me. • Developing links to industry professionals. • Budgeting effectively. • Benefits of work. <p>Internet Safety and Harms: Reality v the Online World.</p> <ul style="list-style-type: none"> • Reality v the online world. • Unhealthy comparisons. • Social media and reality. • Understanding online information. 	<p>Drugs and Alcohol: Smoking and Alcohol.</p> <ul style="list-style-type: none"> • Introduction – alcohol and tobacco. • Low risk alcohol consumption. • Alcohol: short term and long-term health risks. • Alcohol: Psychological risks. <p>Intimate Relationships: Positivity and Health.</p> <ul style="list-style-type: none"> • What is a healthy intimate relationship? • Diversity within intimate relationships. • Good communication within intimate relationships. • Sexual pressure. <ul style="list-style-type: none"> • Summer Safety
<p>Skills</p>	<p>Through the use of stories, examples, and scenarios, students will reflect on the characters’ choices, consider decisions for them, and engage with their experiences. Other skills practised at an age-appropriate level are:</p> <ul style="list-style-type: none"> ○ Empathy. ○ Connection making. ○ Knowledge to make their own informed lifestyle decisions (within the law). ○ Debate and oracy skills. ○ Equality and inclusivity. ○ Treating others with care and respect. ○ Reflection on the human experience. ○ Deep reflection and consideration of perspective. ○ Resilience. ○ Maintaining their own self-care. 					

Assessments	Ongoing formative assessment through regular retrieval and checking for understanding through quizzing, questioning and mini-whiteboards.	Ongoing formative assessment through regular retrieval and checking for understanding through quizzing, questioning and mini-whiteboards. Termly quiz to consolidate content learnt.	Ongoing formative assessment through regular retrieval and checking for understanding through quizzing, questioning and mini-whiteboards.	Ongoing formative assessment through regular retrieval and checking for understanding through quizzing, questioning and mini-whiteboards. Termly quiz to consolidate content learnt.	Ongoing formative assessment through regular retrieval and checking for understanding through quizzing, questioning and mini-whiteboards.	Ongoing formative assessment through regular retrieval and checking for understanding through quizzing, questioning and mini-whiteboards. Termly quiz to consolidate content learnt.
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