

Curriculum Overview for PSHEE - Year 8

When?	What?	Why?	How?	Support
Autumn Half Term - 1	<p>Health and Wellbeing</p> <p>Personal Safety</p> <ol style="list-style-type: none"> 1. Keeping our possessions safe/mobile phone safety. 2. Road and rail safety 3 and 4. Drugs, alcohol and smoking. 5. Prevent - Run, Hide, Tell 6. Online safety 7. Knife safety 	<p>To understand risk within the context of personal safety.</p> <p>To consider opinions, facts and laws surrounding drug, alcohol, tobacco use and vaping.</p> <p>To consider the consequences of, and strategies to manage, unhealthy drug-related behaviours.</p> <p>To recognise and manage social risks of using the internet.</p> <p>To support young people to manage their online safety.</p> <p>To analyse and evaluate the key issues surrounding knife crime.</p>	<p>Through individual work, group work and class discussion</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques and 'I can' statements.</p>	<p>Signposting to a range of support services will be available on SMH and highlighted during lessons and classroom displays.</p>
Autumn Half Term - 2	<p>Living in the Wider World</p> <ol style="list-style-type: none"> 1. Britishness / British Values 2. Immigration 3 & 4. Government and democracy. Tax. 5. Why can't some people access education? 6 - Extremism - radical groups 7. Election campaign - timed AfL 	<p>To understand the importance of 'British values' in establishing community cohesion.</p> <p>To debate the notion of immigration</p> <p>To evaluate different forms of government, and consider the purpose of the monarchy in the UK.</p> <p>To understand the nature of extremism.</p> <p>To develop understanding of democracy through planning an election campaign.</p>	<p>Through individual work, group work and class discussion</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques and 'I can' statements.</p> <p>Formal AfL – planning an election campaign.</p>	<p>Police safer schools presentation - Healthy relationships. Follow up pop-ups in PSHEE lessons.</p>
Spring Half Term - 1	<p>Relationships</p> <ol style="list-style-type: none"> 1. Prejudice and discrimination 2. Prejudice - disability 3. Homophobia 4. Discrimination and stereotypes - teens 5. Gender, Sexism 6. Racism 	<p>To understand the nature and impact of prejudice and discrimination and the range of different forms they can take.</p> <p>To enable students to reflect on their responsibilities towards those who have been discriminated against.</p> <p>To raise awareness of the Equality Act 2010 and the protected characteristics.</p>	<p>Through individual work, group work and class discussion</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques and 'I can' statements.</p>	

<p>Spring Half Term - 2</p>	<p>Health and Wellbeing</p> <ol style="list-style-type: none"> 1. Mental health and emotional wellbeing; including the links between physical and mental wellbeing and the importance of sleep. 2 and 3. Body Image and the role of the media. 4. Self-harm 5. Eating disorders 6. Self-esteem and happiness 	<p>To support greater awareness of mental and emotional wellbeing issues. To develop greater understanding of issues surrounding body image. To develop additional strategies to promote mental health and resilience. To recognise the risks posed by unhealthy coping strategies and identify healthier coping strategies. To develop a healthy self-concept supported by accurate self-reflection and constructive feedback from others.</p>	<p>Through individual work, group work and class discussion</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques and 'I can' statements.</p> <p>Formal AfL – What's Good About Me? – self assessment.</p>	<p>Signposting to a range of support services will be available on SMH and highlighted during lessons and classroom displays.</p>
<p>Summer Half Term - 1</p>	<p>Relationships</p> <ol style="list-style-type: none"> 1. Healthy and unhealthy relationships 2. Sexuality 3. Teenage relationship abuse /Consent 4. Contraception 5 and 6. STI's and pregnancy and sexual health. 	<p>To learn about the consequences of different levels of intimacy, consent and 'readiness' for sex, including the benefits of delaying sex. To develop knowledge about a range of contraceptive methods. To develop knowledge of sexually transmitted infections (STIs) and how these can be prevented through condom use. To develop an awareness of the long term consequences of different sexual health choices and empower students to access appropriate services.</p>	<p>Through individual work, group work and class discussion</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques and 'I can' statements.</p>	<p>Signposting to a range of support services will be available on SMH and highlighted during lessons and classroom displays.</p>
<p>Summer Half Term - 2</p>	<p>Living in the Wider World</p> <ol style="list-style-type: none"> 1. Budgeting and saving 2. Income and expenditure, tax and NI 3. Navigating financial institutions 4. Our rights as consumers 5. Discrimination - employment equality act 6. Teamwork and communication - employability 	<p>To understand the concepts of spending and saving and managing a budget, including tax and NI. To understand the impact of financial decisions on ourselves and others. To understand our rights as consumers. To understand the implications of the 2010 Equality Act and what the protected characteristics are.</p>	<p>Through individual work, group work and class discussion</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques and 'I can' statements.</p>	