

## Curriculum Overview for PSHEE - Year 8

When?	What?	Why?	How?
<p><b>Autumn Half Term - 1</b></p>	<p><b>Engaging with Health and Wellbeing</b></p> <p><b>Emotional Wellbeing</b></p> <ol style="list-style-type: none"> <li>1. Why emotions matter, an introduction to the <a href="#">RULER</a> approach. Recognising emotions.</li> <li>2. Emotional wellbeing - Understanding emotions.</li> <li>3. Emotional wellbeing - Labelling emotions.</li> <li>4. Emotional wellbeing - Expressing emotions.</li> <li>5. Emotional wellbeing - Regulating emotions.</li> <li>6. Body image.</li> <li>7. Body image and the media.</li> </ol>	<ul style="list-style-type: none"> <li>• To encourage greater awareness of mental and emotional wellbeing issues.</li> <li>• To improve student emotional intelligence, literacy and resilience through the implementation of the <a href="#">RULER</a> technique.</li> <li>• To give students the skills and knowledge to manage their emotions, particularly through times of uncertainty and stress.</li> <li>• To develop additional strategies to promote mental health and resilience.</li> <li>• To develop greater understanding of issues surrounding body image and how to manage influences on body image</li> <li>• To develop a healthy self-concept supported by accurate self-reflection and constructive feedback from others.</li> </ul>	<p>Students will be introduced to the RULER technique and will be given opportunities to apply this to their own lives through discussion and a combination of individual, pair and small- group work. Students will also investigate the concept of body image; looking at the factors that contribute to it and a range of strategies to help promote body positivity.</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 relevant sources of help, advice and support will be on display in all PSHEE classrooms and available on Google Classroom.</p>
<p><b>Autumn Half Term - 2</b></p>	<p><b>Respectful Relationships</b></p> <p><b>Prejudice &amp; Discrimination</b></p> <ol style="list-style-type: none"> <li>1. Prejudice and discrimination (inc Equality Act).</li> <li>2. Racism &amp; BLM.</li> <li>3. Religious discrimination.</li> <li>4. Disability discrimination.</li> <li>5. Sexuality &amp; Homophobia/biphobia.</li> <li>6. Sexism &amp; transphobia.</li> </ol>	<ul style="list-style-type: none"> <li>• To understand the nature and impact of prejudice and discrimination and the range of different forms they can take</li> <li>• To understand how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• To develop empathy and to enable students to reflect on their responsibilities towards those who have been discriminated against</li> <li>• To foster greater understanding about gender identity and gender-based discrimination</li> <li>• To understand how to recognise and challenge transphobia, homophobia and biphobia</li> <li>• To understand how to recognise and challenge racism and religious discrimination</li> <li>• To understand the purpose and importance of the Equality Act 2010 and the British Values that underpin its philosophy</li> </ul>	<p>Through a combination of individual, pair and group work students will learn about diversity and equality and how these values can be threatened by prejudicial views and behaviour. They will investigate the risks and consequences of discrimination in a range of contexts and will learn how to recognise and challenge it in its many forms. This unit builds on the knowledge covered in Year 7 Spring 1.</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques, knowledge quizzes and ‘I can’ statements.</p> <p>Signposting to relevant sources of help, advice and support will be on display in all PSHEE classrooms and available on Google Classroom.</p>

<p><b>Spring Half Term - 1</b></p>	<p><b>Aspiring to Live in the Wider World</b></p> <p><b>Community, democracy and careers</b></p> <p>1. Britishness and immigration. 2-3. Government and democracy. 4. Radicalisation and extremism. 5. Careers. 6. Careers.</p>	<ul style="list-style-type: none"> <li>• To understand the importance of ‘British values’ in relation to community cohesion.</li> <li>• To debate the notion of immigration</li> <li>• To evaluate different forms of government, and consider the purpose of the monarchy in the UK.</li> <li>• To understand the nature of extremism.</li> <li>• To understand how to recognise online grooming specifically in relation to extremism and radicalisation.</li> <li>• To develop understanding of democracy through planning an election campaign.</li> <li>• To understand their potential personal career motivators and work out what success looks like to them.</li> <li>• To understand the meaning of key terminology related to careers, including the recruitment process.</li> </ul>	<p>This unit builds on the work covered in Autumn 2 but has a more political focus. A mixture of individual, pair and group work will be used to investigate the notion of democracy and how different types of government operate. Students will apply this understanding to issues surrounding immigration and they will also investigate the risks and characteristics of radicalisation and extremism.</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques, knowledge quizzes and ‘1 can’ statements. There will also be a summative AfL task for this unit which will involve students planning their own election campaign.</p> <p>Signposting to relevant sources of help, advice and support will be on display in all PSHEE classrooms and available on Google Classroom.</p>
<p><b>Spring Half Term - 2</b></p>	<p><b>Engaging with Health and Wellbeing</b></p> <p><b>Understanding and Managing Risk</b></p> <p>1. Smoking and vaping. 2. Alcohol &amp; peer pressure. 3-4. Legal and Illegal Drugs. 5. Knife safety. 6. Healthy Living.</p>	<ul style="list-style-type: none"> <li>• To understand risk within the context of personal safety.</li> <li>• To consider opinions, facts and laws surrounding drug, alcohol, tobacco use and vaping.</li> <li>• To consider the consequences of unhealthy drug-related behaviours.</li> <li>• To analyse and evaluate the key issues surrounding knife crime.</li> <li>• To promote healthy lifestyle choices in relation to diet, sleep and exercise.</li> <li>• To understand how to maintain healthy eating and the links between a poor diet and health risks.</li> <li>• To understand the importance of enough good quality sleep for good health and how a lack of sleep can affect physical health, mood and ability to learn.</li> </ul>	<p>Through a combination of individual work, group work and class discussion students will investigate the concept of risk in relation to a range of lifestyle choices. Students will investigate the risks and consequences of substance misuse and will learn how to manage peer pressure and to keep themselves safe and healthy in a range of contexts. This unit builds on the knowledge covered in Year 7 Spring 2.</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques, knowledge quizzes and ‘1 can’ statements.</p> <p>Signposting to relevant sources of help, advice and support will be on display in all PSHEE classrooms and available on Google Classroom.</p>

<p><b>Summer Half Term - 1</b></p>	<p><b>Respectful Relationships</b></p> <p><b>Relationships and Sex Education (RSE)</b></p> <ol style="list-style-type: none"> <li>1. Healthy Relationships &amp; Consent including sexual harassment.</li> <li>2. Relationships &amp; attraction - recognising diversity in relationships.</li> <li>3. Marriage, forced marriage, consent &amp; the law.</li> <li>4. Sexting/online relationships/CSE.</li> <li>5. Peer support - knowing when to break confidence.</li> <li>6. Introduction to contraception.</li> </ol>	<p>To help students:</p> <ul style="list-style-type: none"> <li>• To understand the qualities of healthy relationships and how to demonstrate positive behaviours in relationships.</li> <li>• To understand gender identity and sexual orientation in the context of healthy relationships.</li> <li>• To manage new partnerships and developing relationships.</li> <li>• To understand the law in relation to consent</li> <li>• To learn how to effectively communicate about consent in relationships</li> <li>• To understand the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>• To recognise online grooming in relation to sexual exploitation and understand how to respond and seek support in potential cases of CSE.</li> <li>• To introduce a range of contraceptive methods.</li> <li>• To understand where to get help, support and advice</li> </ul>	<p>This unit builds upon work covered in Year 7 Summer 1 and further embeds the importance of developing healthy and respectful personal relationships.</p> <p>Previous learning about equality and diversity will be drawn upon when discussing sexuality and gender within the context of personal relationships.</p> <p>Students will discuss the importance of consent in any relationship and will learn about the law in relation to this. The risks associated with online relationships will also be explored, particularly with regard to sexting, grooming and child sexual exploitation.</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques, knowledge quiz and 'I can' statements.</p> <p>Signposting to relevant sources of help, advice and support will be on display in all PSHEE classrooms and available on Google Classroom.</p>
<p><b>Summer Half Term - 2</b></p>	<p><b>Aspiring to Live in the Wider World</b></p> <p><b>Digital Literacy, Safety &amp; First Aid</b></p> <ol style="list-style-type: none"> <li>1. Internet safety.</li> <li>2. Cyberbullying.</li> <li>3. Social media.</li> <li>4. Gaming &amp; gambling.</li> <li>5. Road &amp; rail safety.</li> <li>6-7. Basic first aid.</li> </ol>	<p>To help students:</p> <ul style="list-style-type: none"> <li>• To understand how to use social networking sites safely</li> <li>• To recognise biased or misleading information online</li> <li>• To critically assess different media sources</li> <li>• To understand about age restrictions when accessing different forms of media and how to make responsible decisions.</li> <li>• To understand how to assess and manage risks in relation to gambling and chance-based transactions.</li> <li>• To understand how to keep safe on the roads and rails.</li> <li>• To understand how to respond in an emergency situation using basic first aid.</li> </ul>	<p>Through a combination of individual work, group work and class discussion students will investigate ways to keep themselves safe online and in the wider world. These lessons build on work covered in the previous unit and Spring 1 and Summer 2 of Year 7. In the latter half of the term students will be reminded of how to keep themselves safe on the roads and rails and they will also be taught some basic first aid. These sessions will have a practical focus if possible, however delivery methods will be assessed in line with the Covid guidance at the time.</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques, knowledge quizzes and 'I can' statements.</p> <p>Signposting to relevant sources of help, advice and support will be on display in all PSHEE classrooms and available on Google Classroom.</p>