



## Year 8 PSHE Curriculum Overview

**Rationale:** The Year 8 PSHE curriculum students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during Year 7. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. The curriculum is delivered through the themes of Living in the wider world, Health and Well-being and Relationships. It is progressive, introducing students to concepts, situations and ideas from each theme in Year 7 which are then further developed each year. It offers a platform for students to explore, debate and discuss real life topics and develop relevant life skills to enable them to become informed, empathetic, and responsible citizens.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
<b>Autumn 1</b>  <b>Health and well-being (Drugs and alcohol)</b>	In this unit of work students will examine the laws around alcohol, drug use and vaping and will learn about the short and long term physical and emotional effects of addiction to drugs and alcohol.	<b>Assessment</b> There will be no formal assessments in PSHE.  Learning and progress will be monitored through: <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Teacher/student learning conversations</li> <li>- Targeted questioning in lessons</li> <li>- Peer assessments</li> <li>- Quizzes</li> </ul> At the end of each unit, students will be given the opportunity to reflect on their grasp of the skills, knowledge and understanding of topics covered and areas where they feel they need to develop further.	<b>Homework</b> Students will not be set compulsory home work.  <b>Optional homework tasks and Literacy resources</b>  Students will be given the option to create an informative poster on the short and long term effects of drug and alcohol addiction or on the dangers of vaping. Reward points will be awarded for creativity and effort.  Kidshealth: Advice for parents and children on the dangers of vaping. <a href="#">Vaping: What Parents Should Know (for Parents) - Nemours KidsHealth</a>
<b>Autumn 2</b>	This unit of work allows students to examine and develop life skills necessary to be thriving young people	<b>Assessment</b> There will be no formal assessments in PSHE.	Students will not be set compulsory home work.

<p><b>Living in the wider world (Developing skills and aspirations)</b></p>	<p>In school and in their lives beyond this when they look to enter the world of work. They will identify skills that make a person employable and will identify their own strengths and weaknesses in these areas. Students will also think about their aspirations for the future, setting themselves achievable goals.</p>	<p>Learning and progress will be monitored through:</p> <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Teacher/student learning conversations</li> <li>- Targeted questioning in lessons</li> <li>- Peer assessments</li> <li>- Quizzes</li> </ul> <p>At the end of each unit, students will be given the opportunity to reflect on their grasp of the skills, knowledge and understanding of topics covered and areas where they feel they need to develop further.</p>	<p><b>Optional homework tasks and Literacy resources</b></p> <p>Students will be given the option to produce a written piece on the importance of setting goals and having resilience. Reward points will be awarded for creativity and effort.</p> <p>Barclays: Film clip LLIFE SKILLS: Have you got the edge?  <a href="#">Developing &amp; Improving Skills to gain a Professional Edge   Barclays LifeSkills</a></p>
<p><b>Spring 1 Relationships (Prejudice and discrimination)</b></p>	<p>This unit of work examines issues of prejudice and discrimination in the work place and in society. Students identify examples of discrimination and look at causes and possible ways to address this. Students will evaluate whether humans will ever be treated equally.</p>	<p><b>Assessment</b></p> <p>There will be no formal assessments in PSHE.</p> <p>Learning and progress will be monitored through:</p> <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Teacher/student learning conversations</li> <li>- Targeted questioning in lessons</li> <li>- Peer assessments</li> <li>- Quizzes</li> </ul> <p>At the end of each unit, students will be given the opportunity to reflect on their grasp of the skills, knowledge and understanding of topics</p>	<p><b>Homework</b></p> <p>Students will not be set compulsory home work.</p> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Students will be given the option to create a collage celebrating examples of equality in the world today. This could be a model, a picture or a poem. Reward points will be awarded for creativity and effort.</p> <p>Childline: Homophobic bullying  <a href="https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/homophobic-bullying/">https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/homophobic-bullying/</a></p>

		covered and areas where they feel they need to develop further.	
<b>Spring 2</b>  <b>Health and well-being (Emotional well-being)</b>	<p>In this unit of work students examine attitudes and misconceptions around mental health. Students will explore healthy and unhealthy coping strategies and will develop their understanding of how to help themselves and others who are struggling with their mental health and well-being.</p>	<p><b>Assessment</b> There will be no formal assessments in PSHE.</p> <p>Learning and progress will be monitored through:</p> <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Teacher/student learning conversations</li> <li>- Targeted questioning in lessons</li> <li>- Peer assessments</li> <li>- Quizzes</li> </ul> <p>At the end of each unit, students will be given the opportunity to reflect on their grasp of the skills, knowledge and understanding of topics covered and areas where they feel they need to develop further.</p>	<p><b>Homework</b> Students will not be set compulsory home work.</p> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Students will be given the option to create a leaflet on strategies for maintaining positive health and well-being. Reward points will be awarded for creativity and effort.</p> <p>Youngminds: Mental health advice or children and parents  <a href="https://www.youngminds.org.uk/parent/">https://www.youngminds.org.uk/parent/</a></p>
<b>Summer 1</b>  <b>Relationships (Identity and relationships)</b>	<p>In this unit students will build on their knowledge of healthy and unhealthy relationships and will revisit the laws on consent and some of the misconceptions around this. Students will also look at explore some of the dangers of sharing personal information and images online. Students also look at domestic conflict at home and how to deal with this.</p>	<p><b>Assessment</b> There will be no formal assessments in PSHE.</p> <p>Learning and progress will be monitored through:</p> <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Teacher/student learning conversations</li> <li>- Targeted questioning in lessons</li> <li>- Peer assessments</li> <li>- Quizzes</li> </ul>	<p><b>Homework</b> Students will not be set compulsory home work.</p> <p><b>Optional homework tasks and Literacy resources</b> Students will be given the option to leaflet on the warning signs of an unhealthy relationship actions to take. Reward points will be awarded for creativity and effort.</p> <p><b>NSPCC: Healthy relationships</b>  <a href="https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/healthy-relationships/">https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/healthy-relationships/</a></p>

		At the end of each unit, students will be given the opportunity to reflect on their grasp of the skills, knowledge and understanding of topics covered and areas where they feel they need to develop further.	
<b>Summer 2 Living in the wider world (Digital literacy)</b>	In this unit students will examine the importance of using social media platforms safely, including abiding by age restrictions and making morally responsible decisions online. Students will develop their understanding of online grooming and recognising signs of this kind of behaviour so that they become more equipped to deal with this and seek support.	<p><b>Assessment</b> There will be no formal assessments in PSHE.</p> <p>Learning and progress will be monitored through:</p> <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Teacher/student learning conversations</li> <li>- Targeted questioning in lessons</li> <li>- Peer assessments</li> <li>- Quizzes</li> </ul> <p>At the end of each unit, students will be given the opportunity to reflect on their grasp of the skills, knowledge and understanding of topics covered and areas where they feel they need to develop further.</p>	<p><b>Homework</b> Students will not be set compulsory home work.</p> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Students will be given the option to create an advice leaflet advising young people on how to keep themselves safe online. Reward points will be awarded for effort.</p> <p><b>Childline: Keeping children safe online:</b>  <a href="https://www.gov.uk/government/publications/child-safety-online-a-practical-guide-for-parents-and-carers/child-safety-online-a-practical-guide-for-parents-and-carers-whose-children-are-using-social-media">https://www.gov.uk/government/publications/child-safety-online-a-practical-guide-for-parents-and-carers/child-safety-online-a-practical-guide-for-parents-and-carers-whose-children-are-using-social-media</a></p>