

YEAR 8 CURRICULUM PLAN FOR PSHCE



TOPIC	KEY LEARNING	ASSESSMENT
Emotional Well-Being and Physical Health	<ul style="list-style-type: none"> ➤ Explore back to school challenges, support networks and aspirations and explore daily wellbeing, the importance of routines and things that can act as triggers. ➤ Review individuality and strengths and explore strategies to understand and build resilience, how to respond to disappointments and setbacks ➤ Understand attitudes towards body image and self-concept and their effect on mental health, about subjectivity, perception, appearance ideals and consider gender. ➤ Understand about appearance ideals and the role that media plays in influencing this and consider how to build media literacy ➤ Explore the characteristics of negative coping strategies including self-harm and disordered eating and how avoid triggers and 'how to' sites ➤ Explore a range of healthy coping strategies 	<p><i>Formative Assessment:</i> Baseline trackers Then and now I can statements Mind maps RAG statements</p> <p><i>Summative Assessment:</i> Firefly Reflection Page</p>
Staying Safe: Drugs and Alcohol	<ul style="list-style-type: none"> ➤ Understand how to identify legal and illegal drugs, how to use prescription and over the counter medication and the importance of antibiotics ➤ Understand habit and dependence and the impact of caffeine ➤ Explore and know the short and long term risks of tobacco, including smoking ➤ Explore and know the short and long term risks of nicotine, including vaping ➤ Explore and know the short and long term risks of alcohol, including the law and the effects on young people ➤ Understand the governments guidance and the law in relation to alcohol 	<p><i>Formative Assessment:</i> Then and now I can statements Mind maps RAG statements</p> <p><i>Summative Assessment:</i> Firefly Reflection Page</p>
Staying Safe: Digital and Financial Literacy	<ul style="list-style-type: none"> ➤ Know about the various types of online communication, how to socially network safely and about age restrictions when accessing media ➤ Explore how to distinguish between content which is publicly and privately shared, including strategies to safely manage personal information and images online ➤ Explore strategies to identify and reduce risk from people online that they do not already know; when and how to access help ➤ Critically assess media sources perspectives including knowledge of fake news, mis and disinformation, click bait and conspiracy ➤ Understand the benefits and positive use of media, including how it can offer opportunities to engage with a wide variety of views on different issues – discussions/ news/ advice (NHS etc.) ➤ Know how to recognise online grooming in relation to sexual or financial exploitation, extremism and radicalisation ➤ Explore the influence of advertising and peers on financial decisions, how to buy online securely. 	<p><i>Formative Assessment:</i> Baseline trackers Then and now I can statements RAG statements Mindmaps</p> <p><i>Summative Assessment:</i> Firefly Reflection Page</p>
Identity and Relationships	<ul style="list-style-type: none"> ➤ Understand the qualities of healthy relationships including how to demonstrate positive behaviours such as trust, also exploring the behaviours that undermine this ➤ Develop active listening, exploring assertive clear communication, negotiation and compromise through debate and source work ➤ Understand management of strong feelings in relationships (including sexual attraction) and recognise sexual attraction and sexuality are diverse ➤ Further develop knowledge about gender identity and sexual orientation - the difference between biological sex, gender identity and sexual orientation, the accurate language and terminology and the unacceptability of prejudiced-based language on and offline ➤ Understand about the law relating to sexual consent, how to seek, give, not give and withdraw consent (in all contexts, including online) ➤ Introduce reasons for and examples of Child on child abuse, how to manage it, report it and access support 	<p><i>Formative Assessment:</i> Then and now I can statements RAG statements True or False Mindmaps</p> <p><i>Summative Assessment:</i> Firefly Reflection Page</p>
Citizenship: Discrimination	<ul style="list-style-type: none"> ➤ Review key vocabulary about identity, rights, responsibilities, stereotyping, prejudice and discrimination and its impact ➤ Recognise and challenge cultural and racial stereotypes particularly around immigration ➤ Understand the manipulation of views from media bias including asylum seekers, immigration and refugee ➤ Understand how to manage influences on beliefs and decisions including group-think persuasion and familial views ➤ Understand the need to promote inclusion, how to challenge and avoid extreme viewpoints and discrimination, and how to do so safely, including online 	<p><i>Formative Assessment:</i> Then and now 'I can' statements How far do you agree? Mindmaps</p> <p><i>Summative Assessment:</i> Firefly Reflection Page</p>
Careers	<ul style="list-style-type: none"> ➤ Understand and explore the links between success and motivation ➤ Explore what a good student and then good employee look like, including the link between key routines and skills at school and the work place ➤ Understand what is meant by employability in various forms ➤ Explore equality of opportunity in life and how this affects life choices ➤ Begin considering different types and patterns of work 	<p><i>Formative Assessment:</i> Then and now 'I can' statements</p> <p><i>Summative Assessment:</i> Firefly Reflection Page</p>