

# YEAR 8 CURRICULUM PLAN FOR PHSC



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