



Subject: PSHE

Lead Teacher: Mrs Cowell-Saunders

Year: 8

**Curriculum organisation**

Students are taught in groups of 20 students for one hour per week.

**The PSHE curriculum is organised into three strands and each strand features in every year group. The PSHE curriculum is interwoven with our Careers Strategy and invites external providers as necessary.**

At Key Stage 3 students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. 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.

| Overview of Topics & Key Information |                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                 | How will your child be learning?                                                                                                                                                                                                               |
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| Term                                 | Unit(s) of Work                                                                                                                                                                    | Key Enquiry Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Key Content/<br>Terminology                                                                                                                                                                                                                                     | Skills developed                                                                                                                                                                                                |                                                                                                                                                                                                                                                |
| Autumn<br>Term                       | <b>HEALTH AND WELLBEING</b><br><b>Drugs and alcohol</b><br><br>Alcohol and drug misuse and pressures relating to drug use                                                          | <ul style="list-style-type: none"> <li>• about medicinal and recreational drugs</li> <li>• about the over-consumption of energy drinks</li> <li>• about the relationship between habit and dependence</li> <li>• how to use over the counter and prescription medications safely</li> <li>• how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>• how to manage influences in relation to substance use</li> <li>• how to recognise and promote positive social norms and attitudes</li> </ul>                                            | <ul style="list-style-type: none"> <li>• Pressure</li> <li>• Relationship</li> <li>• Medications</li> <li>• Alcohol</li> <li>• Tobacco</li> <li>• Nicotine</li> <li>• Vapes</li> <li>• Substance use</li> </ul>                                                 | <ul style="list-style-type: none"> <li>• Knowledge of pressures young people may face</li> <li>• Awareness of medicinal and recreational drugs</li> </ul>                                                       | <ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Pair work</li> <li>• Problem-solving tasks</li> <li>• Worksheets</li> <li>• Role play activities</li> <li>• Presentations</li> <li>• Research activities</li> </ul> |
|                                      | <b>Discrimination</b><br><br>Discrimination in all its forms, including: racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia and transphobia | <ul style="list-style-type: none"> <li>• how to manage influences on beliefs and decisions</li> <li>• about group-think and persuasion</li> <li>• how to develop self-worth and confidence</li> <li>• about gender identity, transphobia and gender-based discrimination</li> <li>• how to recognise and challenge homophobia and biphobia</li> <li>• how to recognise and challenge racism and religious discrimination</li> <li>• how to deal with discrimination with peers</li> <li>• To gain an understanding of CSE, definitions and how it happens.</li> </ul> | <ul style="list-style-type: none"> <li>• Racism</li> <li>• Discrimination</li> <li>• Religious discrimination</li> <li>• Disability discrimination</li> <li>• Sexism</li> <li>• Homophobia</li> <li>• Biphobia</li> <li>• Transphobia</li> <li>• CSE</li> </ul> | <ul style="list-style-type: none"> <li>• Friendship skills</li> <li>• Awareness of all forms of discrimination</li> <li>• Knowledge of how to challenge and receive support</li> <li>• Assertiveness</li> </ul> |                                                                                                                                                                                                                                                |

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| Spring Term | <p><b>LIVING IN THE WIDER WORLD</b></p> <p><b>How do school subjects connect to careers? What are employers looking for?</b></p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work</p> | <ul style="list-style-type: none"> <li>• about equality of opportunity in life and work</li> <li>• how to challenge stereotypes and discrimination in relation to work and pay</li> <li>• about employment, self-employment and voluntary work</li> <li>• how to set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• equality</li> <li>• careers</li> <li>• life choices</li> <li>• stereotypes</li> <li>• discrimination</li> <li>• employment</li> <li>• voluntary work</li> <li>• aspirations</li> </ul> | <ul style="list-style-type: none"> <li>• Employability skills</li> <li>• Awareness of equality</li> <li>• Goal setting</li> </ul>                                                                                 |  |
|             | <p><b>HEALTH AND WELLBEING</b></p> <p><b>Emotional wellbeing</b></p> <p>Mental health and emotional wellbeing, including body image and coping strategies</p>                                                                         | <ul style="list-style-type: none"> <li>• about attitudes towards mental health</li> <li>• how to challenge myths and stigma</li> <li>• about daily wellbeing</li> <li>• how to manage emotions</li> <li>• how to develop digital resilience</li> <li>• about unhealthy coping strategies</li> <li>• about healthy coping strategies</li> </ul>                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• emotional wellbeing</li> <li>• body image</li> <li>• coping strategies</li> <li>• wellbeing</li> <li>• digital resilience</li> </ul>                                                   | <ul style="list-style-type: none"> <li>• wellbeing development</li> <li>• knowledge of coping strategies</li> <li>• support organisations</li> </ul>                                                              |  |
| Summer Term | <p><b>RELATIONSHIPS Identity and relationships</b></p> <p>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>                                                                           | <ul style="list-style-type: none"> <li>• the qualities of positive, healthy relationships</li> <li>• how to demonstrate positive behaviours in healthy relationships</li> <li>• about gender identity and sexual orientation</li> <li>• about forming new partnerships and developing relationships</li> <li>• about the law in relation to consent</li> <li>• that the legal and moral duty is with the seeker of consent</li> <li>• how to effectively communicate about consent in relationships</li> <li>• about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>• about basic forms of contraception,</li> <li>• Self-defence</li> </ul> | <ul style="list-style-type: none"> <li>• Gender identity</li> <li>• Sexual orientation</li> <li>• Contraception</li> <li>• Relationships</li> <li>• Consent</li> <li>• Sexting</li> <li>• Risks</li> </ul>                      | <ul style="list-style-type: none"> <li>• Relationship skills developed</li> <li>• Legal and moral skills developed</li> <li>• Communication skills</li> <li>• Assertiveness</li> <li>• Personal safety</li> </ul> |  |
|             | <p><b>Digital literacy</b></p> <p>Online safety, digital literacy, media reliability, and gambling hooks</p>                                                                                                                          | <ul style="list-style-type: none"> <li>• about online communication</li> <li>• how to use social networking sites safely</li> <li>• how to recognise online grooming in different forms</li> <li>• how to respond and seek support in cases of online grooming</li> <li>• how to recognise biased or misleading information online</li> </ul>                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• communication</li> <li>• social networking</li> <li>• grooming/CSE</li> <li>• age restrictions</li> <li>• gambling</li> </ul>                                                          | <ul style="list-style-type: none"> <li>• online safety skills developed</li> <li>• increased digital literacy</li> <li>• awareness of media reliability improved</li> </ul>                                       |  |

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|  |  | <ul style="list-style-type: none"> <li>• how to critically assess different media sources</li> <li>• how to distinguish between content which is publicly and privately shared</li> <li>• about age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>• how to protect financial security online</li> <li>• how to assess and manage risks in relation to gambling and chance-based transactions</li> </ul> |  |  |  |
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| Equipment needed for lessons                                                                                           | How will learning and progress be assessed?                                                                                                                                                                                                                                                            |
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| <ul style="list-style-type: none"> <li>• Standard school stationery</li> <li>• PSHE folders and lined paper</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing assessment which is based on knowledge, skills and understanding of the content that has been delivered.</li> <li>• This is shown in the work produced and the discussions and presentations that will occur at the end of each topic area</li> </ul> |

| Extension & Enrichment opportunities                                                                                                                                                                                                                                                                                                                                                                                  | What can you do to support your child?                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>• All lessons show differentiation in order to support, stretch and challenge the students within the class</li> <li>• Students are able to take on additional roles within school which promote student voice, democracy and health and wellbeing which are all skills gained in PSHE which can be used to have a bigger impact on our school and local community.</li> </ul> | <ul style="list-style-type: none"> <li>• Ensure that you discuss the PSHE curriculum with your daughter</li> <li>• Value the importance of this subject and the life skills that it allows our students to develop over time</li> </ul> |

| Inclusion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Inclusion within year 8 PSHE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <ul style="list-style-type: none"> <li>• Teachers follow student passports to ensure that the needs of all students with SEND are met.</li> <li>• Work is enlarged to the necessary size for visually impaired students.</li> <li>• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.</li> <li>• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.</li> <li>• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.</li> <li>• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.</li> <li>• Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.</li> <li>• Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration.</li> <li>• Students are seated according to their needs, students work with the SENDCo to decide upon this.</li> </ul> | <ul style="list-style-type: none"> <li>• Interactive whiteboards are non-reflective to reduce glare.</li> <li>• Teachers check that students can hear properly during lessons.</li> <li>• Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes.</li> <li>• Keywords/ subject specific vocabulary displayed on power points.</li> <li>• Groupings are designed to support students.</li> <li>• Resources – Differentiated with challenges and support sheets for students.</li> </ul> |

### **Rosenshines Principles – Individual needs**

- Tasks – Differentiated – support students.
  - Groups – Mixed groups – comfortable and supported.
  - Prompt cards – Conversation starters – Get students thinking.
  - Questions – challenging and very challenging – Get students thinking deeper. Open and closed questions.
  - Targets – Students have a focus to achieve.
- Feedback – Throughout.

**If you have any questions about this Learning Overview, please contact the named Teacher above.**