

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Knowledge and skills	Developing goal setting, analytical skills and decision making: <ul style="list-style-type: none"> to evaluate influences on, and sources of advice for GCSE options and careers how to make informed decisions about GCSE options in relation to future goals skills for enterprise and employability laws and rights relating to young people's employment 	Developing self-confidence, risk management and strategies to manage influence: <ul style="list-style-type: none"> how to manage difficulties and challenges in friendships how to assertively communicate values and beliefs in challenging situations strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime to evaluate attitudes and social norms in relation to substance use the risks and consequences of substance misuse exit strategies in risky or dangerous situations and how to access support 	Developing empathy, compassion and strategies to access support: <ul style="list-style-type: none"> to build digital resilience for emotional wellbeing about maintaining mental health and emotional wellbeing, including healthy coping strategies to recognise warning signs of unhealthy coping strategies, including self-harm and eating disorders how to access help and support in relation to mental health and emotional wellbeing to recognise new opportunities that change can bring strategies for managing loss and change and how to empathise with, and show compassion for peers 	Developing analytical skills and strategies to identify bias and manage influence: <ul style="list-style-type: none"> how to recognise and manage the impact of the media and advertising on decision making, including online about saving, borrowing and how to manage money how to make informed financial choices and where and how to seek help, advice and support if needed about the risks related to gambling behaviours and chance based transactions, including online to identify common forms of fraud and online scams how to access help in relation to gambling harms or fraud 	Developing assertive communication, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> features of healthy, intimate relationships; that they should be equitable and pleasurable how to recognise healthy and unhealthy relationship behaviours stable, committed relationships and features of family life personal values and their influence on relationship expectations influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations the legal and moral responsibilities in relation to seeking consent how to recognise factors that might affect capacity to consent 	Developing decision making, risk management and support-seeking skills: <ul style="list-style-type: none"> how to make informed decisions about sexual health and access reliable advice and support about sexually transmitted infections and how to reduce chances of transmission how to choose and access contraception about the consequences of unintended pregnancy and how to access appropriate support about health prevention measures, cancer awareness and the importance of self-examination, especially for early detection of testicular cancer to revisit and further develop first aid and life-saving skills
Links to prior learning	<ul style="list-style-type: none"> Year 8 Spring term 2 	<ul style="list-style-type: none"> Year 8 Spring term 1, Summer terms 1 and 2 	<ul style="list-style-type: none"> Year 8 Autumn term 1 and Summer term 2 	<ul style="list-style-type: none"> Year 8 Autumn term 1 	<ul style="list-style-type: none"> Year 8 Summer term 1 	<ul style="list-style-type: none"> Year 8 Summer term 1
Assessment	<ul style="list-style-type: none"> Definitions of key terminology Identify healthy behaviours and sources of support Describe, analyse and evaluate situations and helpful strategies 	<ul style="list-style-type: none"> Definitions of key terminology Identify healthy behaviours and sources of support Describe, analyse and evaluate situations and helpful strategies 	<ul style="list-style-type: none"> Definitions of key terminology Identify healthy behaviours and sources of support Describe, analyse and evaluate situations and helpful strategies 	<ul style="list-style-type: none"> Definitions of key terminology Identify healthy behaviours and sources of support Describe, analyse and evaluate situations and helpful strategies 	<ul style="list-style-type: none"> Definitions of key terminology Identify healthy behaviours and sources of support Describe, analyse and evaluate situations and helpful strategies 	<ul style="list-style-type: none"> Definitions of key terminology Identify healthy behaviours and sources of support Describe, analyse and evaluate situations and helpful strategies
Home learning	N/A	N/A	N/A	N/A	N/A	N/A
Cultural capital and extra-curricular opportunities <i>NB: Other extra-curricular opportunities may be provided dependent on availability</i>	<ul style="list-style-type: none"> Encouraging inspirational career choices Invictus theatre performance exploring resilience in response to adverse circumstances BrightSparx and Smokefree assemblies 	<ul style="list-style-type: none"> Developing self confidence in a range of situations Assertive communication Being a valued member of the community whilst remaining true to one's own self and values 	<ul style="list-style-type: none"> Autonomy and advocacy Embracing new situations and challenges 	<ul style="list-style-type: none"> Critical analysis of media sources Financial planning 	<ul style="list-style-type: none"> Critical analysis of media sources Exploring different cultural values Water safety assembly 	<ul style="list-style-type: none"> Autonomy and advocacy
Literacy	<ul style="list-style-type: none"> Reading comprehension of a variety of texts Oracy: Focus on how to be an active listener, group discussion and reading aloud 	<ul style="list-style-type: none"> Reading comprehension of a variety of texts Oracy: Focus on how to be an active listener, group discussion and reading aloud 	<ul style="list-style-type: none"> Reading comprehension of a variety of texts Oracy: Focus on how to be an active listener, group discussion and reading aloud 	<ul style="list-style-type: none"> Reading comprehension of a variety of texts Oracy: Focus on how to be an active listener, group discussion and reading aloud 	<ul style="list-style-type: none"> Reading comprehension of a variety of texts Oracy: Focus on how to be an active listener, group discussion and reading aloud 	<ul style="list-style-type: none"> Reading comprehension of a variety of texts Oracy: Focus on how to be an active listener, group discussion and reading aloud
Numeracy	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Analyse percentage norms 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Financial budgeting, analyse interest rates 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A
Careers Education, Information, Advice and Guidance (CEIAG)	<ul style="list-style-type: none"> Option choices Exploring different careers and routes to employment Laws and rights relating to employment 	<ul style="list-style-type: none"> How behaviour may influence future career choices 	<ul style="list-style-type: none"> Exploring health related career options 	<ul style="list-style-type: none"> How financial planning influences career choices Exploring careers in financial services 	<ul style="list-style-type: none"> How behaviour may influence career options Exploring health related career options 	<ul style="list-style-type: none"> Exploring health related career options
Spirituality	<ul style="list-style-type: none"> Identity, self-worth, belonging, society, sense of purpose 	<ul style="list-style-type: none"> Identity, self-worth, relationships, society, culture 	<ul style="list-style-type: none"> Identity, self-worth, relationships 	<ul style="list-style-type: none"> Identity, self-worth, society 	<ul style="list-style-type: none"> Identity, self-worth, relationships, 	<ul style="list-style-type: none"> Identity, self-worth, relationships

How can parents/carers support the curriculum	<ul style="list-style-type: none">• Encourage healthy discussion of the topics covered• Explore different careers and routes to employment• Monitor online activity• BBC Bitesize has a Parents toolkit• website dedicated to helping parents• navigate and discuss these issues https://www.bbc.co.uk/bitesize/parents• This part of the toolkit contains advice and information for careers• https://www.bbc.co.uk/bitesize/careers• NSPCC has a dedicated website containing advice and information for parents• https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/• MIND has advice and information for supporting young people• https://www.mind.org.uk/for-young-people/how-to-get-help-and-support/useful-contacts/	<ul style="list-style-type: none">• Encourage healthy discussion of the topics covered• Monitor online activity• BBC Bitesize has a Parents toolkit• website dedicated to helping parents• navigate and discuss these issues https://www.bbc.co.uk/bitesize/parents• This part of the toolkit contains advice and information on emotional well-being• https://www.bbc.co.uk/bitesize/groups/cw9v6l8d0q6t• The NSPCC website below contains advice and information for parents/carers concerned about drugs or underage drinking• https://www.nspcc.org.uk/keeping-children-safe/talking-drugs-alcohol/• The website below contains advice and information about energy drinks• https://www.lancashire.gov.uk/media/899545/energy-drinks-leaflet.pdf	<ul style="list-style-type: none">• Encourage healthy discussion of the topics covered• Monitor online activity• BBC Bitesize has a Parents toolkit• website dedicated to helping parents• navigate and discuss these issues https://www.bbc.co.uk/bitesize/parents• This part of the toolkit contains advice and information on food choices and influences• https://www.bbc.co.uk/bitesize/groups/cvg5kl2nklgt• This part of the toolkit contains advice and information on emotional well-being• https://www.bbc.co.uk/bitesize/groups/cw9v6l8d0q6t• This part of the toolkit contains advice and information for online safety• https://www.bbc.co.uk/bitesize/groups/c8dp5jz9z19t• MediaSmart contains advice and information for online safety• https://mediasmart.uk.com/parents/	<ul style="list-style-type: none">• Encourage healthy discussion of the topics covered• Discuss and encourage financial planning and budgeting• Monitor online activity• BBC Bitesize has a Parents toolkit• website dedicated to helping parents• navigate and discuss these issues https://www.bbc.co.uk/bitesize/parents• This part of the toolkit contains advice and information for online safety• https://www.bbc.co.uk/bitesize/groups/c8dp5jz9z19t• MediaSmart contains advice and information for online safety• https://mediasmart.uk.com/parents/• The website below contains advice and information for teenage gambling• https://www.gamblingcommission.gov.uk/public-and-players/guide/page/where-can-i-get-help-for-a-young-persons-gambling	<ul style="list-style-type: none">• Encourage healthy discussion of the topics covered• Monitor online activity• BBC Bitesize has a Parents toolkit• website dedicated to helping parents• navigate and discuss these issues https://www.bbc.co.uk/bitesize/parents• This part of the toolkit contains advice and information on emotional well-being• https://www.bbc.co.uk/bitesize/groups/cw9v6l8d0q6t• This part of the toolkit contains advice and information for online safety• https://www.bbc.co.uk/bitesize/groups/c8dp5jz9z19t• MediaSmart contains advice and information for online safety• https://mediasmart.uk.com/parents/	<ul style="list-style-type: none">• Encourage healthy discussion of the topics covered• Monitor online activity• BBC Bitesize has a Parents toolkit• website dedicated to helping parents• navigate and discuss these issues https://www.bbc.co.uk/bitesize/parents• This part of the toolkit contains advice and information on emotional well-being• https://www.bbc.co.uk/bitesize/groups/cw9v6l8d0q6t• This part of the toolkit contains advice and information for online safety• https://www.bbc.co.uk/bitesize/groups/c8dp5jz9z19t• MediaSmart contains advice and information for online safety• https://mediasmart.uk.com/parents/• The NSPCC website contains advice and information on discussing sexual health with teenagers• https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/healthy-relationships/• The NHS website contains advice and information on breast and testicular self-examination• https://www.nhs.uk/tests-and-treatments/how-to-check-your-breasts-or-chest/• https://prospectmedicalgroup.nhs.uk/Resources/easy-read-how-to-check-your-balls-testicles/
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