

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
Y8 - half term 1	<p>Lesson 1</p> <p>Why is PSHE important? Recap on what is PSHE</p> <p>Mental Health</p> <p>Lesson 2</p> <p>Attitudes to Mental Health</p> <p>Lesson3</p> <p>Promoting Emotional Wellbeing</p>	<p>Reflect on learning in PSHE in Year 7</p> <p>Hand out new exercise books Discuss importance of PSHE and recap and familiarise the key themes within PSHE</p> <p>By the end of the lesson, students will be able to:</p> <p>evaluate the links between mental health and physical health</p> <p>identify common misconceptions about mental health</p> <p>recognise and challenge prejudice and discriminatory language and behaviour, in relation to mental health</p> <p>By the end of the lesson, students will be able to:</p> <p>explain the factors that affect emotional wellbeing</p>	<p>Judgement Debating Skills Personal values Skills to keep safe Citizenship SMSC</p>	<p>This is the first of a series of five key stage 3 lessons exploring mental health and emotional wellbeing. This first lesson builds on the mental health and emotional wellbeing work completed in key stage 2. The lesson addresses misconceptions about, and examines attitudes towards, mental health</p>

	<p>Lesson 6 The Rule of Law The voting age in England</p> <p>Lesson 7 Refugees in Britain</p> <p>Additional input on Oracy</p> <p>Why are good communication skills so important?</p> <p>PIXL Oracy Lessons:</p>	<p>Express an opinion about if or when war can be justified.</p> <p>Say what the current voting age is in England. Consider arguments for and against lowering the voting age in England. Express your opinions as part of a structured debate.</p> <p>Define what a ‘refugee’ is. Identify some reasons why people leave their homes. Explain how it might feel to be ‘displaced’.</p>	<p>a modern and diverse Britain, and promote moral and cultural understanding that celebrates the diversity of the UK</p> <p>Young people need to understand equality and know their rights, to understand both how they should be treated, and how they should treat others. Teaching these topics creates a safe place for students to explore, discuss, challenge and form their own</p>
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	<p>Rhetorical Devices Content Clarifying and Summarising Audience and Awareness Self-regulation Listening and Responding</p> <p>Zumos - Welcome!</p>			<p>opinions and values</p> <p>Children are taught that it is important to have rules, to ensure fairness and safety for everyone. They are encouraged to participate in establishing and setting their class rules. They know that they are expected to abide by the rules within school, and that there may be sanctions if they do not do so</p> <p>It is important to teach about tolerance</p>
<p>Y8 – half term 2</p>	<p>Relationships and sex education</p> <p>Lesson 1 Positive relationships</p>	<p>Our classroom rules and why we need them to succeed</p> <p>Learning objectives Pupils will be learning about:</p>	<p>Personal wellbeing and confident</p> <p>Skills to</p>	<p>A series of lessons that focus on both empowering and supporting young</p>

	<p>Lesson 7 relationships</p>	<p>explicit images, including the legal, emotional and social effects</p> <p>Students can describe or demonstrate how to manage the risks and how to reject unwanted requests to share sexual images</p> <ul style="list-style-type: none"> • To explore myths around getting pregnant • To raise awareness of STI's • To raise awareness of the age of sexual consent • To know where a person can get advice and support <p>Introducing Domestic Abuse and Violence (PSHE Quality Assured Resource from Women's Aid)</p> <p>Resources are taken from National Online Safety and CEOP resources.</p>	<p>empowering and supporting young people as they develop relationships. This lesson is focused on sharing explicit images, sometimes referred to as sexting or sending nudes, and it gives young people the knowledge and the skills to keep safe.</p> <p>Staying safe online</p>
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		'Somethings nor right'		
		KS3 Home Office Resource		
Y8 – half term 3	<p>Living in a wider world</p> <p>Lesson 1 Recognising your money personality</p> <p>Lesson 2 Value for money</p> <p>Lesson 3 Next steps in your financial journey</p> <p>Lesson 4 Dealing with financial dilemmas</p> <p>Lesson 5 Understanding Fraud</p> <p>Lesson 6 Borrowing Money</p> <p>Lesson 7 What is a budget?</p>	<p>Money Management</p> <p>Financial Awareness</p> <p>Finance – What is income and expenditure?</p> <p>Reading payslips</p> <p>Why do we pay tax and how is this spent?</p> <p>Being aware of fraud and scams</p> <p>Understand the different types of borrowing</p> <p>What is a budget? Success Criteria Define the word 'budget'.</p> <p>Understand the difference between 'credit' and 'debit'.</p>	<p>Life Skills</p> <p>Financial awareness</p> <p>Money skills</p> <p>Money management</p>	<p>lessons linked to careers and future aspirations</p>

<p>Y8 – half term 4</p>	<p>Careers</p> <p>Lesson 5 Jobs of the Future</p>	<p>Start Profile introduction, registration and learning modules to be completed over the next 3 weeks (4 lessons)</p> <p>Understanding careers, LMI and future aspirations Identifying learning strengths and setting goals as part of the GCSE options process</p>		
<p>Y8 – half term 5</p>	<p>Health and wellbeing Drug Education</p> <p>Lesson 1 Understanding drugs</p> <p>Lesson 2 Tobacco and e-vaping risks and effects</p>	<p>Alcohol Drug Misuse and managing peer influence assess and evaluate their prior knowledge, beliefs and attitudes regarding substance use</p> <p>describe the effects of caffeine consumption explain the risks associated with caffeine consumption evaluate strategies to reduce caffeine consumption</p> <p>identify a range of risks related to tobacco and e-cigarette use</p> <p>analyse a range of potential influences on young people to smoke</p>	<p>Personal safety Staying safe</p>	<p>Providing age-appropriate knowledge about substance use and the understanding and skills to manage influences young people experience in relation to tobacco, alcohol and other drugs. This lesson introduces concepts of substance use through a focus on the risks and effects of caffeine consumption.</p>

	<p>Lesson 3 Alcohol</p> <p>Lesson 4 Alcohol</p> <p>Lesson 5 Smashed Online Virtual Performance</p>	<p>demonstrate strategies for managing peer influence in situations involving tobacco and e cigarettes/vapes</p> <p>Personal safety Educational theatre performance</p>		
Y8 – half term 6	<p>Citizenship and British Values</p> <p>Lessons 1 -2</p>	<p>How can we prevent radicalisation and extremism?</p> <ul style="list-style-type: none"> • Who are the different extremist groups? • Cults, religions and their leaders • How can religious leaders be dangerous? <p>• Islam and Sharia Law – what do Muslims really think?</p> <ul style="list-style-type: none"> • What is religious discrimination and why does it still happen? 	<p>Citizenship SMSC Cultural capital Tolerance Morality</p>	<p>British Values</p>

	<p>Personal Wellbeing</p> <p>First aid</p> <p>Lesson 3 Introduction to First Aid</p> <p>Lesson 4 Recovery position</p> <p>Lesson 5 CPR</p> <p>Lesson 6 AED</p>	<ul style="list-style-type: none"> • Why is xenophobia, racism and extreme nationalism so dangerous to Britain? <p>Learn CPR Learn Child CPR Learn The Recovery Position</p>	<p>First Aid skills Personal Safety Citizenship</p>	
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