



## 1. Healthy Relationships

We start our topic of Healthy Relationships by considering the different types of **relationships**, their importance and how these can change throughout our lives. Pupils will be able to identify signs of **healthy** and **unhealthy** relationships whilst also reflecting on their own personal **values** in romantic relationships. We will explore the different methods of **communication** and



strategies to **manage conflict**. Pupils will investigate the dangers of **online relationships** and understand the law relating to the **sharing of inappropriate images**. Pupils will know how to



respond to request for images and finally consider the **role** that individuals have in relationships by exploring common **gender stereotypes** and how to challenge these and the **responsibilities** of parents/carers in raising children.



Year 8

Term 1

## 2. Healthy Relationships (continued...)

these can be overcome. Pupils will know where to access safe and proven advice, whilst being aware of the impact that the **media** can have on our physical and mental health and our perception of what is healthy. We will explore ways that we can promote our physical and mental health and protect ourselves from potential harm caused by media including **social media**, and know when to seek further support or advice for health-related concerns.



Term 2

## 2. Healthy Lifestyles

We begin our topic by considering what it means to be healthy including **mental** and **physical** health. We explore the recommendations of **diet and exercise** whilst thinking about the potential **barriers** that may prevent someone from accessing a healthy balance for both diet and exercise and how



Term 3

## 3. Rights and Responsibilities

We begin our study by considering what **rights and responsibilities** are, and how they apply within the **school** as well as **wider society**. We explore attitudes to responsibilities and how these may change with age, and consider the roles we each have in carrying them out. Next, we explore how laws are created and why **laws** are needed before exploring what **entitlements** we have within the law and how the police work. Students will then explore how the **judiciary system**



works, **evaluating** the effectiveness of it and considering factors that **influence** sentencing. Finally, we will **describe** the **sentences** available when dealing with young people who have broken the law.

