|  |  |
| --- | --- |
| **Year 8** | **AUTUMN** |
| **Topics** | **DISCRIMINATION AND EQUALITY**  | **SURVIVING IN THE ONLINE WORLD**  |
| **Declarative***What should they know?* | * The concept of systemic racism.
* How racism can be a part of everyday language.
* Important figures from British history and how they embody British Values.
* The significance of the Equality Act 2010.
* The concepts of intersectionality and allyship.
 | * The benefits and challenges of using the online world.
* How to share online in a safe, responsible and respectful way.
* How screens and social media can affect sleep and self-esteem.
* What it means to be a critical consumer of goods and information.
* How to recognise online fraudulent behaviour.
 |
| **Procedural** *What should they be able to do?* | * Explore the concepts of systemic and everyday racism and how these can be addressed.
* Explain the relevance of important figures and how they embody British Values.
* Explain the significance of the Equality Act 2010 and the protected characteristics – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.
* Explain the concepts of intersectionality and allyship.
 | * Assess the benefits and difficulties associated with their online world and discuss strategies for dealing with a range of scenarios that might arise, including self-esteem, sleep issues, online fraud and “news” that is not fact-checked.
* Recognise and discuss how to share personal information, images, opinions and emotions in a safe, responsible manner online and in person.
 |
| **Disciplinary Literacy**(Tier 3 Vocab) | **Systemic, “other/othering” - view or treat (a person or group of people) as intrinsically different from and alien to oneself, ally, bias, protected characteristics, intersectionality, British values: democracy, rule of law, individual liberty, tolerance.** | **“Online world”, catfishing, oversharing, sleep patterns, evidence based, wants v. needs, phishing, malware, personal information, skimming, scanning, hacking .**  |
| **Diversity**  | * Throughout the RESPECT curriculum, examples, images and role models feature students and others from all backgrounds to ensure every student sees themselves reflected in a positive light in the curriculum.
* Lessons are designed to unpick, discuss and challenge stereotypes and preconceived ideas they are based on.
* British values are explicitly taught to ensure students know what it means to be an active, positive citizen.
* Questions of equality and equity are raised in order to examine systemic and endemic features of inequality in our society and around the world.
 |

|  |  |
| --- | --- |
| **Year 8** | **SPRING** |
| **Topics** | **RELATIONSHIPS AND CHANGE**  | **DEALING WITH DIFFICULT EMOTIONS**  |
| **Declarative***What should they know?* | * Different types of relationship.
* How to manage online relationships.
* How bodies change during puberty.
* Different stages of grief and ways we can support people who are grieving.
* Why commitment is important for people’s health, wellbeing and relationships.
* The consequences of producing and sharing sexual images.
 | * How to judge their own mental health and how to take action to improve mental health/maintain good mental health.
* Signs and symptoms of mental health issues.
* How hormones cause emotional changes throughout puberty.
* Why it is important to be emotionally literate.
* How to manage strong emotions like anger and FOMO.
 |
| **Procedural** *What should they be able to do?* | * Recognise why social media apps have age limits
* Examine how relationships and bodies change as teenagers go through puberty
* Explain grief and bereavement and how children and adults can be supported
* Explain the importance of commitment
* Understand the consequences of producing and sharing sexual images
 | * Discuss the benefits and difficulties of different actions that may affect mental health.
* Recognise signs and symptoms of mental health issues in different scenarios.
* Explain, with examples, how hormones cause emotional changes and steps that can be taken to manage this.
* Give examples of emotional literacy and discuss ideas about how to manage strong emotions.
 |
| **Disciplinary Literacy**(Tier 3 Vocab) | **Monogamy, grooming, puberty, grief, bereavement, trolling, snowflake, commitment, Youth produced Sexual Images.**  | **Mood swings, depression, puberty, hormones, self-awareness, positive self-talk, adrenaline, anger management, fight or flight, FOMO (fear of missing out).** |
| **Diversity**  | * Throughout the RESPECT curriculum, examples, images and role models feature students and others from all backgrounds to ensure every student sees themselves reflected in a positive light in the curriculum.
* Lessons are designed to unpick, discuss and challenge stereotypes and preconceived ideas they are based on.
* British values are explicitly taught to ensure students know what it means to be an active, positive citizen.
* Questions of equality and equity are raised in order to examine systemic and endemic features of inequality in our society and around the world.
 |

|  |  |
| --- | --- |
| **Year 8** | **SUMMER** |
| **Topics** | **LOCAL AND NATIONAL POLITICS**  | **LOOKING AFTER OURSELVES AND OTHERS**  |
| **Declarative***What should they know?* | * How British politics works.
* How political decisions are made.
* How to navigate online information to find reliable facts.
 | * The importance of kindness and coping in difficult situations.
* How to help in two scenarios: asthma and bleeding.
* Ways to promote emotional wellbeing and mental health.
* How to recognise signs that someone might need support with their mental health.
* What kind of things might go wrong and how to manage.
* How to keep mentally and physically healthy during the summer holidays.
 |
| **Procedural** *What should they be able to do?* | * Explain how British democracy works.
* Explain the role of MPs, the Houses of Parliament and the Prime Minister.
* Independently navigate websites to find reliable facts.
 | * Explain different coping strategies.
* Help in two scenarios: asthma and bleeding.
* Recognise when someone might need support with their physical or emotional health.
* Explain ways to promote emotional wellbeing and good mental health.
 |
| **Disciplinary Literacy**(Tier 3 Vocab) | **Government, parliament, Magna Carta, monarchy, opposition, Prime Minister, fact-checking.**  | **Mental fitness, coping mechanism, mental wellbeing, anxiety, depression, mood disorders, stress, symptoms.**  |
| **Diversity**  | * Throughout the RESPECT curriculum, examples, images and role models feature students and others from all backgrounds to ensure every student sees themselves reflected in a positive light in the curriculum.
* Lessons are designed to unpick, discuss and challenge stereotypes and preconceived ideas they are based on.
* British values are explicitly taught to ensure students know what it means to be an active, positive citizen.
* Questions of equality and equity are raised in order to examine systemic and endemic features of inequality in our society and around the world.
 |