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| **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. | |

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| **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. | |

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| **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. | |