



	Autumn Term 1- Health and Wellbeing	Autumn Term 2- Living in the Wider World	Spring Term 1- Relationships	Spring Term 2- Health and Wellbeing	Summer Term 1- Relationships	Summer Term 2- Living in the Wider World
Key concepts	Basic first aid and life-saving skills, who to contact, when, how and what information to give in an emergency. How to assess the first aid a person might need in an emergency situation. How to assess if a person is unconscious. Know when, and demonstrate how, to put someone in the	An introduction to careers and their importance, opportunities to look at possible career choices, challenging career stereotypes and raising aspirations. The factors that motivate people to work, including the importance of having goals and aspirations; Current skills, strengths and interests to future	Share ways in which people are both similar and different to others in their community, including the sharing of common values. Identify examples of 'racism', 'institutional racism' and 'religious intolerance'; and analyse why some people are intolerant of others; the effects of racism and religious intolerance on individuals and communities. What they should do if they think someone is	Identify the thoughts, feelings and emotions a person might have when dealing with a loss such as a relationship breakdown or bereavement. Explain how some people's lives are affected by divorce; describe the characteristics of grief; identify mental, physical, social, and spiritual	Identify and assess the qualities and behaviours to be expected in positive, healthy relationships. Recognise that variation in sexual development, activity and attraction is normal and recognise myths about what is the 'norm'; feel good about themselves and respect the	Recognise that different financial choices in saving and borrowing carry potential risks and rewards. Understand that banks and 'pay day lenders' will use advertising to persuade people to use their financial services. Understand that there will be positive and negative risks associated with



	<p>recovery position. When and how to use and demonstrate how to perform CPR. Impact of misusing 999. Threats to a young person's physical and emotional safety outside and inside the home. Threats to safety and how might be more or less likely depending on factors such as place and time of day. Different types of behaviour that could increase the chances of having an accident on the road. Wider effects of road</p>	<p>career aspirations.</p> <p>British values, including what they are and their importance in society today. How we live in a democracy in the UK, what this means and its importance, how this differs to some countries. Human rights, what they are, what we are all entitled to and when they began. The importance of respecting others' rights in the community. Everyone shares responsibility for</p>	<p>being discriminated against; strategies to challenge racism and religious intolerance in all their forms. The effects of the media debate on migration on relationships within our communities. Influences on individuals' beliefs and decisions, including peers, family expectations and the media. How a person's core values may be in conflict with the need for peer approval; how people can sometimes act differently when part of a group and describe ways to manage this. Demonstrate ways of standing up for beliefs and</p>	<p>responses to loss. Describe activities that can help in coping following a loss; identify sources of support for different types of loss; explain ways to support a friend who is dealing with a loss.</p> <p>Understand the characteristics of mental and emotional health and wellbeing and why it is important. Challenge the stigma sometimes</p>	<p>feelings of others whatever their sexual orientation; identify reliable sources of information, advice and guidance regarding sexual orientation, sexual development and activity. Discuss what the motivation might be for dating someone or having a partner. Understand that people vary in how important they feel it is to have a partner and that people with different cultural heritage may develop</p>	<p>all financial decisions. Demonstrate strategies for assessing and managing the risk associated with the sorts of financial choices they will face in the near future. Identify and explain what tax and National Insurance are and how tax is spent by the Government. Appreciate the different financial transactions that can be made by people today.</p>
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	<p>accidents on those other than the victim. Strategies to manage risk when on the road. Impact of distractions or 'dares' on young people's behaviour and safety. Attitudes towards drug use amongst young people. Identify the types of legal and illegal drugs young people might use. Assess the reasons why young people might choose to use drugs, including nitrous oxide, new psychoactive</p>	<p>ensuring other people's rights; Explain the terms age discrimination and disability discrimination and recognise the impact of these behaviours on the people affected and the communities to which they belong; Ways to protect people's rights, including their own; explain that we all have the same rights to opportunities in learning and work; challenge gender stereotypes, ageism, disability discrimination and/or</p>	<p>boundaries. How our feelings of self-worth lead to confidence in decisions and vice versa. Strategies we can use to challenge racism and religious intolerance explain their legal and social responsibilities when exercising freedom of speech in their community. How freedom of speech comes with responsibilities and restrictions and does not mean it is acceptable to say anything we want or that others need to agree with us. Debate issues effectively, expressing disagreement assertively and showing respect for others' beliefs; why</p>	<p>attached to mental illness. The feelings people might have during change and following adversity How and why people should adapt their behaviour to take account of the effect their actions can have on others' mental and physical wellbeing. Identify unhealthy coping strategies and suggest alternative strategies to support mental and emotional health and wellbeing. How a social media presence can</p>	<p>relationships in different ways. Identify some of the things that people might find difficult in developing new relationships. Identify some of the skills people might want to develop in order to form healthy new relationships. Sexting, what it is and the implications of it on the person who does it and on others- focusing on keeping safe. Understand basic facts about the contraceptive pill and the condom,</p>	
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	<p>substances and cannabis. The effect using drugs could have on future plans. Understand what is meant by the term 'gateway drug'; describe the names, appearance and effects of a range of drugs. Explain the legal terms 'possession', 'supply' and 'intent to supply' in relation to drugs. The three 'classes' into which the law divides drugs and give some examples of drugs in each class. Explain the short and long term effects of</p>	<p>family/cultural expectations which may limit aspirations.</p>	<p>comments made online should show similar levels of respect as other forms of communication; identify inappropriate and/or unsafe expectations from family or community members (including radicalisation); strategies to manage and, if necessary, challenge family/community expectations. Demonstrate skills of compromise, assertiveness and negotiation. Identify the tensions between using the excellent tools the internet provides versus the need to maintain personal safety; warning signs</p>	<p>affect mental wellbeing. Understand how a positive self-concept supports perseverance in challenging situations. Identify ways to improve self-esteem to support mental and emotional health and wellbeing. Identify ways to promote their own emotional wellbeing</p> <p>Evaluate the positive and negative impact of social media on self-esteem and body image. The reasons people post and</p>	<p>including how they are used. Explain the advantages of contraceptive use, including the reduced risk of STI transmission when using barrier contraceptives. Analyse why people might not use contraception and describe ways to counteract these reasons, including how to negotiate condom use. Explain where to obtain contraception and advice about contraception.</p>	
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	<p>nitrous oxide, new psychoactive substances and cannabis on the body. How the school responds to evidence of drug possession and/or use. The legal consequences of being found in possession of, using, selling or supplying different classes of drugs, including cannabis; identify and discuss the effects of being convicted of a drugs-related offence on a person's life, relationships, family and future</p>		<p>of dishonesty in online communication; ways to reduce the risks associated with use of social networking sites, including risks of online grooming and radicalisation. How to resolve unacceptable online behaviour, including reporting abuse. The term 'digital footprint'; persistence, visibility, 'spread ability' and 'searchability' of online content and the implications of these qualities. The distinction between what is fun or interesting to share, and that which is more private and best not to share. Online popularity does not</p>	<p>look at online images. Explain how being unique should be celebrated yet can sometimes have a negative impact on self-concept. Identify gender stereotypes, explain the media's role in perpetuating these and explain why these should be challenged. Explain the link between self-esteem and body confidence and identify ways to support a healthy self-concept.</p> <p>Identify further ways to promote their own</p>	<p>Recognise that effective contraceptive use is a valued behaviour STIs and what they are and how to prevent getting these and what to do in particular situations.</p>	
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	<p>plans. What support is available to people who wish to stop smoking, drinking alcohol or using drugs.</p> <p>Identify and explain what responsibility young people might have to use alcohol sensibly; understand the personal and legal consequences, for the individual and others, of using alcohol irresponsibly or use of illegal drugs. The support available, how and when to</p>		<p>necessarily reflect the value or truth of online content. The pressure the desire for online popularity/acceptance (e.g. likes, shares) can create and suggest the potential implications of this. Reasons why some people might prefer not to have a highly visible online presence. Share a viewpoint on the distinctions between online and offline contact with others. The laws protecting people's online data, their privacy and protection from harassment. How to assess source reliability to weigh up the worth and/or truth of online content.</p>	<p>emotional wellbeing. Define and explain resilience;. Describe how to reframe and learn from failure or mistakes. Describe different aspects of resilience and demonstrate an understanding of how to persevere and/or be resilient in different contexts. Explain strategies for reframing disappointments and setbacks and for promoting perseverance; and express increased confidence in their ability to</p>		
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	<p>access it, if someone is struggling to manage their own drug-related behaviour; explain what they should do if they think they, a friend, or someone else is ill or at risk through drugrelated behaviours.</p> <p>The types of strategies and language people use to try and persuade someone to do something. Understand that persuading someone to do something they don't want to do</p>		<p>How to identify high quality sites which provide more reliable information. Strategies to protect online safety</p>	<p>apply those strategies. Explain why goals are often reached through hard work and determination over extended periods/repeated attempts. Give examples of how others have worked hard to achieve their goals and have needed to reframe setbacks in order to succeed. Demonstrate an understanding of how self-belief and motivational goals support perseverance in challenging situations. Describe and</p>		
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	<p>can have consequences for relationships and self-esteem as well as physical consequences; demonstrate strategies for managing situations where peers want to do something that they don't; demonstrate strategies they could use if a friend offers them something that might be harmful or illegal. Ways in which family's views about alcohol, tobacco and drugs might differ from their friendship group's and</p>			<p>demonstrate how to be a supportive friend and how to promote others' wellbeing. Explain who, how and why to ask for support when it's needed. Online safety and the impact of posting and looking at images online and identifying and maintaining healthy relationships with other people. First aid recap but this term focusing more specifically on asthma and allergies.</p>		
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	<p>consider the impact of this on their decision-making. Recognise that the majority of young people their age do not drink alcohol, smoke or use drugs regularly and assess the implications of this on their expectations of drug use. Analyse how these 'norms' differ from the view of young people portrayed in the media. Peer pressure, what it is and the implications of it. Vaping, what it is and the short and</p>					
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	long term impacts of it.					
Themes	<p>First aid, CPR and dealing with an emergency situation.</p> <p>Staying safe, factors which can affect someone's safety.</p> <p>Drug use, causes and consequences.</p> <p>Alcohol use, causes and consequences.</p> <p>How people can be persuaded and the impact of this.</p> <p>Vaping</p> <p>Peer pressure</p>	<p>Enterprise</p> <p>Enterprising qualities</p> <p>Employability skills</p> <p>Aspiration</p> <p>Motivation</p> <p>Career aspirations.</p> <p>Challenging career stereotypes</p> <p>Raising career aspirations</p> <p>Respecting everyone, people's rights,</p> <p>Prejudice</p> <p>Discrimination, Stereotypes.</p> <p>British Values</p> <p>Democracy</p> <p>Human rights</p>	<p>Core values</p> <p>Racism</p> <p>Tolerance</p> <p>Discrimination</p> <p>Core values</p> <p>Beliefs</p> <p>Challenging racism</p> <p>Freedom of speech</p> <p>Debating issues</p> <p>Radicalisation and hate crime</p> <p>Forced marriage</p> <p>Safety when using the internet</p> <p>Reducing the risks of online grooming and radicalisation</p> <p>Digital footprint</p> <p>Value/ truth of online content</p> <p>Online safety.</p>	<p>Dealing with loss</p> <p>Bereavement</p> <p>Supporting others</p> <p>Mental and emotional health and well being</p> <p>Unhealthy coping strategies and healthy coping strategies</p> <p>Self esteem</p> <p>Body image</p> <p>Promoting emotional wellbeing</p> <p>Dealing with set backs</p> <p>Self-belief</p> <p>Motivational goals</p> <p>Healthy relationships</p> <p>First aid- asthma and allergies</p>	<p>Positive, healthy relationships</p> <p>Trust</p> <p>Variations in sexual development</p> <p>Developing new relationships</p> <p>Contraception</p> <p>Reducing the risks of STIs</p> <p>Where to go for advice on contraception</p> <p>Sexting</p> <p>Consent</p>	<p>Financial choices- benefits and risks</p> <p>Managing risk</p> <p>Having money</p> <p>Borrowing and spending</p> <p>Tax</p> <p>National Insurance</p> <p>Financial transactions</p> <p>Loans</p> <p>Savings</p> <p>Interest rates</p>



Numeracy focus						
Cross-curricular links	Science, PE	Covers a range of subjects with links to careers	RE	PE		Maths
SMSC & MBV	Social	MBVS SMSC Social Moral Cultural	MBVs SMSC Social Moral	MBVS SMSC Moral Cultural	Social Moral	MBVs
ASSESSMENTS	<p>BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.</p> <p>At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end</p>	<p>BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.</p> <p>At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end</p>	<p>BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.</p> <p>At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.</p>	<p>BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.</p> <p>At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a</p>	<p>BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.</p> <p>At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end</p>	<p>BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.</p> <p>At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end</p>



	<p>of a topic to assess their learning.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions- What new information have I learnt?</p>	<p>of a topic to assess their learning.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions- What new information have I learnt?</p>	<p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions- What new information have I learnt? <ul style="list-style-type: none"> • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? </p>	<p>topic to assess their learning.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions- What new information have I learnt?</p>	<p>of a topic to assess their learning.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions- What new information have I learnt?</p>	<p>of a topic to assess their learning.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions- What new information have I learnt?</p>
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	<ul style="list-style-type: none"> • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to 	<ul style="list-style-type: none"> • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I 	<ul style="list-style-type: none"> • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk about this? <p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance/ support to</p>	<ul style="list-style-type: none"> • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? 	<ul style="list-style-type: none"> • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? 	<ul style="list-style-type: none"> • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn?
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	<p>talk to about this?</p> <p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance/ support to inform drop down days.</p>	<p>need to talk to about this?</p> <p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance/ support to inform drop down days.</p>	<p>inform drop down days.</p>	<ul style="list-style-type: none"> • Is there anyone else I need to talk to about this? <p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance/ support to inform drop down days.</p>	<ul style="list-style-type: none"> • Is there anyone else I need to talk to about this? <p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance/ support to inform drop down days.</p>	<ul style="list-style-type: none"> • Is there anyone else I need to talk to about this? <p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance/ support to inform drop down days.</p>
Out of school learning						



Queen Elizabeth
High School



Scheme of Work

SUBJECT PSHE/ RSE/ Citizenship

YEAR 8