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|  | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
| Concept | Social (RSHE) | Aspirational (Careers/wider community.) | Social (RSHE) | Personal (Mental Wellbeing) | Social (RSHE) | Personal and Health  (Mental and physical wellbeing/safety.) |
| Why are we learning this? | To help Year 5 feel happier and more settled in a new school. | To help pupils appreciate, and understand, why education is an important part of their life. | To enable pupils to understand what it means to belong to a family and how ot be a good family member. | To help pupils develop the ability t look after their mental wellbeing. | To help pupils to identify prejudice & discrimination and its possible effects. | To increase pupils’ ability to identify risk and stay safe. |
| **Year 5** |  |  |  |  |  |  |
| Learning Focus | **How do I get on well with others? (friendship, bullying/respect.)** | **Why do I come to school? (Finance/Careers links)** | **What does it mean to belong to a family?** | **How can I improve my mental wellbeing?** | **What is prejudice and discrimination?** | **How can I keep myself safe?** |
| Substantive  Knowledge  (Knowledge) | Pupils will be learning:  \*Strategies to make new friends.  \*What makes a positive healthy friendship.  \*The importance of seeking support if feeling lonely or excluded.  \*To recognise if a relationship is making them feel unhappy and ways to handle this and seek support.  \*To re-cap what peer pressure involves and it’s possible effects in school.  \*How to recognise and handle bullying.  \*Strategies to help them deal with a fallout with a friend.  \*What respecting others means.  \*What is means to disagree respectfully. | Pupils will be exploring:  \*Why do we come to school?  \*What was education like in the past?  \*What is education like in other cultures around the world?  \*Why is education so highly valued?  \*That education should be cherished and that it is a gift, not all children have the benefit of receiving.  \*What types of careers education can lead to.  \*What are their dreams and ambitions for the future and how can education help them achieve these. | Pupils will learn:  \*That there are different types of families and relationships.  \*That people may be may be attracted to someone of the same sex or different sex to them.  \*The different ideas surrounding gender identity (including the term non-binary) please note: this will be covered briefly at this stage.  \*That marriage and civil partnership is a legal commitment made by two adults who love and care for each other.  \*That forcing anyone to marry against their will is a crime; and how to receive support if needed.  \*To recognise and respect that there are different types of family structures.  \*How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. | Pupils will learn:  \*The meaning of important terms such as physical and mental wellbeing.  \* A varied vocabulary to use when talking about feelings and the importance of expressing feelings in variety of ways.  \*Strategies to support their mental and physical wellbeing. \*To recognise warning signs linked to mental health issues e.g. stress and how to seek support.  \*Different ways to respond to difficult experiences such as grief and loss.  \*How to make informed decisions about health .  \*How to live a healthy and balanced lifestyle.  \*That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it  \*How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed  **\*Year 5 girls will also take part in a session, run by the Head of Year, surrounding menstrual wellbeing (including where to access sanitary products in the school.)**  **\*Cross-curricular R&P – exploring how Hindus has influenced spirituality and wellbeing in the UK.** | Pupils will learn:  \*About prejudice and discrimination: what it means and how to challenge it.  \*About the life of Anne Frank.  \*What the Four British Values are how these link to prejudice and discrimination.  \*What the UK law is regarding prejudice and discrimination.  \*To respect the differences and similarities between people and recognise what they have in common with others. | Pupils will learn:  \*Why certain restrictions are in place and the importance of following them (including age restrictions.)  \* How to predict, assess and manage risk in different situations (including topics such as fire hazards and road safety.)  \*How to keep themselves safe online and report any concerns.  \*Identify signs of a healthy and unhealthy relationship and what to do if they feel unsafe with someone in person or online. |
| Disciplinary knowledge  (Skills) | Pupils will:  \*develop the confidence to make new friends in a variety of ways.  \*improve their ability to identify positive and negative relationships in their own lives.  \*practise ways to deal with difficulties in friendships such as fall outs and peer pressure.  \*explore ways that they could deal with bullying if it occurs in their own life.  \*practise respecting others views while developing the confidence to express their own opinions and ideas.  \*exploring, through role play, what respect and disrespect looks like and using empathy to consider it’s possible effects. | Pupils will:  \*Understand more deeply we come to school  \*What was education like in the past?  \*Develop respect for the diverse educational experiences of other cultures around the world.  \*Empathise with others experiences both past and present relating to education.  \*Reflect on their own dreams and ambitions.  \*Learn aspects of basic financial literacy e.g. salaries/tax etc. | Pupils will:  \*Develop respect for the diverse family structures that exist.  \*Develop an understanding of the diverse relationships that exist.  \*Increase awareness of laws surrounding relationships/marriage.  \*Develop self-awareness when considering how to be a positive member of a family. | Pupils will:  \*Practise using strategies and behaviours to support their mental wellbeing including emotional regulation.  \* Develop self-awareness and communication skills by expressing their feelings and actively listening to others.  \*Practise asking for support if needed so that their mental wellbeing can be improved.  \*Develop empathy and ways to support difficult times such as grief/loss.  \*Understand how to keep themselves healthy in a variety of situation e.g. when taking medicines. | Pupils will:  \*Learn how to challenge prejudice and discrimination.  \*To develop empathy with people who have experienced extreme forms of prejudice, such as Anne Frank.  \*Develop respect for diversity.  \*Self-reflect on their own experiences and that of others. | Pupils will:  \*Learn to consider healthy decision-making when considering their use of, for example, social media.  \* Self-reflect on their own behaviours in situations such as road safety, swimming etc.  \*Develop healthy decision-making when online, including how to keep themselves safe and how to report an issue.  \*Develop awareness of healthy relationships and what constitutes a safe and unsafe relationship and what to do if they feel unsafe. |
| Progression from previous learning | This topic is an introductory topic for Year 5 Selwood Pupils. | After exploring how to have positive relationships in school, pupils can now explore more deeply why they here. | This allows pupils to explore relationships beyond school in more depth following on from Autumn Term. | Up until this point pupils have ‘looked out’, this provides pupils with an opportunity to ‘look in.’ | This allows pupils to ‘look up’ and consider wider world issues alongside developing their learning from Autumn and Spring regarding healthy relationships. | This builds on healthy relationships but allows them to focus on what to do if they feel unsafe. It also helps prepare them for decision-making which will be even more relevant in the summer holidays when they will have more free time. |
| Enrichment | Wellbeing Wednesday Club  Pink Ambassadors. | Careers Day (summer 2) | Sections of the Encanto Movie are used to support this topic. | Wednesday Wellbeing Club  Pink Ambassadors. | The Anne Frank Movie is used alongside this. | Wednesday Wellbeing Club. |
| Assessment | Google Classroom Assessment. | Google Classroom Assessment. | Google Classroom Assessment. | Google Classroom Assessment. | Google Classroom Assessment. | Google Classroom Assessment. |

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|  | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
| Concept | Aspiration (the wider community.) | Health (physical wellbeing)  Personal (mental wellbeing) | Personal (Mental Wellbeing.)  Economics (Enterprise Project) | Health (Physical wellbeing) | Social (RSHE) | Personal (Mental wellbeing online.) |
| Why are we learning this? | To increase pupil’s awareness of food poverty and what can be done to support people in our global community. | To help pupils understand the decisions which could be bad for their wellbeing (including drugs, smoking, vaping, underage drinking.) | 1. TO provide pupils with practical ideas to support their mental wellbeing especially during SATS. 2. To allow pupils to understand and create a business selling wellbeing products. | To increase pupil’s ability to take care of their physical health. | To support pupils in understand the physical and emotional changes which will take place during puberty. | To increase pupils’ ability to identify risk online, protect themselves and use online facilities safely and for their benefit. |
| **Year 6** |  |  |  |  |  |  |
| Learning Focus | **To explore different aspects of food production and distribution, food poverty and methods this can be tackled.** | **What decisions could be bad for my wellbeing?** | **How can I look after my mental wellbeing?** | **How do I look after my physical welllbeing?** | **What changes will happen as I grow?** | **How do I look after myself online?** |
| Substantive  Knowledge  (Knowledge) | It is a tradition that Year 6 pupils create and perform a Harvest Festival for their parents/carers as well as collecting produce for the local foodbank. This teaches them to:  \*Reflect on where our food comes from.  \*Learn about the History of Harvest Festivals.  \*Consider environmental issues that are connected to Harvesting the land and sea.  \*Think about wider world issues linked to food such as Fairtrade. | Pupils will learn:  \*About the risks and effects of legal drugs such as cigarettes, e-cigarettes/vaping, alcohol and medicines.)  \*That some drugs are illegal.  \*About why people choose to use or not use drugs (including nicotine, alcohol and medicines)  \*Support they can receive if they are concerned about their own, or someone’s use of substances. | This term pupils will be involved in an Enterprise Project. This is linked to R&P. Pupils will research a charity that they would like to raise money for, inspired by the Beatitudes. Following this, they will explore signs and methods to manage stress. They will then set about creating a Wellbeing Product (e.g. stress balls, scented sock toys, worry dolls.) They will learn about enterprise while creating adverts and carrying our market research. This will lead to a final Wellbeing Market! This topic has been positioned here to arrive just before SATS.  \*Cross-curricular – Pupils research Christian charities, linked to the Beatitudes. Following this, they vote for the charity that they are going to raise money for. | Pupils will learn about:  \*The elements of a healthy, balanced lifestyle.  \*To recognise that habits can have both a positive and negative effect on lifestyle.  \*To know what good physical health means and how to recognise first signs of illness.  \*Recognise opportunities to be physically active, and some of the dangers of being physically inactive.  \*The importance of looking after all aspects of physical health, including: oral health; diet and good sleep. | Pupils will learn:  \*What is does the term “personal identity” mean.  \*That for some people gender identity does not correspond with their biological sex.  (This will only be covered briefly at this stage.)  \*To identify internal reproductive organs in males and females and how the process of puberty relates to human reproduction  \*About the physical and emotional changes that happen when approaching and during puberty  \*Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.  \*About the processes of reproduction and birth, how babies are conceived and born (and that there are ways to prevent a baby being made.) Contraception will only be covered briefly at this stage. This will be covered in more detail in year 8.  \*Where to seek help and advice relating to this topic. | This topic covers a range on safety and online topics such as:  \*What does it mean to have a positive digital footprint?  \*How can I spot fake things online?  \*How do I protect ‘my stuff’ online?  \*How can I protect myself online?  \*How can I be respectful to others online? |
| Disciplinary knowledge  (Skills) | Pupils will:  \*Develop teamwork skills while working together to each create a section of the Harvest Festival.  \*Decision-making skills and creativity when deciding how to communicate information to the audience in a range of ways e.g. drama/dance/film.  \*A range of oracy skills including: interviewing local organisations, presenting information and acting.  \*Emotional regulation when problem-solving and dealing with, for example, performance nerves. | Pupils will:  \*Develop the ability to make informed decisions.  \*Improve their ability to handle peer pressure.  \*Develop research skills when investigating the dangers of a range of substances.  \*Develop the ability to self-reflect when considering their own experiences linked, for example, to peer pressure. | Pupils will:  \*Develop teamwork skills while working together to each create a wellbeing product, then advertise and sell their item.  \*Decision-making skills and creativity when deciding what product to create, pricing and methods of advertising.  \*Communication skills when working together to create a mini-business.  \*Business skills including: market research; product pricing; marketing and selling. | Pupils will:  \*Develop a range of skills to support their physical health including:  -different forms of exercise.  -looking after oral health.  -how to get a good night’s sleep.  -how to look after themselves if they are unwell. | Pupils will:  \*Will develop self-awareness surrounding the changes that will take place in both body and mind during puberty.  \*Develop skills to support emotional regulation.  \*Develop the ability to seek support if it is needed. | Pupils will:  \*Improve self-awareness when going online.  \*Develop skills linked to internet safety and know how to recognise unsafe situations and what to do to seek support.  \*Improve decision-making skills when online for example when using social media.  \*Increase their awareness of healthy use of technology as part of their mental wellbeing education. |
| Progression from previous learning | This topic builds on their knowledge of HIC and LIC countries in Geography. | This topic builds on mental wellbeing topics covered in Year 5. | This topic builds on the previous topic but now explores what to do to IMPROVE mental wellbeing. | This topic builds on wellbeing covered in the previous topic but allows pupils to focus in on physical health. Both topics are especially important during times such as SATS. | This builds on from their family topic and the girl’s assembly relating to menstrual wellbeing in Year 5. | This builds on the Year 5 Summer 2 topic, linked to staying safe, and work carried out in Computing throughout all year groups linked to Internet Safety. |
| Enrichment | The development of a performance for parents.  The collection of food for Fair Frome. | Wednesday Wellbeing Club  Silver/Pink Ambassadors.  Reflective Class Worships. | A wellbeing market run by pupils in the main hall. | Wednesday Wellbeing Club  Silver/Pink Ambassadors.  Reflective Class Worships. | Wednesday Wellbeing Club  Silver/Pink Ambassadors.  Reflective Class Worships. | Wednesday Wellbeing Club  Silver/Pink Ambassadors.  Reflective Class Worships. |
| Assessment | Google Classroom Assessment. | Google Classroom Assessment. | Google Classroom Assessment. | Google Classroom Assessment. | Google Classroom Assessment. | Google Classroom Assessment. |

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|  | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
| Concept | Economics | Aspirational (Enterprise Project) | Personal and Health  (Mental and physical wellbeing) | Personal (Mental Wellbeing) | Personal and Health  (Mental and physical wellbeing) | Aspirational (Careers) |
| Why are we learning this? |  |  |  |  |  |  |
| **Year 7** |  |  |  |  |  |  |
| Learning Focus | **How do I look after my money? (Financial wellbeing.)** | 1. **How can I support the environment by making recycled products and selling them?** 2. **What does it mean to create and run a business?** | **What decision can affect my wellbeing? (Substance abuse focus.)** | **What can help me deal with my emotions?** | **What can help me stay safe and well?** | **What are my dreams and ambitions?** |
| Substantive  Knowledge  (Knowledge) | Pupils will:  \*Learn a range of important terms linked to financial wellbeing such as:  -budgeting  -bank accounts  -interest  -loans  -debt  \*Explore the impact of looking after your financial wellbeing.  \*Explore the effects of debting and not looking after your financial wellbeing.  \*Cross-curricular – Both Autumn 1 and 2 directly link to their R&P topic – “Does our Planet have a Future?” This is based on exploring what is happening to the environment and what can be done to help? | This is linked with R&P. Pupils will be choosing an environmental charity to raise money for, then create a product made from recycled goods.  They will then create adverts and carry out market research.  Following this, a Christmas Eco-Marketplace will be held in the hall. Pupils will not only reinforce knowledge of recycling but also how to create and run a business. | Pupils will:  \*Learn about the positive and negative uses of drugs in society.  \*Evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use.  \*Information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use.  \*About the concepts of dependence and addiction including awareness of  help to overcome addictions.  \*Cross-curricular – In R&P pupils create a play for the public. Although it is centred around Easter time, there is a major focus on ethical dilemmas, having empathy with others, dealing with peer pressure and ways to respond to difficult situations (including spiritual methods.) This also links to Spring 2’s topic. | This is a topic involves exploring issues arising, particular in puberty, and offers pupils suggestions to support them with the various situations that they may find difficult to navigate. | Pupils will learn:  \*The importance of maintaining a healthy balanced lifestyle (including sleep, personal hygiene, oral health, health services.)  \*How to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing.  \*To identify when they or someone else may need support for wellbeing and where to go.  \*Signs of a healthy and unhealthy relationship, including online.  \*To re-cap different types of identity and sexual orientation and laws surrounding marriage.  \*How to form safe, loving relationships and to deal with disappointed in break-ups.  \*To evaluate expectations about gender roles within relationships.  \*To manage strong feelings relationships can cause (including sexual attraction.)  \*The law relating to sexual consent, that everyone has the right to delay sex.  \*The impact of sharing sexual images without consent.  \*(Session run by Wiltshire Air Ambulance) How to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.  Cross-curricular R&P – these topics link to the R&P summer topic, “How do I find inner peace?” They will specifically look at suggestions made by John Wesley and make links with STOP NOW. They will then explore Buddhism, leading to practical ways to experiment with dealing with difficult situations and looking after their mental wellbeing (making the Buddha Box), this continues in Summer 2. Addiction and ‘finding balance’ will also be re-visited in this R&P topic. | In this topic pupils will begin to explore their future dreams and ambitions. There will be a strong focus on your digital footprint and future careers in this topic and other relevant issues, which will prepare them for the Autumn 1 PASHE topic in Year 8.  Objectives covered:  \*The impact that media and social media can have on how people think about themselves and express themselves.  . strategies to identify and reduce risk from people online that they do not already know; when and how to access help |
| Disciplinary knowledge  (Skills) | Pupils will:  \*Understand the importance of looking after their financial wellbeing and know how to do this.  \*Assess and manage risk in relation to age-appropriate financial decisions.  \*Learn to manage emotions in relation to money.  \*Develop media literacy: critically evaluating the influence of advertising and understanding the impact. | Pupils will:  \*Develop teamwork skills while working together to each create a recycled product, then advertise and sell their item.  \*Decision-making skills and creativity when deciding what product to create, pricing and methods of advertising.  \*Communication skills when working together to create a mini-business.  \*Business skills including: market research; product pricing; marketing and selling. | Pupils will:  \*Develop the ability to make informed decisions.  \*Develop risk management: identifying and managing risks linked to substance abuse.  \*Improve personal wellbeing: increasing strategies for maintaining overall health and wellbeing.  \*Reinforce and increase awareness of places they can go to for support (self-advocacy.)  \*Develop the ability to make informed decisions. | Pupils will:  \*Develop an understanding of why emotions are an important part of our life and how to listen and be ware of them.  \*Increase awareness of how to regulate emotions and the reasons for doing so.  \*Develop knowledge of mental health issues.  \* Develop self-awareness and communication skills by expressing their feelings and actively listening to others.  \*Develop empathy and ways to support difficult times such as grief/loss.  \*Reinforce and increase awareness of places they can go to for support (self-advocacy.) | Pupils will:  \*Develop risk management: identifying and managing risks linked to a range of settings.  \* Self-reflect on their own behaviours in situations such as road safety, swimming etc.  \*Develop healthy decision-making when online, including how to keep themselves safe and how to report an issue.  \*Develop awareness of healthy relationships and what constitutes a safe and unsafe relationship and what to do if they feel unsafe (self-advocacy.)  \*Improve personal wellbeing: increasing strategies for maintaining overall health and wellbeing. | Pupils will:  \*Develop respectful online relationship behaviours (digital citizenship.)  \*Develop self-awareness surrounding their own strengths and interests.  \*Increase self-esteem when considering future ambitions.  \*Learn goal-setting when considering their future.  \*Develop risk management: identifying and managing risks linked to their digital footprint and future careers. |
| Progression from previous learning | This builds on economic wellbeing carried out in Maths in Year 6. | This allows pupils to build on both their knowledge of how to help the environment (linked to R&P topics) but also their knowledge of how to create a business, covered also in Summer 1 Year 6 PASHE. | This reinforces and develops their understanding of substance misuse covered in Year 6 Autumn 2. | This builds on a number of mental wellbeing topics covered throughout Year 5 and 6 especially Year 5 term 4 and Year 6 term 3. | This develops pupils understanding of changes that take place in puberty, building on Year 6 Summer 1 but with a focus on areas such as emotional changes and the managing of peer pressure, especially online. | This builds on the Year 5 Autumn 2 Careers topic and Careers Days carried out each year. But it introduces the concept of careers in a much more detailed way. It also builds on pupils knowledge of online wellbeing developed in Year 6 term 6. |
| Enrichment | Green Ambassadors.  Cross-curricular project with R&P | A recycled product marketplace in the main hall  Green Ambassadors.  Cross-curricular project with R&P | Wednesday Wellbeing Club  Silver/Pink Ambassadors.  Reflective Class Worships. | Wednesday Wellbeing Club  Silver/Pink Ambassadors.  Reflective Class Worships. | Wednesday Wellbeing Club  Silver/Pink Ambassadors.  Reflective Class Worships. | Careers Day |
| Assessment | Google Classroom Assessment. | Google Classroom Assessment. | Google Classroom Assessment. | Google Classroom Assessment. | Google Classroom Assessment. | Google Classroom Assessment. |

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|  | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
| Concept | Aspirational (Careers) | Personal (mental wellbeing) | Social (RSHE) | Social (RSHE) | Aspirational (Wider world)  Social (RSHE) | Aspirational (wider world) |
| Why are we learning this? | To help pupils explore careers that may suit them. | To help pupils identify mental health issues linked to body image and develop methods to cope with such issues. | To develop pupils’ ability to identify and implement a range of healthy relationship skills. | To help pupils know how to keep themselves both mentally and physically safe in a relationship. | To explore the impact that biased media and fake news can have on society. | To know the four Brisitsh Values and experience taking part in a democratic process through a mock election. |
| **Year 8** |  |  |  |  |  |  |
| Learning Focus | **What will help me when choosing a career?** | **What is bodypositivity?** | **What are the signs of a healthy relationship?** | **How do I look after my sexual health?** | **What is the media and how can it affect us?** | **What is a democracy?** |
| Substantive  Knowledge  (Knowledge) | Pupils will:  \*Learn about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process  \*Learn about routes into work, training and other vocational and academic opportunities  \*Explore a variety of careers that are open to them using the program Start Profile (C.C with Computing.)  \*Review their year and consider their dreams and ambitions for the coming school year.  \*Cross-curricular link – R&P careers suggested in Buddhism.  Computing – using Smart Profile | Pupils will explore key terms such as: body image; body shaming; appearance ideal and bodypositivity.  They will go on to explore the negative impact preoccupation with body image can have on a person’s life and the role that social media and advertising play.  This will lead them into creating a portrait which contains the message that “the inside is more important than the outside.” Pupils will create a range of images linked to their personal ambitions, talents and achievements. They will then create a self-portrait incorporating these images. This will form part of a bodypositivity exhibition in Frome.  \*Cross-curricular – Direct links with our R&P topic, “Would the world be better is we were all the same?” We explore the choice of Sikhs to not cut their hair and wear the turban (including some female Sikhs interviews in the UK. We also explore the different choices of Muslim women surrounding coverings and how this links to British Values.) | Pupils will:  \*Explore indicators of healthy and non-healthy relationships.  \*Learn that there are different types of relationships.  \*Learn the difference between biological sex, gender identity and sexual orientation  \*Understand how to create and maintain healthy relationships with others.  \*Gauge readiness for sexual intimacy  \*Learn that intimate relationships should be pleasurable  \*Be presented with the importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children.)  \*Strategies to manage the physical and mental changes during puberty. | Pupils will:  \*Learn that consent is freely given and how to seek help if boundaries are violated.  \*How to seek, give, not give and withdraw consent (in all contexts, including online)  \*The impact of sharing sexual images of others without consent  \*How to manage any request or pressure to share an image of themselves or others, and how to get help  \*That the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this. | This will be a cross-curricular project with R&P.  Pupils will explore the current movements such as Black Lives Matter.  They will then investigate how prejudice can impart the lives of real people and how biased media plays a role in this. Trayvon Martin’s case will be explored and discussed in detail.  This will lead into an exploration of other forms of prejudice and discrimination with links being made to History as well.  \*Cross-curricular – This topic is directly linked with R&P in Summer 1 and 2. Pupils are faced with a dystopian world in which blue eyes live underground (based on the book Nought and Crosses.) Reference are made throughout both R&P and PASHE to this world. R&P then focuses on How do we respond to injustice? With a focus on Nelson Mandela. They also explore ways to deal with bullying, which reinforces concepts covered in the Spring Term.  History – In this term History covers the Holocaust and references are made to this in R&P and PASHE. | Pupils will create their own political party and hold a Hustings. This topic will cover the following:  What are British values?  Why are they important for the members of our society?  What is the importance of democracy?  How is democracy carried out in the UK? |
| Disciplinary knowledge  (Skills) | Pupils will:  \*Develop career awareness: Exploring different career options and understanding the skills needed.  \*Improve self-awareness by exploring their strengths and interests.  \*Develop research and computing skills when using software to research career options.  \*Develop self-awareness surrounding their own strengths and interests.  \*Increase self-esteem when considering future ambitions.  \*Learn goal-setting when considering their future. | Pupils will:  \*Begin to be able to identify body image issues (this will be covered in greater depth in Year 9.)  \*Begin to develop strategies to deal with body image issues.  \*Begin to explore ways to develop self-esteem e.g. focusing on the inner world. | Pupils will:  \*Develop self-awareness linked to the changes that will take place during puberty.  \*Increase the strategies they have developed to deal with emotional stressors and mental health.  \*Reinforce and increase awareness of places they can go to for support (self-advocacy.)  \*Develop healthy decision-making skills linked to relationships with others. | Pupils will:  \*Develop risk management: identifying and managing risks linked to sexual wellbeing and health.  \*Improve personal wellbeing: increasing strategies for maintaining overall health and wellbeing.  \*Reinforce and increase awareness of places they can go to for support (self-advocacy.)  \*Develop healthy decision-making skills linked to relationships with others. | Pupils will:  \*Develop media literacy: critically evaluating media messages and understanding the impact.  \*Learn respect for diversity, understanding and valuing differences in others.  \*Literacy skills – when analysing media and then creating their own biased reports.  \*Self-awareness when considering their own reactions to a range of situations linked to the topic.  \*Develop the ability to disagree respectfully when discussing issues raised in class. | Pupils will:  \*Learn respect for diversity, understanding and valuing differences in others.  \*Develop teamwork skills when working as a class to create a manifesto thinking of ways to improve Selwood Academy linked to their political party’s agenda e.g. the Green Party will focus on how to improve Selwood’s environment etc.  \*Develop creativity and decision-making when creating speeches, posters, displays, tv adverts and rosettes.  \*Oracy skills by presenting their manifesto and asking/answering questions. |
| Progression from previous learning | This topic builds on Year 7 Summer 2, but allows provides pupils with a chance to use careers software online to research careers that suit their personal interests. | This topic supports wellbeing building on a range of topics covered from Year 5 to Year 7 but especially Year 7 term 4 How do I deal with emotions? | This topic develops pupils ability to form and maintain successful healthy relationships building on topics from Year through to Year 7. | This topic builds on topics specifically linked to puberty such as Year 6 term 5 and Year 7 term 5 with a focus on sexual health and wellbeing. | This topic builds on knowledge gained in Year 5 term 5 linked to Anne Frank, a range of topics in R&P and their History Year 8 Holocaust topic. | This topic builds on their knowledge of the British Values developed in History and R&P. |
| Enrichment | Careers Day  Visit to Bath University  A range of Pathway Assemblies in Summer 2. | Art Competition Bodypositvity | Wednesday Wellbeing Club  Silver/Pink Ambassadors.  Reflective Class Worships. | Wednesday Wellbeing Club  Silver/Pink Ambassadors.  Reflective Class Worships. | Wednesday Wellbeing Club  Silver/Pink Ambassadors.  Reflective Class Worships.  Cross-Curricular R&P topic Nelson Mandela. | A Year 8 Hustings held in the main hall.  A KS3 poll in which the pupils vote for their favourite manifesto. |
| Assessment | Google Classroom Assessment. | Google Classroom Assessment. | Google Classroom Assessment. | Google Classroom Assessment. | Google Classroom Assessment. | Google Classroom Assessment. |