

# PSHE curriculum map: Year 8

	Term 1	Term 2	Term 3			
<b>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</b>	<ol style="list-style-type: none"> <li>1. <b>How can I develop a positive mind-set and resilience?</b> How to deal with failure.</li> <li>2. <b>What are unhealthy coping strategies and what should I do about them?</b> How to handle negative emotions and stress. Where can pupils find sources of support in and outside of school?</li> <li>3. <b>How important is sleep?</b> Explores the science behind sleep and the links between sleep and mental health.</li> <li>4. <b>Why is healthy body image important?</b> Builds on the body image lesson from year 7. Recaps some of the physical stereotypes that pupils may feel pressured by and pupils discuss how much they feel there is an obligation to 'fit in' with certain norms. Takes a sharper look at the influence of social media on body image, and how online content it curated and not true to life.</li> </ol>	<ol style="list-style-type: none"> <li>5. <b>What is consent?</b> Builds on year 7 respect lesson. Students start to explore consent specifically in the context of romantic or intimate relationships, and how you can stand up to pressure in intimate relationships.</li> <li>6. <b>Do we understand the risks around nude image sharing?</b> Looks at why people may choose to share images of themselves, risks and consequences, the law surrounding underage image sharing, and strategies to stand up to pressure or manipulation into sending images.</li> <li>7. <b>What is contraception and STIs? Focus on condoms and the pill.</b> – Links to science lessons on reproduction and the anatomy which will have been studied in year 7. Pupils learn the purpose of contraception and where people can access contraceptive advice and services.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Online bullying</b> – how it can differ from face-to-face bullying, and how bullying can present itself online.</li> <li>2. <b>Gender stereotypes and how it can affect our opportunities later in life and our relationships?</b> – addresses stereotypes that can still exist for boys and girls, and where do gender stereotypes come from. Looks at the impact of media and marketing at fuelling these and how it might shape our perceptions of ourselves or limit our interests and ambitions.</li> <li>3. <b>Harmful male stereotypes</b> – builds on prior lesson as well as introducing a definition of misogyny. Students address male stereotypes which could be particularly harmful for their emotional wellbeing, or could go so far as to impact their behaviours and treatment of others. Students encouraged to challenge common sayings which promote these harmful stereotypes.</li> <li>4. <b>Misogyny</b> – addresses the role of the internet, social media, and influential people and the methods that they use to target and attract young boys into adopting harmful attitudes towards women.</li> </ol>	<ol style="list-style-type: none"> <li>5. <b>FGM - what is it? How do I recognise the signs?</b> Understanding the law and the facts vs myths around FGM. Knowing how to identify someone that may be at risk of, or have undergone FGM and how to report it.</li> <li>6. <b>Lesson 1: Coercive control, harassment and abuse: what do safe and unsafe relationships look like?</b> 2 lessons which address the signs of manipulative and controlling relationships. Pupils address lots of scenarios to decide what behaviours are deemed acceptable or not, and which are dependent on context.</li> <li>7. <b>Lesson 2: Coercive control, harassment and abuse: what do safe and unsafe relationships look like</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Racism lesson 1</b> – Pupils consider where racist attitudes come from. How far of a problem is racism in our school, and what further action can we take to challenge it?</li> <li>2. <b>Racism lesson 2</b></li> <li>3. <b>The law and me: What does it mean to be a good citizen? How can I recognise and avoid anti-social behaviour?</b> Taking a look into crimes more commonly committed by younger people, or ways that they might negatively interact with the local community. Understanding the impact that this can have on others, and how we can have a positive impact on our community. Knowing how to resist peer pressures when it comes to antisocial behaviour.</li> </ol>	<ol style="list-style-type: none"> <li>4. <b>Lesson 1: gangs</b> - what influences people to join and how can we stand up to these pressures? What are the consequences?</li> <li>5. <b>Lesson 2: gangs</b></li> <li>6. <b>Employability skills</b> – What qualities do employers look for, and how far are students demonstrating these personal qualities? How can pupils develop these qualities over the next few years in or outside of school?</li> </ol>
<b>Skills-what will be developed?</b>	<ul style="list-style-type: none"> <li>• <b>Social and communication:</b> students are regularly expected to discuss their ideas with partners and, if they wish to, with the class. Pupils have lots of opportunity to verbalise their views on important topics which also requires them to be active listeners.</li> <li>• <b>Independent thinking and reaching judgments:</b> Students must formulate their own opinions, and reflect on their own values when dealing with these topics. Through the sharing ideas with others, we imagine that many pupils may have their existing opinions challenged or broadened.</li> <li>• <b>Social action:</b> students in some lessons are encouraged not just to share their opinions, but offer solutions to issues that still exist in our society. For example, in their racism lessons, what else can we do in school and wider society to stand up to racism? These discussions are to set pupils up to be proactive members of society who want to affect change, rather than just passively offering a critique of things that we may still find problematic.</li> </ul>					
<b>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</b>	<p>Pupils gain an understanding of:</p> <ul style="list-style-type: none"> <li>• How can our opinions be shaped by our background and experiences?</li> <li>• How <i>might</i> people's life experiences in school, the workplace, and wider society differ depending on their background; be it faith, ethnicity, gender, disability, family upbringing etc.</li> <li>• Why it is important to be an upstander rather than a bystander in all situations where someone is a victim of hate, and what are the consequences if we do not stand up for others?</li> <li>• How can we keep our minds and bodies healthy; what are the physical, mental, and environmental factors that contribute to our overall health?</li> <li>• How can we develop healthy relationships and how can we recognise unhealthy relationships?</li> </ul>					

<p><b>SEND-</b> how will support be seen? Seating plans? Simplified questions?</p>	<ul style="list-style-type: none"> <li>We recognise that <i>some</i> children and young people with SEND can be particularly at increased risk regarding aspects of their health, wellbeing, safety and relationships, including heightened vulnerability to abuse and exploitation – sexual or otherwise, online or offline. They may also face barriers in maintaining their own personal and sexual relationships, meeting new people and avoiding social isolation. Our PSHE lessons help to develop the communication skills, vocabulary, strategies and confidence to help identify and try to manage such challenges.</li> <li>Scenario based activities are used regularly to allow pupils to explore and discuss people’s experiences and feelings in a more concrete way. This is helpful when dealing with the many the topics we teach that have more nuance. It allows pupils to analyse social situations that are relevant to their age range and make judgments for themselves, but also to discuss these with others. This is useful in topics like recognising signs of healthy and unhealthy/abusive relationships, where there may be more nuance in what constitutes manipulative or controlling behaviours.</li> <li>Glossaries of key words are included in the PowerPoints so that pupils can access the lesson and to develop their vocabulary around these key issues – pupils are expected to add one or two of these to their books where they are introduced to new key terms.</li> <li>Students are given space to discuss ideas in pairs first before discussing as a class. As staff get to know their classes, seating plans are used to place pupils in a way to not just manage behaviour, but foster relationships and discussion between different students. Seating plans can also be used so that SEND pupils, or those who may not be SEND but may for other reasons struggle in social situations, can have the confidence to express their ideas. This could include placing them next to one person that they are familiar with to encourage them to participate.</li> </ul>					
<p><b>Assessment-</b> What? Why?</p>	<ul style="list-style-type: none"> <li>No formal assessment is used</li> <li>Lesson objectives are set out clearly in every lesson. Pupils’ progress or understanding of the topic are measured against these learning objectives.</li> <li>Teachers use cold-calling to check the understanding of a variety of pupils throughout the lesson. Lessons are planned with a variety of questions which link back to the objectives, or tasks which pupils must be ready to discuss their ideas with the class.</li> <li>Retrieval questions or tasks are used at the start of each lesson.</li> <li>Exit tickets or questions are used at the end of lessons for pupils to evaluate their own learning.</li> </ul>					
<p>What <b>memory for learning</b> skills will be required- modelling? Concrete answers? Retrieval?</p>	<ul style="list-style-type: none"> <li>Retrieval tasks or quizzes used at the start of lessons</li> <li>Exit tickets or tasks to summarise learning at the end of lessons</li> <li>Themes are built on year on year, and across different lessons. Pupils are therefore required to recall knowledge from previous lessons in order to develop their understanding.</li> </ul>					
<p><b>Literacy-</b> reading, extended accurate writing and oracy opportunities</p>	<ul style="list-style-type: none"> <li><b>Oracy:</b> Much of PSHE is about pupils being able to articulate their ideas out loud rather than long pieces of extended writing.</li> <li>Students have regular opportunities to discuss key questions which are usually done in pairs and then to the whole class to give pupils the chance to gather their ideas first, and give them greater confidence to share with the group.</li> <li>Key questions are used throughout the lessons which link back to the lesson objectives. Many of these key questions are open-ended to elicit ideas and opinions from pupils, rather than questions which expect declarative, factual knowledge.</li> </ul>					
<p><b>Numeracy/computing</b> skills</p>	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
<p><b>Character development</b></p>	<ul style="list-style-type: none"> <li>PSHE lessons equip pupils with the knowledge that will allow them to be a respectful, tolerant, and active citizens who can form and evaluate their own opinions whilst accepting those of other people.</li> <li>Pupils are encouraged to be compassionate and develop an understanding of other people’s points of view. Lessons that centre around bullying and respect help to reinforce behaviour expectations of the school, and give students an awareness of appropriate boundaries, and a clear idea of how we treat others.</li> <li>Students develop empathy and understanding in a range of lessons, often using scenarios or real-life stories to step into the place of others. This includes in year 8 understanding the impact that online bullying, and racism has on its victims, and in the coercive control lesson addressing the many factors as to why someone may not leave an abusive relationship and might need an outsiders help.</li> <li>Pupils are encouraged to be agents of change by coming up with solutions to how we can continue to make improvements in school, and the wider community, and to be proactive at stepping in when a person is in need.</li> </ul>					
<p><b>Equality and diversity</b></p>	<ul style="list-style-type: none"> <li>Across many of these lessons, pupils are challenged to think about scenarios and topics through the lens of different people’s experiences and points of view.</li> <li>Students make further links to the protected characteristics in year 8 when looking at gender stereotypes. Pupils explore how people’s ingrained stereotypes can eventually influence people to discriminate based on gender, and how in some parts of the world this has resulted in severely limited opportunities for women in particular in respect of education, employment, and politics.</li> <li>Diversity is explored in their racism lessons.</li> <li>However, lessons are also designed to be optimistic in their approach to equality and diversity and they also explore the progress that has already been made towards achieving equal opportunities. Lessons that feature themes of equality and diversity also aim to provide positive role models for students to aspire to; individuals who have challenged the status quo, or affected positive change.</li> <li>Even in lessons that are not distinctly linked to equality and diversity, PSHE lessons always make sure to use scenarios and real stories, including videos, of individuals who come from a variety of backgrounds and experiences.</li> </ul>					
<p><b>Homework</b></p>	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
<p><b>CIAG coverage/links</b></p>	<ul style="list-style-type: none"> <li>The personal skills that pupils develop in PSHE are critical not only to navigating their everyday life effectively, but are also relevant to any workplace environment.</li> <li>Pupils develop social and communication skills through their discussions.</li> <li>Through listening to the ideas of others, pupils demonstrate cooperation in PSHE.</li> <li>Students address employability skills in the summer term, and how they can showcase and evidence their skills like resilience, resourcefulness and organisation.</li> </ul>					