PSHE Map Year 8

Year 8
Intent
PSHE sessions aim to help children make choices that keep them safe, happy and healthy. They equip them with the knowledge and skills needed to be independent, responsible citizens who go on to contribute positively to society. Students learn about moral, social and cultural issues so that they have a well-rounded understanding of the world around them. PSHE sessions promote the British values of tolerance, respect, liberty, democracy and the rule of law. We are aware of the way that PSHE supports many of the principles of safeguarding and links closely to our school's Safeguarding Policy. We are aware of the important role the PSHE curriculum has in supporting school to implement the protected characteristics of The Equality Act 2010. Our PSHE (& RSE) curriculum runs in accordance with the DfE statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019.
Implementation
Our PSHE programme of study is split into three core themes. • **Core theme 1**: Relationships • **Core theme 2**: Living in the wider world and Careers • **Core theme 3**: Health and Wellbeing PSHE is taught every week during form time by form tutors who know their students well and can tailor lessons to meet specific student needs. This is 40 minutes per week and sessions are mainly discussion-based, where students are encouraged to express their opinions and ask questions. Term planning has been developed by the PSHE lead in guidance with The PSHE Association to meet the needs of our pupils. Staff have had CPD training on PSHE on inset days and through directed time; using Brook, specialist speakers and the National College. PSHE objectives are also taught throughout the whole school curriculum in various subjects such as L4L and P.E (see the PSHE Map which includes an audit across subjects). Specialist speakers in Relationships and Sex Education have delivered topics to all Year groups on topics such as Consent, Contraception, Pornography, Sexting and Sexual Harassment throughout the year. Loudmouth, Rebecca Jennings and The Banter Game Workshop are examples of external speakers/agencies that have been used. Assemblies also cover some PSHE objectives and have been delivered by the safeguarding Team (see the PSHE Map which includes an audit of assemblies).
Living in the Wider World and Careers
Living in the Wider World and Careers Impact
Pupils will develop and demonstrate skills and attributes that will allow them to participate fully in and contribute positively to life in modern Britain. Students will explore different career pathways further, looking at entrepreneurs for example to broaden their knowledge on what is available to them. Students will reflect on further skills building on from year 7 such as teamworking, interpersonal and communication skills, and the importance of these within careers. Students will explore STEM Careers and will learn about different roles and misconceptions. In L4L, students will explore what it means to have a mortgage and how to budget. This will enable students to assess and manage risk in relation to financial decisions that young people might make and make them aware of responsibilities they will have when they are older. Students will explore the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues. This will allow students to utilise social media responsibly and

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positively. In L4L, students will also recognise and challenge stereotypes and family or cultural expectations that may limit aspirations which will allow students of all backgrounds to push themselves and be ambitious. Additionally, students will recognise the potential influence of extreme views on people's attitudes and behaviours and explore a range of viewpoints to broaden their own opinions about different perspectives and to be tolerant of others. In every L4L theme there is a careers-based lesson which will broaden students' knowledge on the different careers that are available.
Autumn Half Term 1
Careers Skills: Entrepreneurs   **Core Theme: Health and Wellbeing**   KS3 H2   **Core Theme: Living in the Wider World**   KS3 L3   KS3 L4   KS3 L5   KS3 L9   KS3 L10   KS3 L11   KS3 L12   **CDI Framework Goal**   2, 5 and 12   **Gatsby Benchmarks:**   1,2, 3 and 4
Careers Skills: Teamwork   **Core Theme: Health and Wellbeing**   KS3 H2   KS3 H10   **Core Theme: Relationships**   KS3 R10   KS3 R13   KS3 R14   KS3 R15   KS3 R16   KS3 R19   **Core Theme: Living in the Wider World**   KS3 L2   KS3 L4   KS3 L5   **CDI Framework Goal**   10, 11 and 16   **Gatsby Benchmarks:**

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1,2, 3 and 4
Careers: Communication Skills **Core Theme: Health and Wellbeing** KS3 H1 **Core Theme: Relationships** KS3 R16 KS3 R19 **Core Theme: Living in the Wider World** KS3 L1 KS3 L2 KS3 L4 **CDI Framework Goal** 11 and 16 **Gatsby Benchmarks:** 1,2, 3 and 4
STEM Careers **Core Theme: Living in the Wider World** KS3 L8 KS3 L12   **CDI Framework Goal** 5, 8, 11 and 15 **Gatsby Benchmarks:** 1,2, 3 and 4
Self Confidence and Goals **Core Theme: Health and Wellbeing** KS3 H1 KS3 H2 KS3 H4 KS3 H5 KS3 H9 **Core Theme: Living in the Wider World** KS3 L2 KS3 L3 KS3 L4 KS3 L14 **CDI Framework Goal** 1, 2, 11 and 17 **Gatsby Benchmarks:** 1,2, 3, 4 and 8

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Managing my behaviour to achieve

Core Theme: Health and Wellbeing
KS3 H1
KS3 H2
KS3 H4
KS3 H5
KS3 H6
KS3 H7
KS3 H10
KS3 H31

Core Theme: Relationships
KS3 R13
KS3 R14
KS3 R15
KS3 R16
KS3 R19

Core Theme: Living in the Wider World
KS3 L1
KS3 L2
KS3 L3
KS3 L4
KS3 L5

CDI Framework Goal
1, 2, 11, 16 and 17

Gatsby Benchmarks:
1,2, 3 and 4

Young people's employment rights and responsibilities

Core Theme: Living in the Wider World
KS3 L4
KS3 L13

CDI Framework Goal
9 and 17

Gatsby Benchmarks:
1,2, 3 and 4

Autumn Half Term 2

Emotional Literacy: Self Awareness

Core Theme: Health and Wellbeing
KS3 H1
KS3 H2
KS3 H4
KS3 H5
KS3 H6

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KS3 H7
KS3 H9
KS3 H10
KS3 H12

Core Theme: Relationships
KS3 R14
KS3 R19

Core Theme: Living in the Wider World
KS3 L2
KS3 L3

How tax is spent

Core Theme: Living in the Wider World
KS3 L18
KS5 L14

Who are the radical groups

Core Theme: Health and Wellbeing
KS3 H3
KS3 H5
KS3 H30

Core Theme: Relationships
KS3 R1
KS3 R2
KS3 R13
KS3 R14
KS3 R17
KS3 R40
KS3 R41
KS3 R42
KS3 R43
KS3 R44
KS3 R45

Core Theme: Living in the Wider World
KS3 L23
KS3 L24
KS3 L25
KS3 L26
KS3 L27

Prejudice and discrimination: Religion

Core Theme: Health and Wellbeing
KS3 H3
KS3 H4
KS3 H5

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Core Theme: Relationships
KS3 R1
KS3 R2
KS3 R3
KS3 R13
KS3 R14
KS3 R16
KS3 R37
KS3 R38
KS3 R39
KS3 R40
KS3 R41

Core Theme: Living in the Wider World
KS3 L23
KS3 L26

Assessment of Living in the Wider World and Feedback Survey

Health and Wellbeing

Health and Wellbeing Impact

Students will know how to make good decisions about their own health and wellbeing. It will enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Students can discuss health as well as learning about looking after themselves and others around them. Students will learn about taking more responsibility for their own health with a focus on cancer awareness which will allow students to manage their own health in the future through self-examination for example. Students will explore unhealthy coping strategies in more detail than year 7, focusing on self-harm and eating disorders. This will equip students with how they can seek help and look out for warning signs in other young people. Additionally, students will learn effective strategies to deal with emotions and stress which will be useful throughout school life, particularly as they start to approach GCSE's.

In L4L, students will recap the importance of maintaining personal hygiene with a focus on the spread of disease and the prevention of infection. This allows students to be responsible for their own hygiene, reduces the risk of some medical conditions and also increases self-confidence and positively impacts personal relationships. In L4L, when looking at Anatomy, students will explore the benefits of physical activity and exercise for physical and mental health and wellbeing and will allow students to positively influence their health. Students will further be encouraged to take responsibility for their own health and this enables students to have regular dental check-ups, be safe in the sun, and also explore the purpose of vaccinations offered during adolescence and the importance of them for individuals and society. Additionally, in L4L, students will evaluate the link between language and mental health stigma. This will allow students to develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns. It will also help students to recognise when they or others need help with their mental health and wellbeing.

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Vaping, Nicotine and Addiction
Core Theme: Health and Wellbeing
KS3 H23
KS3 H24
KS3 H25
KS3 H26
KS3 H27
KS3 H28
KS3 H29
Core Theme: Relationships
KS3 R43
KS3 R44
Cancer Awareness
Core Theme: Health and Wellbeing
KS3 H14
KS3 H17
KS3 H18
KS3 H19
KS3 H21
KS3 H23
KS3 H27
Spring Term 1
Unhealthy coping strategies – Eating Disorders
Core Theme: Health and Wellbeing
KS3 H11
KS3 H18
KS3 H21
Unhealthy Coping Strategies – Self-Harm
Core Theme: Health and Wellbeing
KS3 H11
KS3 H12
KS3 H21
Gambling
Core Theme: Health and Wellbeing
KS3 H32
Core Theme: Living in the Wider World
KS3 L15
KS3 L16
KS3 L17
Mindset
Core Theme: Health and Wellbeing
KS3 H2

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KS3 H4
KS3 H9
Responsibility for own Physical Health
Core Theme: Health and Wellbeing
KS3 H19
KS3 H21
Dealing with Emotions
Core Theme: Health and Wellbeing
KS3 H6
Core Theme: Living in the Wider World
KS3 L14
KS3 L17
Spring Term 2
Stress
Core Theme: Health and Wellbeing
KS3 H1
KS3 H2
KS3 H5
KS3 H10
KS3 H11
KS3 H12
KS3 H19
KS3 H21
Mindfulness
Core Theme: Health and Wellbeing
KS3 H2
KS3 H4
KS3 H5
KS3 H7
KS3 H9
KS3 H10
KS3 H12
KS3 H13
KS3 H14
Core Theme: Living in the Wider World
KS3 L1
KS3 L4
Assessment of Health and Wellbeing and Feedback Survey
Relationships
Relationships Impact
This will give students the information they need to help them develop healthy, nurturing relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other types of committed relationship. It will teach acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not

right and understand how such situations can be managed. Sex education will be more detailed and will focus on; contraception and sexting. This will be a step up from year 7 and will equip students with the information, skills and motivation to make healthy decisions about sex throughout their lives. Students will gain knowledge on domestic conflict which will help students understand places they can get support if they are or someone they know are affected by this. Students will reflect on body image and learn techniques to think positively about body image which will ease students going through puberty and experiencing changes in their body. Additionally, students will explore stereotypes regarding disability and challenge misconceptions and will explore homophobia; promoting inclusivity and tolerance within students.

In L4L, students will learn the importance of promoting inclusion and how to challenge discrimination safely. This will allow students to develop into adults with the understanding of the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, and faith-based prejudice. In L4L, students will further develop and rehearse the skills of team working, equipping students with key skills invaluable to careers.

Contraception

Core Theme: Health and Wellbeing
KS3 H30
KS3 H31
KS3 H35
KS3 H36

Core Theme: Relationships
KS3 R12
KS3 R31
KS3 R32
KS3 R33
KS3 R34

Summer Term 1

Sexting and image share danger

Core Theme: Health and Wellbeing
KS3 H2
KS3 H5
KS3 H30
KS3 H31

Core Theme: Relationships
KS3 R1
KS3 R2
KS3 R8
KS3 R9
KS3 R10
KS3 R11
KS3 R13
KS3 R14

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KS3 R18
KS3 R21
KS3 R23
KS3 R24
KS3 R26
KS3 R27
KS3 R29
KS3 R30
KS3 R42
KS3 R44

Core Theme: Living in the Wider World
KS3 L20
KS3 L21
KS3 L24
KS3 L25
KS3 L27

Male body image – 2 weeks
Core Theme: Health and Wellbeing
KS3 H3
KS3 H4
KS3 H5
KS3 H8
KS3 H11
KS3 H12
KS3 H21

Core Theme: Relationships
KS3 R3
KS3 R7
KS3 R42
KS3 R43
KS3 R44

Core Theme: Living in the Wider World
KS3 L22
KS3 L23
KS3 L24

Domestic conflict

Core Theme: Health and Wellbeing
KS3 H2
KS3 H4
KS3 H5
KS3 H6
KS3 H8
KS3 H9
KS3 H10
KS3 H12
KS3 H30

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KS3 H31 **Core Theme: Relationships** KS3 R1 KS3 R9 KS3 R13 KS3 R18 KS3 R19 KS3 R21 KS3 R22 KS3 R23 KS3 R38 **Core Theme: Living in the Wider World** KS3 L23
Stereotypes and Prejudice: Disability **Core Theme: Living in the Wider World** KS3 L10 **Core Theme: Relationships** KS3 R39 KS3 R40 KS3 R41
Summer Term 2
Homophobia – LGBT discrimination around the world **Core Theme: Living in the Wider World** L10 **Core Theme: Relationships** R39 R40 R41
How can we avoid online groomers? **Core Theme: Relationships** KS3 R37
Equality Act **Core Theme: Relationships** KS3 R39 KS3 R40 KS3 R41 **Core Theme: Health and Wellbeing** KS3 H1
Guest Speaker

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In Curriculum
L4L
L4L – Pudding Lane **Spread of Disease** **H20.** strategies for maintaining personal hygiene, including oral health, and prevention of infection **What caused the great plague** **R15.** to further develop and rehearse the skills of team working
L4L Grand Designs **The Design Process** **R16.** to further develop the skills of active listening, clear communication, negotiation and compromise **R15.** to further develop and rehearse the skills of team working **L3.** to set realistic yet ambitious targets and goals **Budgeting and Mortgaging** **L16.** about values and attitudes relating to finance, including debt

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L15. to assess and manage risk in relation to financial decisions that young people might make

Web Design and Marketing Design
L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues
L23. to recognise the importance of seeking a variety of perspectives

Brainstorming and Modelling
L1. study, organisational, research and presentation skills
R16. to further develop the skills of active listening, clear communication, negotiation and compromise
R15. to further develop and rehearse the skills of team working
L3. to set realistic yet ambitious targets and goals

Careers in Construction
L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work
L12. about different work roles and career pathways, including clarifying their own early aspirations

L4L Coming and Going
History of Migration, Refugee Boy, Syria
L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online
L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours

Debate – European Union
L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours
L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

L4L Coast
Tourism and Marketing
L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams

Lord of the Flies
R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online
R2. indicators of positive, healthy relationships and unhealthy relationships, including online
R10. the importance of trust in relationships and the behaviours that can undermine or build trust

L4L India
The Real India
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation

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L13. about young people's employment rights and responsibilities

The Path to Independence
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

L4L – Da Vinci
Anatomy
H14. the benefits of physical activity and exercise for physical and mental health and wellbeing
H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society

L4L Freedom
The Empire, Religious Freedom, Suffragettes and Abolition of Slavery
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
R11. to evaluate expectations about gender roles, behaviour

Modern Rights and Responsibilities
L13. about young people's employment rights and responsibilities

L4L Please Sir
The Workhouse and Corporal Punishment
R35. the roles and responsibilities of parents, carers and children in families
R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
L13. about young people's employment rights and responsibilities

Oliver
R2. indicators of positive, healthy relationships and unhealthy relationships, including online
R10. the importance of trust in relationships and the behaviours that can undermine or build trust

Coding and Computer Science
L8. about routes into work, training and other vocational and academic opportunities, and progression routes
L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work
L12. about different work roles and career pathways, including clarifying their own early aspirations

L4L Over the Top
Shell Shock

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H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns
H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

L4L Apps for Good
L12. about different work roles and career pathways, including clarifying their own early aspirations
L8. about routes into work, training and other vocational and academic opportunities, and progression routes
R15. to further develop and rehearse the skills of team working

Science

Smoking and drugs
H2 to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
H5 to recognise and manage internal and external influences on decisions which affect health and wellbeing
H10 a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
H23 the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics
H24 to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use
H25 strategies to manage a range of influences on drug, alcohol and tobacco use, including peers

H26 information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use
H27 the personal and social risks and consequences of substance use and misuse including occasional use
H28 the law relating to the supply, use and misuse of legal and illegal substances
H29 about the concepts of dependence and addiction including awareness of help to overcome addictions

R20 to manage the influence of drugs and alcohol on decision-making within relationships and social situations
R42 to recognise peer influence and to develop strategies for managing it, including online

Healthy Eating
H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices
H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices

Puberty and reproduction
H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
R4. the difference between biological sex, gender identity and sexual orientation
R5. to recognise that sexual attraction and sexuality are diverse

English
A Christmas Carol

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H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) R15. to further develop and rehearse the skills of team working R16. to further develop the skills of active listening, clear communication, negotiation and compromise
R19. to develop conflict management skills and strategies to reconcile after disagreements
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
L16. about values and attitudes relating to finance, including debt
L18. to evaluate social and moral dilemmas about the use of money

Romeo and Juliet
H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
H7. the characteristics of mental and emotional health and strategies for managing these
H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
R2. indicators of positive, healthy relationships and unhealthy relationships, including online
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
R10. the importance of trust in relationships and the behaviours that can undermine or build trust
R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships
R35. the roles and responsibilities of parents, carers and children in families
L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours

Heroes and Villains
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Languages
R35. the roles and responsibilities of parents, carers and children in families

P.E
H9. We discuss strategies to build resilience, as well as how to respond to disappointing setbacks. **H17.** the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

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H14. the benefits of physical activity and exercise for physical and mental health and wellbeing
H16. To recognise and manage what influences their choices about physical activity
R15. to further develop and rehearse the skills of team working

Design

Health and Safety
H30. how to identify risk and manage personal safety in increasingly independent
situations, including online
H31. ways of assessing and reducing risk in relation to health, wellbeing and
personal safety

Maths

L16. about values and attitudes relating to finance, including debt

Music

The History of the Blues
H4. simple strategies to help build resilience to negative opinions, judgements and comments

Art

L2. to review their strengths, interests, skills, qualities and values and how to
develop them
L3. to set realistic yet ambitious targets and goals
H1. how we are all unique; that recognising and demonstrating personal strengths
build self-confidence, self-esteem and good health and wellbeing

Focus Days

Country Project Focus Day:
L1. study, organisational, research and presentation skills
L2. to review their strengths, interests, skills, qualities and values and how to
develop them
R15. to further develop and rehearse the skills of team working

Assemblies

Knife Crime
R47. motivations, misconceptions and consequences of carrying weapons and
strategies for managing pressure to carry a weapon

Anti-bullying
R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being
targeted or witnessing others being bullied

Disability History Month
KS4 R5. the legal rights, responsibilities and protections provided by the Equality Act 2010

Online safety – Police
R17. strategies to identify and reduce risk from people online that they do not already know;
when and how to access help
L24. to understand how the way people present themselves online can have positive and negative
impacts on them

Black History Month
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline and online,
including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
R41. the need to promote inclusion and challenge discrimination, and how to do so safely,
including online

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Tolerance and Reflection
R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

The importance of Sleep
H15. the importance of sleep and strategies to maintain good quality sleep

Sexual Harassment
R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex
R31. that intimate relationships should be pleasurable
R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help

Anti-Social Behaviour
R2. indicators of positive, healthy relationships and unhealthy relationships, including online
R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations
R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this
R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

Martin Luther King - BLM
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

County Lines – Police
R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help
R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours
R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

World Mental Health Day

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H7. the characteristics of mental and emotional health and strategies for managing these
H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns
H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

Human Rights
L13. about young people's employment rights and responsibilities

Aspirations and Resolutions
L12. about different work roles and career pathways, including clarifying their own early aspirations

LGBTQ+ History
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
R4. the difference between biological sex, gender identity and sexual orientation
R5. to recognise that sexual attraction and sexuality are diverse

Safer Internet
R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help
L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media
L24. to understand how the way people present themselves online can have positive and negative impacts on them
L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

International Women's Day
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Racial Discrimination
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Elections and Democracy
L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours

External Agencies
Medical Mavericks – Health Careers

PSHE Map Year 8

L2. to review their strengths, interests, skills, qualities and values and how to develop them
L3. to set realistic yet ambitious targets and goals
L4. the skills and attributes that employers value
L5. the skills and qualities required to engage in enterprise
L7. 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
L8. about routes into work, training and other vocational and academic opportunities, and progression routes
L12. about different work roles and career pathways, including clarifying their own early aspirations

The Banter Game TIE piece and workshop – Sexual Harassment
R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex
R31. that intimate relationships should be pleasurable
R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help

RSE Speaker on consent, contraception, sexting– Rebecca Jennings
H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
H30. how to identify risk and manage personal safety in increasingly independent situations, including online
H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety
H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice
R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex
R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances R18. about the concept of consent in maturing relationships
R25. about the law relating to sexual consent
R28. to gauge readiness for sexual intimacy
R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships
R33. the risks related to unprotected sex
R34. the consequences of unintended pregnancy, sources of support and the options available

Nurse Sexual Health Workshop
H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
H30. how to identify risk and manage personal safety in increasingly independent situations, including online
H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety
H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice
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Humanutopia
H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
H4. simple strategies to help build resilience to negative opinions, judgements and comments
H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing
H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
H7. the characteristics of mental and emotional health and strategies for managing these
H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
R2. indicators of positive, healthy relationships and unhealthy relationships, including online
R15. to further develop and rehearse the skills of team working
R16. to further develop the skills of active listening, clear communication, negotiation and compromise
R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

DECCA Session – Peer Pressure – Drugs and Alcohol
H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use
H27. the personal and social risks and consequences of substance use and misuse including occasional use
H28. the law relating to the supply, use and misuse of legal and illegal substances
R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations

PSHE Map Year 8

Loudmouth – Sexual Harassment

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R31. that intimate relationships should be pleasurable

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R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help