# Year 8 ~ Curriculum Map for PSHE

Y8 PSHE aims to develop student's <u>personal</u> skills especially in resisting peer pressure through **drugs, alcohol and smoking education** and in deconstructing powerful and manipulative **media** messages.   There will also attention directed to their future careers **(from school to life)** and how **exam preparation** skills can act as a stepping stone towards this.   Not only this but students will be encouraged to develop <u>socially</u> whether this is in their ability to be more **resilient** or to be more aware of the **relationships** around them and to consider whether these are healthy.  Students will also be encouraged to consider risk of everyday life situations across all of the curriculum and to apply this to live a safe and <u>healthy</u> lifestyle.

| | Term 1 | | Term 2 | | Term 3 | | Term 4 | | Term 5 | | Term 6 |
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| Topic(s): | **From School to Life** | Aim of A&R | **Smoking and Drugs Ed** | Aim of A&R | **Resilience 2** | Aim of A&R | **Anti-Bullying** | Aim of A&R | **Media Influences** | Aim of A&R | **Relationship Smarts** |
| 'Big idea(s)' / fundamental concepts | *AMBITION/ ASPIRATION* *How can we 'be the best we can be'?* | | *SELF-BELIEF* *How and why should we resist peer pressure?* | | *PERSEVERANCE* *Do I know and practice how to bounce back when things go wrong?* | | *INTEGRITY* *Do I always think, act and behave in a positive way?* | | *RESPECT* *Do I respect myself and others online?* | | *EXCELLENCE* *Do I demonstrate excellence in all aspects of my life?* |
| Knowledge to be learnt | - *Possible adult selves*<br>- *Positive/ Negative role models*<br>- *Strategies*<br>- *Career Timelines*<br>- *Possible next year selves*<br>- *Possible future selves* | | - Group think and peer pressure<br>- Drug and Alcohol statistics<br>- Why people drink alcohol<br>- Alcohol units<br>- Arguments for and against smoking.<br>- Drugs | | - Real time resilience<br>- Assertiveness<br>- Negotiation<br>- Coping Strategies<br>- Visualisation<br>- Goal Setting | | - Prejudice<br>- Homophobia<br>- Disability<br>- Cyberbullying<br>- Peer Pressure<br>- Inclusion | | - Media Literacy<br>- Gender Stereotypes<br>- Media and Body Image<br>- Media and Marketing<br>- Creating Counter Adverts | | - Knowing Yourself<br>- Values<br>- Relationships<br>- Infatuation<br>- Smart Relationships<br>- Healthy Relationships |
| Key vocabulary | **Ambition/ Aspiration**<br>**Goal**<br>**Reflect**<br>**Career**<br>**Quality & Skill**<br>**Qualification**<br>**Plan**<br>**Strategy**<br>**Timeline**<br>**Community**<br>**Lifestyle** | Assessment of knowledge learnt in term 1: Starting Secondary School | **Drug**<br>**Alcohol**<br>**Peer Pressure**<br>**Dependence**<br>**Addiction**<br>**Habit**<br>**Social**<br>**Physical** | Assessment of knowledge learnt in term 2: My Future | **Resilience**<br>**Activating Event**<br>**Beliefs**<br>**Consequences**<br>**Evidence**<br>**Alternative**<br>**Perspective**<br>**Aggressive**<br>**Assertive**<br>**Passive** | Assessment of knowledge learnt in term 3: Resilience 1 | **Prejudice** **Identity**<br>**Stereotype** **Sexuality**<br>**Sexism** **Gender**<br>**Racism** **Cyberbullying**<br>**Homophobia** **Bystander**<br>**Disability** **Peer Pressure** **Inclusion** | Assessment of knowledge learnt in term 4: Alcohol | **Association**<br>**Bandwagon**<br>**Bribery**<br>**Celebrities**<br>**Everyday People**<br>**Experts**<br>**Explicit Claims**<br>**Fear**<br>**Humour** | No A&R due to end of term tests. | **Relationship**<br>**Influences**<br>**Attraction**<br>**Infatuation**<br>**Maturity**<br>**Values** |
| The role of reading and comprehension | Case Studies, discussion and debating activities. | | Case Studies, discussion and debating activities. | | Case Studies, discussion and debating activities. | | Case Studies, discussion and debating activities. | | Case Studies, discussion and debating activities. | | Case Studies, discussion and debating activities. |
| The role of independent extended writing? | *Reflective Writing* *"Who are my positive and negative role models?"* | | *Reflective Writing* *"Explain why young people drink alcohol when they are under age and know the risks."* | | *Reflective Writing* *"Where in life do you experience conflict?"* | | *Reflective Writing* *"Disney films show examples of prejudice." Do you agree or disagree?* | | *Reflective Writing* *"Does the media influence your choices, decisions or lifestyle in any way?"* | | *Reflective Writing* *"What does a healthy relationship look like?"* |
| The role of maths/ numeracy | Discussion of personal aspirations and making the link between jobs/ finances/ needs and physical wants and how this links to academic success. | | N/A | | N/A | | N/A | | N/A | | N/A |
| Links to careers/ aspirations | *This unit promotes explicit education and activities to assist students in making educational, training and occupational choices and to consider and manage their own futures and more specifically future careers.  It highlights the importance of the four 'domains'; careers, family & friends, lifestyle and community.  Students are given the opportunity to explore these, see that they are closely linked and the importance of each.* | | *This unit aims to help students to think about how they are influenced by others in their peer group in a negative way. Students should then be facilitated to grow as independent learners and not take the same pathways as those around them but make decisions for themselves.* | | *This unit promotes students to reflect on their mental health, strengths and weaknesses. Students should also become aware of and begin to challenge their self-talk in order to succeed in their future goals, achievements and aspirations.* | | *This unit allows students to think about how they are influenced by others, building on the Smoking and Drugs Education unit.  Students should again be facilitated to grow as independent learners and not take the same pathways as those around them but make decisions for themselves.* | | *This unit promotes students to reflect on their online persona and how they present themselves to others.  It is important to consider that in future employers may look at their online profile.  How do they wish to be seen by others?  Can their online safety reflect themselves badly to others?* | | *This unit encourages students to explore different relationships they hold with people – not just romantically and physically.  This unit also promotes students investigation of their own values in assisting them to think about their future relationships and lifestyles.* |

| Core skills | To be able to:<br>Communicate<br>Debate<br>Team work<br>Critical think<br>Write to demonstrate an opinion or argument. | | To be able to:<br>Communicate<br>Debate<br>Team work<br>Critical think<br>Write to demonstrate an opinion or argument. | | To be able to:<br>Communicate<br>Debate<br>Team work<br>Critical think<br>Write to demonstrate an opinion or argument. | | To be able to:<br>Communicate<br>Debate<br>Team work<br>Critical think<br>Write to demonstrate an opinion or argument. | | To be able to:<br>Communicate<br>Debate<br>Team work<br>Critical think<br>Write to demonstrate an opinion or argument. | | To be able to:<br>Communicate<br>Debate<br>Team work<br>Critical think<br>Write to demonstrate an opinion or argument. | |
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| Dept. enrichment activities | Assemblies, full school themes, mentor processes, pastoral team. | | Assemblies, full school themes, mentor processes, pastoral team. | | Assemblies, full school themes, mentor processes, pastoral team. | | Assemblies, full school themes, mentor processes, pastoral team. | | Assemblies, full school themes, mentor processes, pastoral team. | | Assemblies, full school themes, mentor processes, pastoral team, external speakers. | |
| Home learning opportunities | Use of the START program used within school to initiate the conversations at home about future career pathways. | | DrinkAware and TalkToFrank online information for parents regarding alcohol, smoking and drugs. | | Conversations around situations which cause stress, practicing assertiveness and negotiation. | | Conversations around diversity/ equality, inclusion, being a bystander and eSafety. | | Check son/daughters privacy settings and use of social media. | | Discuss healthy relationships including friendships and romantic relationships. | |