## Key Stage 3 - Year 8 PSHE

|  | | **Autumn 1**  **Health and Wellbeing** | **Autumn 2**  **Living in the wider world** | **Spring 1**  **Relationships** | **Spring 2**  **Health and Wellbeing** | **Summer 1**  **Relationships** | **Summer 2**  **Living in the wider world** |
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| Learning outcomes/ composite knowledge:  Pupils will be able to… | | **Drugs and alcohol**  Alcohol and drug misuse and pressures relating to drug use | **Community and careers**  Equality of opportunity in careers and life choices, and different types and patterns of work | **Discrimination** Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | **Emotional wellbeing** Mental health and emotional wellbeing, including body image and coping strategies | **Identity and relationships**  Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception | **Digital literacy**  Online safety, digital literacy, media reliability, and gambling hooks |
| Knowledge  Components | Health and wellbeing | * about medicinal and recreational drugs * about the over-consumption of energy drinks * about the relationship between habit and dependence * how to use over the counter and prescription medications safely * how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes * how to recognise and promote positive social norms and attitudes |  | * how to develop self-worth and confidence | * about attitudes towards mental health * how to challenge myths and stigma * about daily wellbeing * how to manage emotions * how to develop digital resilience * about unhealthy coping strategies (e.g. self harm and eating disorders) * about healthy coping strategies |  |  |
| Relationships | * how to manage influences in relation to substance use |  | * how to manage influences on beliefs and decisions * about group-think and persuasion * about gender identity, transphobia and gender-based discrimination |  | * the qualities of positive, healthy relationships * how to demonstrate positive behaviours in healthy relationships * about gender identity and sexual orientation * about forming new partnerships and developing relationships * about the law in relation to consent * how to effectively communicate about consent in relationships * about the risks of ‘sexting’ and how to manage requests or pressure to send an image * about basic forms of contraception, e.g. condom and pill |  |
| Living in the wider world |  | * about equality of opportunity in life and work * how to challenge stereotypes and discrimination in relation to work and pay * about employment, self-employment and voluntary work * how to set aspirational goals for future careers and challenge expectations that limit choices | * how to recognise and challenge homophobia and biphobia * how to recognise and challenge racism and religious discrimination |  | * that the legal and moral duty is with the seeker of consent | * about online communication * how to use social networking sites safely * how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation * how to respond and seek support in cases of online grooming * how to recognise biased or misleading information online * how to critically assess different media sources * how to distinguish between content which is publicly and privately shared * about age restrictions when accessing different forms of media and how to make responsible decisions * how to protect financial security online * how to assess and manage risks in relation to gambling and chance-based transactions |
| National Curriculum reference | | H23, H24, H25, H26, H27, H29, H31, H5, R42, R44 | R39, R41, L3, L8, L9, L10, L11, L12 | R39, R40, R41, R3, R4, R42, R43 | H3, H4, H6, H7, H8, H9, H10, H11, H12, L24 | H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32 | H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27 |
| Common misconceptions | | These vary from pupil to pupil and their experience of PSHE at previous schools. Misconceptions will be addressed in lessons and through assessment. | | | | | |