##  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
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| 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
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| 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
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| 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.  |