



CITY OF DERBY
ACADEMY

Year 8

PSHE/RSE Curriculum

Why Study PSHE-RSE?

Studying **KS3** PSHE (Personal, Social, Health and Economic Education) at the City of Derby Academy in Year 7, 8, and 9 is essential for several reasons:

Holistic Development: PSHE covers a wide range of topics essential for personal development, including mental health awareness, healthy relationships, financial literacy, and digital citizenship. By engaging with these topics, students develop into well-rounded individuals equipped with the knowledge and skills necessary to navigate various aspects of life.

Preparation for Challenges: Adolescence is a period of significant change and challenges. PSHE provides students with tools to cope with these challenges, such as stress management techniques, assertive communication skills, and strategies for making informed decisions.

Building Resilience: Through PSHE, students learn resilience-building strategies, enabling them to bounce back from setbacks, manage adversity, and maintain positive mental well-being. This resilience is invaluable in both academic and personal contexts.

Promoting Healthy Relationships: PSHE-RSE (Relationships and Sex Education) equips students with the knowledge and understanding to develop and maintain healthy relationships. They learn about consent, boundaries, and respect, empowering them to navigate friendships, romantic relationships, and online interactions safely and respectfully.

Empowering Decision-Making: By exploring topics such as financial decision-making, risk assessment, and critical thinking, PSHE empowers students to make informed choices that align with their values and goals. This ability to make sound decisions is crucial for success in various aspects of life.

Preparation for the Future: PSHE provides students with essential life skills that are applicable beyond the classroom. Whether it's managing finances, communicating effectively, or maintaining physical and mental well-being, the knowledge and skills gained in PSHE are relevant throughout life.

Overall, studying PSHE at the City of Derby Academy in Year 7, 8, and 9 is not only beneficial but also essential for students' personal growth, well-being, and future success. It equips them with the tools they need to thrive academically, socially, and emotionally, both now and in the years to come.

Year 8 PSHE-RSE Curriculum.

Intent:

Building upon the foundational knowledge and skills acquired in Year 7, the Year 8 PSHE curriculum at the City of Derby Academy aims to deepen students' understanding of themselves, their relationships, and the world around them. Through a comprehensive exploration of health and well-being, relationships, and living in the wider world, our curriculum is designed to empower students to make informed decisions, challenge societal norms, and navigate complex issues with confidence and resilience.

Implementation:

The Year 8 PSHE curriculum comprises one hour per week, allowing for in-depth exploration and discussion of key topics over six-week blocks throughout the academic year. The topics covered include:

- Health & well-being: Addressing the risks and consequences of alcohol and drug misuse, fostering responsible decision-making, and promoting positive social norms and attitudes.
- Living in the wider world: Exploring community and career opportunities, challenging stereotypes and discrimination in life choices and workplaces, and setting aspirational goals for future careers.
- Relationships: Examining discrimination in all its forms, promoting inclusion, and equipping students with strategies to challenge prejudice and support others.
- Health & well-being: Delving into mental health and emotional well-being, body image, and coping strategies to manage daily challenges effectively.
- Relationships: Exploring identity and relationships, including gender identity, sexual orientation, consent, and the responsible use of contraception.
- Living in the wider world: Enhancing digital literacy skills, promoting online safety, critical media literacy, and financial decision-making in the digital age.

Lessons are delivered by form tutors in tutor group classrooms, utilising bespoke booklets tailored to the school's needs. The spiral curriculum approach ensures that key concepts are revisited and built upon, allowing for deeper understanding and skill development over time.

Operational oversight of the PSHE curriculum rests with Maggie McQuilton, while strategic direction is provided by Russ McKee, ensuring alignment with the school's broader educational objectives and continuous improvement through regular review and evaluation.

Impact:

The impact of our Year 8 PSHE curriculum is evident in the holistic development and well-being of our students. Through regular assessment and monitoring, we observe students acquiring essential life skills, such as critical thinking, empathy, and effective communication. By addressing key topics relevant to their stage of development, students gain practical knowledge and confidence to navigate various aspects of their lives successfully.

Furthermore, through ongoing evaluation of student feedback, parental engagement, and academic performance data, we continuously strive to enhance the effectiveness of our curriculum in achieving its intended outcomes. Students will gather evidence of their learning in bespoke booklets that meet the school's needs and work towards accreditation from the AQA Unit Award Scheme.

Our commitment to providing a comprehensive PSHE curriculum ensures that every Year 8 student has the opportunity to thrive academically, socially, and emotionally, preparing them for the challenges and opportunities that lie ahead.

City of Derby PSHE-RSE Education Thematic Overview.

	Autumn 1 (6 Week Block) Health & wellbeing	Autumn 2 (6 Week Block) Living in the wider world	Spring 1 (6 Week Block) Relationships	Spring 2 (6 Week Block) Health & wellbeing	Summer 1 (6 Week Block) Relationships	Summer 2 (6 Week Block) Living in the wider world
Year 7	<u>Transition and safety.</u> Transition to secondary school and personal safety in and outside school, including first aid.	<u>Developing skills and aspirations.</u> Careers, teamwork and enterprise skills, and raising aspirations.	<u>Diversity.</u> Diversity, prejudice, and bullying.	<u>Health and puberty.</u> Healthy routines, influences on health, puberty, unwanted contact, and FGM.	<u>Building relationships.</u> Self-worth, romance and friendships (including online) and relationship boundaries.	<u>Financial decision making.</u> Saving, borrowing, budgeting and making financial choices.
Year 8	<u>Drugs and alcohol.</u> Alcohol and drug misuse and pressures relating to drug use.	<u>Community and careers.</u> Equality of opportunity in careers and life choices, and different types and patterns of work.	<u>Discrimination.</u> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.	<u>Emotional wellbeing.</u> Mental health and emotional wellbeing, including body image and coping strategies.	<u>Identity and relationships.</u> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.	<u>Digital literacy.</u> Online safety, digital literacy, media reliability, and gambling hooks.
Year 9	<u>Peer influence, substance use and gangs.</u> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.	<u>Setting goals</u> Learning strengths, career options and goal setting as part of the GCSE options process.	<u>Respectful relationships.</u> Families and parenting, healthy relationships, conflict resolution, and relationship changes.	<u>Healthy lifestyle.</u> Diet, exercise, lifestyle balance and healthy choices, and first aid.	<u>Intimate relationships.</u> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.	<u>Employability skills.</u> Employability and online presence.

Year 10	<u>Mental health.</u> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.	<u>Financial decision making.</u> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices.	<u>Healthy relationships.</u> Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography.	<u>Exploring influence.</u> The influence and impact of drugs, gangs, role models and the media.	<u>Addressing extremism and radicalisation.</u> Communities, belonging and challenging extremism.	<u>Work experience.</u> Preparation for and evaluation of work experience and readiness for work.
Year 11	<u>Building for the future.</u> Self-efficacy, stress management, and future opportunities.	<u>Next steps.</u> Application processes, and skills for further education, employment and career progression	<u>Communication in relationships.</u> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<u>Independence.</u> Responsible health choices, and safety in independent contexts	<u>Families.</u> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

City of Derby PSHE-RSE Education Careers Overview

	Autumn 1 (6 Week Block) Health & wellbeing	Autumn 2 (6 Week Block) Living in the wider world	Spring 1 (6 Week Block) Relationships	Spring 2 (6 Week Block) Health & wellbeing	Summer 1 (6 Week Block) Relationships	Summer 2 (6 Week Block) Living in the wider world
Year 7	<u>Transition and safety.</u> Lifeguard	<u>Developing skills and aspirations.</u> Business Advisor	<u>Diversity.</u> Family Support Worker	<u>Health and puberty.</u> School Nurse	<u>Building relationships.</u> Occupational Therapist	<u>Financial decision making.</u> Financial Adviser
Year 8	<u>Drugs and alcohol.</u> Substance Misuse Outreach Worker	<u>Community and careers.</u> Equalities Officer	<u>Discrimination.</u> Human Resources Officer	<u>Emotional wellbeing.</u> Mental Health Nurse	<u>Identity and relationships.</u> Victim Care Officer	<u>Digital literacy.</u> Web Developer
Year 9	<u>Peer influence, substance use and gangs.</u> Police Community Support Officer	<u>Setting goals</u> Life Coach	<u>Respectful relationships.</u> Family Mediator	<u>Healthy lifestyle.</u> Personal Trainer	<u>Intimate relationships.</u> Health Promotion Specialist	<u>Employability skills.</u> Careers Advisor

Year 10	<u>Mental health.</u> Corporate Responsibility and Sustainability Practitioner	<u>Financial decision making.</u> Enforcement Agent	<u>Healthy relationships.</u> Forensic Computer Analyst	<u>Exploring influence.</u> Counsellor	<u>Addressing extremism and radicalisation.</u> Royal Marines Commando	<u>Work experience.</u> Charity Director
Year 11	<u>Building for the future.</u> Online Tutor	<u>Next steps.</u> Higher Education Lecturer	<u>Communication in relationships.</u> Health Visitor	<u>Independence.</u> General Practitioner	<u>Families.</u> Religious Leader	

PSHE-RSE Year 8 Curriculum

Topic	Autumn 1 (6 Week Block) Health & wellbeing <u>Drugs and alcohol.</u> Alcohol and drug misuse and pressures relating to drug use.	Autumn 2 (6 Week Block) Living in the wider world <u>Community and careers</u> Equality of opportunity in careers and life choices, and different types and patterns of work.	Spring 1 (6 Week Block) Relationships <u>Discrimination.</u> Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.	Spring 2 (6 Week Block) Health & wellbeing <u>Emotional wellbeing.</u> Mental health and emotional wellbeing, including body image and coping strategies.	Summer 1 (6 Week Block) Relationships <u>Identity and relationships.</u> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.	Summer 2 (6 Week Block) Living in the wider world <u>Digital literacy.</u> Online safety, digital literacy, media reliability, and gambling hooks.
Program of Study	H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter	R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships	R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships	H3. the impact that media and social media can have on how people think about themselves and express themselves,	H35. about the purpose, importance and different forms of contraception; how and where to access contraception and	H3. the impact that media and social media can have on how people think about themselves and express themselves,

	<p>medicines; responsible use of antibiotics</p> <p>H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</p> <p>H27. the personal and social risks and consequences of substance use and misuse including occasional use</p> <p>H29. about the concepts of dependence and addiction including awareness of help to overcome addictions.</p> <p>H31. ways of assessing and reducing risk in relation to health,</p>	<p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p> <p>L3. to set realistic yet ambitious targets and goals</p> <p>L8. about routes into work, training and other vocational and academic opportunities, and progression routes</p> <p>L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p> <p>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</p> <p>L12. about different work roles and career pathways, including</p>	<p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p> <p>R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p>R4. the difference between biological sex, gender identity and sexual orientation</p> <p>R42. to recognise peer influence and to develop strategies for managing it, including online</p> <p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful</p>	<p>including regarding body image, physical and mental health</p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>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</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost</p>	<p>advice (see also Relationships)</p> <p>H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p> <p>R4. the difference between biological sex, gender identity and sexual orientation</p> <p>R5. to recognise that sexual attraction and sexuality are diverse</p> <p>R10. the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>R16. to further develop the skills of active listening, clear communication, negotiation and compromise</p> <p>R18. to manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>R24. that consent is freely given; that being pressurised, manipulated or</p>	<p>including regarding body image, physical and mental health</p> <p>H30. how to identify risk and manage personal safety in increasingly independent situations, including online</p> <p>H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling</p> <p>R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p> <p>L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams</p> <p>L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and</p>
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	<p>wellbeing and personal safety.</p> <p>H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p>R42. to recognise peer influence and to develop strategies for managing it, including online.</p> <p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this.</p>	<p>clarifying their own early aspirations</p>	<p>social norms and access appropriate support</p>	<p>mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</p> <p>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</p>	<p>coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> <p>R25. about the law relating to sexual consent</p> <p>R26. how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p> <p>R29. the impact of sharing sexual images of others without consent</p> <p>R30. how to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p>R32. the communication and negotiation skills necessary for contraceptive use in</p>	<p>private boundaries and a perception of anonymity</p> <p>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</p> <p>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</p> <p>L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views</p> <p>L24. to understand how the way people present themselves online can have positive and negative impacts on them</p> <p>L25. to make informed decisions about whether different</p>
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				L24. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them	healthy relationships (see also 'Health')	media and digital content are appropriate to view and develop the skills to act on them 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 L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms
End Points (Knowledge and Skills)	In this topic students will learn: <ul style="list-style-type: none"> about medicinal and reactional 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 	In this topic students will learn: <ul style="list-style-type: none"> 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 	In this topic students will learn: <ul style="list-style-type: none"> how to manage influences on beliefs and decisions about group-think and persuasion how to develop self-worth and confidence about gender identity, transphobia and gender-based discrimination 	In this topic students will learn: <ul style="list-style-type: none"> about attitudes towards mental health how to challenge misconceptions stigma about daily wellbeing • how to manage emotions how to develop digital resilience about unhealthy coping strategies (e.g. self harm and eating disorders) 	In this topic students will learn: <ul style="list-style-type: none"> 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 	In this topic students will learn: <ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes. 	<p>expectations that limit choices.</p>	<ul style="list-style-type: none"> • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination. 	<ul style="list-style-type: none"> • about healthy coping strategies. 	<ul style="list-style-type: none"> • about the law in relation to consent • that the legal and moral duty is with the seeker of 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. 	<p>cases of online grooming</p> <ul style="list-style-type: none"> • 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.
What is assessed	<p>Assessment Criteria: Learner can.</p> <ol style="list-style-type: none"> 1. Identify the different types of substances, including alcohol, tobacco, e- 	<p>Assessment Criteria: Learner can.</p> <ol style="list-style-type: none"> 1. Describe equality, equity, and discrimination, and recognise and appropriately 	<p>Assessment Criteria: Learner can.</p> <ol style="list-style-type: none"> 1. Describe how to manage influences on beliefs and decisions and recognise positive 	<p>Assessment Criteria: Learner can.</p> <ol style="list-style-type: none"> 1. Identify and appropriately challenge misconceptions and stigma related 	<p>Assessment Criteria: Learner can.</p> <ol style="list-style-type: none"> 1. Identify the key elements of healthy relationships, including gender 	<p>Assessment Criteria: Learner can.</p> <ol style="list-style-type: none"> 1. Identify safe online communication and social networking sites and explain how to

	<p>cigarettes, energy drinks, and medicinal vs. recreational drugs, and recognise their associated risks.</p> <p>2. Describe strategies to manage pressures and influences related to substance use and recognise the relationship between habit and dependence.</p> <p>3. Explain how to safely use over-the-counter and prescription drugs, promoting positive social norms and attitudes, and where to seek advice and support for substance misuse.</p> <p>4. Explain the key features of a career linked to 'health and wellbeing – alcohol and drug misuse and pressures relating to drug misuse'.</p>	<p>challenge stereotypes and discrimination in work settings.</p> <p>2. Recognise how opportunities in life and work vary globally and regionally within the UK, and explain different types of employment.</p> <p>3. Explain how to appropriately challenge limiting expectations and stereotypes, and setting and pursuing aspirational career goals.</p> <p>4. Explain the key features of a career linked to 'living in the wider world – getting on in life, career and lifestyle choices'.</p> <p>5. Describe the academic and vocational routes into one career linked to 'living in the wider world –</p>	<p>and negative aspects of group-think.</p> <p>2. Identify gender identity and gender-based discrimination and explain how to develop self-worth and confidence in oneself.</p> <p>3. How to recognise and safely challenging homophobia, biphobia, racism, and religious discrimination.</p> <p>4. Explain the key features of a career linked to 'relationships – discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia'.</p>	<p>to mental health, and recognise both positive and negative attitudes.</p> <p>2. Create effective wellbeing routines into daily life to support mental health and manage emotions.</p> <p>3. Explain digital resilience and identify healthy and unhealthy coping strategies in relation to IT use.</p> <p>4. Explain the key features of a career linked to 'mental health and emotional wellbeing, including body image and coping strategies'.</p> <p>5. Describe the academic and vocational routes into one career linked to 'mental health and emotional wellbeing, including body</p>	<p>identity, sexual orientation, and explain how to form and maintain positive partnerships.</p> <p>2. Explain what consent is, the laws that apply, and justify the importance of clear communication and gaining consent and Identify appropriate contraception to stay healthy and safe.</p> <p>3. Explain how to appropriately manage sexting requests and pressures and identify the associated risks.</p> <p>4. Explain the key features of a career linked to 'relationships - identity and relationships'.</p>	<p>make responsible decisions about online presence, including assessing media sources to identify biased or misleading information.</p> <p>2. Explain the risk of online presence and state how to respond to online grooming by accessing support.</p> <p>3. Describe how to protect their financial security online, including safe practices for gaming and managing chance-based transactions.</p> <p>4. Explain the key features of a career linked to 'living in the wider world – digital literacy'.</p> <p>5. Describe the academic and vocational routes into one career linked to 'living in</p>
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	5. Describe the academic and vocational routes into one career linked to ‘health and wellbeing – alcohol and drug misuse and pressures relating to drug misuse’.	getting on in life, career and lifestyle choices’.	5. Describe the academic and vocational routes into one career linked to ‘relationships – discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia’.	image and coping strategies’.	5. Describe the academic and vocational routes into one career linked to ‘relationships - identity and relationships’.	the wider world – digital literacy’.
Key Vocabulary	medicinal drugs recreational drugs social norms social attitudes influence peer pressure legal illegal habit dependence support	careers choice employment employer employee contract equality stereotypes prejudice discrimination rights and responsibilities aspiration expectations	homophobia biphobia prejudice discrimination racism persuasion group-think Equalities act protected qualities	FGM female genital mutilation coping strategies stigma coping mechanism support early help attitude support structures	FGM female genital mutilation coping strategies eating disorder stigma coping mechanism self-harm support early help attitude digital resilience support structures	transactions CEOP extremism radicalisation exploitation grooming truth fact checking bias inference credibility
Literacy Skills Developed (Writing/Oracy/Tier 2)	In this unit, literacy skills are developed through: Writing: Students articulate knowledge about types of alcohol,	In this unit, literacy skills are developed through: Writing: Students articulate knowledge about equality,	In this unit, literacy skills are developed through: Writing: Students express understanding of discrimination	In this unit, literacy skills are developed through: Writing: Students express understanding of mental health	In this unit, literacy skills are developed through: Writing: Students express understanding of mental health	In this unit, literacy skills are developed through: Writing: Students express knowledge of online communication,

	<p>tobacco, e-cigarettes, medicinal and recreational drugs, and safe usage. They express understanding of risks associated with substance consumption and management of influences related to substance use through written reports and analyses.</p> <p>Oracy: Students engage in discussions, debates, and presentations, practicing effective communication about substance misuse, risks, influences, and promoting positive social norms. They learn to express their ideas orally and discuss career pathways related to health and wellbeing, such as substance misuse outreach roles.</p> <p>Tier 2 Language Skills: Students learn and 13utilise vocabulary such as social norms, influence, habit, dependence, support, and peer pressure. They engage with</p>	<p>discrimination, stereotypes, and different types of employment contracts. They express understanding of career aspirations, challenges to expectations, and the differences in opportunities regionally and globally through written essays and reports.</p> <p>Oracy: Students engage in discussions, debates, and presentations, practicing effective communication about equality, stereotypes, career aspirations, and challenging expectations. They learn to express their ideas orally and discuss career pathways related to equalities and career aims.</p> <p>Tier 2 Language Skills: Students learn and 13utilise vocabulary such as employment, equality, stereotypes, discrimination, aspiration, and expectations. They engage with these</p>	<p>forms, group-think, self-worth, gender identity, and discrimination challenges. They articulate thoughts on managing influences, challenging discrimination, and developing confidence through written reflections and persuasive writing.</p> <p>Oracy: Students engage in persuasive debates, discussions, and presentations, practicing effective communication about discrimination issues and challenging biases. They learn to express their ideas orally and discuss career pathways related to human resources and equalities.</p> <p>Tier 2 Language Skills: Students learn and 13utilise vocabulary such as discrimination, group-think, self-worth, homophobia, biphobia, transphobia, racism, and religious discrimination. They engage with these terms in discussions</p>	<p>attitudes, stigma, coping strategies, and digital resilience. They articulate thoughts on challenging misconceptions and promoting positive attitudes towards mental health through written reflections and essays.</p> <p>Oracy: Students engage in discussions, presentations, and role-plays, practicing effective communication about mental health, coping strategies, and emotional wellbeing. They learn to express their ideas orally and discuss career pathways related to mental health nursing.</p> <p>Tier 2 Language Skills: Students learn and 13utilise vocabulary such as stigma, coping strategies, support structures, and digital resilience. They engage with these terms in discussions and writing tasks, enhancing their understanding of mental health concepts and</p>	<p>attitudes, stigma, coping strategies, and digital resilience. They articulate thoughts on challenging misconceptions and promoting positive attitudes towards mental health through written reflections and essays.</p> <p>Oracy: Students engage in discussions, presentations, and role-plays, practicing effective communication about mental health, coping strategies, and emotional wellbeing. They learn to express their ideas orally and discuss career pathways related to mental health nursing.</p> <p>Tier 2 Language Skills: Students learn and utilise vocabulary such as stigma, coping strategies, support structures, and digital resilience. They engage with these terms in discussions and writing tasks, enhancing their understanding of mental health concepts and</p>	<p>social networking safety, and recognising online grooming. They articulate thoughts on critical media assessment and responsible online behavior through written reports and analyses.</p> <p>Oracy: Students engage in discussions and presentations, practicing effective communication about digital literacy topics like online safety, grooming, and media reliability. They learn to express their ideas orally and discuss career pathways related to web development.</p> <p>Tier 2 Language Skills: Students learn and utilise vocabulary such as extremism, radicalisation, exploitation, grooming, bias, and credibility. They engage with these terms in discussions and writing tasks, enhancing their understanding of digital literacy concepts and</p>
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	these terms in discussions and writing tasks, enhancing their understanding of substance misuse issues and strategies for addressing them.	terms in discussions and writing tasks, enhancing their understanding of career choices and challenges in the wider world.	and writing tasks, enhancing their understanding of discrimination forms and strategies for addressing them.	strategies for promoting emotional wellbeing.	strategies for promoting emotional wellbeing.	strategies for navigating the online world responsibly.
Career Links (Employability Skills, Career Opportunities)	<p>In Year 8, students continue their journey towards understanding themselves and the world of work, exploring a diverse range of careers and developing essential employability skills. Thematic units like "Health and Wellbeing - Alcohol and Drug Misuse" and "Living in the Wider World - Getting on in Life, Career, and Lifestyle Choices" provide insights into various professions and the skills needed for success. From substance misuse outreach workers to equalities officers, students not only learn about specific career paths but also explore academic and vocational routes available to them. Moreover, they develop crucial skills such as critical thinking, communication, and goal-setting, essential for thriving in both personal and professional spheres.</p> <p>In Year 8, students delve into diverse career paths while honing essential employability skills. Each half-term is dedicated to understanding specific careers and the skills needed for success:</p> <p>Autumn 1 (Health and Wellbeing Career Focus): Students explore the role of substance misuse outreach workers, emphasising understanding substance misuse issues and developing strategies for support and intervention.</p> <p>Autumn 2 (Living in the Wider World - Careers and Equality): The focus shifts to careers such as equalities officers, highlighting the importance of promoting equality, challenging stereotypes, and creating inclusive environments.</p> <p>Spring 1 (Relationships - Discrimination in All Its Forms): Career exploration includes roles such as human resources officers, emphasising the importance of promoting diversity, tackling discrimination, and fostering inclusive workplaces.</p> <p>Spring 2 (Health and Wellbeing - Mental Health and Emotional Wellbeing): The spotlight is on the career of mental health nurses, emphasising empathy, resilience, and effective communication in supporting individuals' mental health.</p> <p>Summer 1 (Relationships - Identity and Relationships): Career discussions will include roles like victim care officers, focusing on supporting individuals affected by various forms of discrimination and violence.</p> <p>Summer 2 (Living in the Wider World - Digital Literacy): Students explore careers in web development, highlighting skills in digital communication, critical thinking, and online safety.</p>					
SMSC Links	<p>Year 8 curriculum continues to prioritise holistic development, integrating spiritual, moral, social, and cultural dimensions into various learning experiences. Themes like discrimination, equality, mental health, and digital literacy foster students' understanding of themselves and others, promoting empathy, resilience, and critical thinking. Through discussions, role-plays, and real-world applications, students not only develop their own character but also learn to advocate for positive change and contribute meaningfully to society.</p> <p>Identified below are the areas of particular focus:</p> <p>Spiritual: Themes of personal identity, self-worth, and transitions foster spiritual development.</p> <p>Autumn 1: Exploring personal identity and understanding substance misuse issues.</p> <p>Spring 1: Understanding identity, diversity, and promoting inclusion.</p> <p>Moral: Discussions on equality, justice, and ethical decision-making promote moral development.</p>					

Autumn 2: Learning about equality of opportunity and challenging stereotypes.
Spring 2: Understanding rights, responsibilities, and promoting respect for diversity.
Social: Activities promoting empathy, teamwork, and advocacy enhance social development.
Spring 1: Role-plays demonstrating support for victims of discrimination and promoting inclusive practices.
Summer 1: Learning about positive relationships and promoting empathy in diverse contexts.
Cultural: Exploring diversity, cultural awareness, and inclusive practices fosters cultural development.
Autumn 2: Challenging stereotypes and promoting inclusive environments in career choices.
Summer 2: Understanding cultural influences on digital communication and promoting responsible online behavior.

By integrating career exploration with SMSC development, Year 8 curriculum provides a comprehensive educational experience that prepares students for both personal growth and future career pathways. Year 8 serves as a crucial stage for students to further explore their interests, values, and responsibilities, empowering them to make informed decisions and contribute positively to their communities.