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| **Year 8** | Autumn 1Physical & Emotional Health & Wellbeing | Autumn 2Physical & EmotionalHealth & Wellbeing | Spring 1Living in the wider world | Spring 2Living in the wider world | Summer 1Relationships | Summer 2Relationships |
| PSHE Topics | * 1. Learning 2 Learn & Project Introduction
* 2. Podcast Research and Creation + Body Image in Social Media
* 3. Black History Month: Equality & Discrimination
* 4. Podcast Creation and Recording
 | * 1. Learning 2 Learn & Healthy eating presentation
* 2. Research and creation of Healthy Eating Plan + Anti-Bullying Week
* 3. Christmas PSHE
 | * 1. What are my career interests and shortlisting
* 2. L2L and UK Parliament including Law-making
* 3. Human Rights
 | * 1. L2L & Democracy
* 2. Using Unifrog - Careers and the climate
* 3. Easter PSHE
 | * 1. L2L & Active Listening + Clear Communication
* 2. Exploring the influence
* and impact of role models and the media – online misogyny
 | * 1. L2L & Community Life
* 2. Assumptions surrounding Consent
* 3. Values for Healthy Relationships
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| Students will learn | * The impact of stereotyping, prejudice and discrimination on individuals and relationships
* The need to promote inclusion and challenge discrimination, and how to do so safely, including online
* The impact that external factors can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
 | * The importance and benefits of being a lifelong learner
* To review their strengths, interests, skills, qualities and values and how to develop them
* To recognise that basic human rights are protected in the UK constitution
* To set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate
 | * To further develop the skills of active listening, clear communication, negotiation and compromise
* How the media portrays relationships and the potential impact of this on people’s expectations of relationships
* 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
* The effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support
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| Link to UN Declaration on the Rights of the Child | * 2. No discrimination
* 8. Identity
* 24. Health, water, food, environment
* 30. Minority culture, language and religion
* 27. Food, clothing, a safe home
 | 6. Life, survival and development* 8. Identity
 | * 4. Making rights real
* 6. Life, survival and development
* 17. Access to information
 | 11. Protection from kidnapping26. Social and economic help | * 12. Respect for children’s views
* 13. Sharing thoughts freely
* 15. Setting up or joining groups
 | 4. Making rights real6. Life, survival and development |