

PSHE SCHEME OF WORK – YEAR 8

Please note that inclusion of topical lessons may arise throughout the year and details of these will be communicated as and when required. The inclusion of these lessons will lead to the calendared lessons being knocked back accordingly.

Term	Topic	PSHE Association Reference(s) *1*2	Objectives
Autumn 1	Transition and Unity: -Developing resilience -Lifelong learning -Self-concept -Mental Health -Goal setting -Self-management -Team building	H1 H2 H4 H5 H9 L1 L2 L3 L6	<ul style="list-style-type: none"> • To develop understanding of dealing with disappointment and setbacks in different areas of life, to include personal and educational/work factors. • To understand methods to improve resilience in the event of failure to include an understanding of patience, challenge and progress. • To improve knowledge of study, organisation and presentation skills. <ul style="list-style-type: none"> - Whole school links where appropriate regarding routines, expectations and homework. • To understand the influence and benefits of being a lifelong learner. <ul style="list-style-type: none"> – To include discussions of life skills that school can develop as well as the benefits of education.
Autumn 2	Mental Health: -Emotions -Improving mental health -Body image -Coping strategies -Challenging stigma	H3 H6 H7 H8 H9 H10 H11 H12	<ul style="list-style-type: none"> • To understand the terms mental health, physical health and body image. <ul style="list-style-type: none"> – Including how social media can impact each. • To understand the terms anxiety, depression and stress. Including an understanding of potential causes/triggers. <ul style="list-style-type: none"> – To include breaking down the stigma attached to mental health issues. • To develop strategies for managing/improving mental health – to include reference to the benefits of physical activity, healthy relationships and school:life balance. • To be aware of a range of emotions and develop an understanding of how to effectively manage and express these emotions. • To understand the early signs of mental health concerns and how to recognise them in yourself and others. Including signposting to support in school and externally. • To be aware of the dangers of unhealthy coping strategies such as self-harm and eating disorders, specifically potential triggers and early warning signs.

<p>Spring 1</p>	<p>Identity: -Puberty -Sexuality -Appropriate conduct -Consent -Sexual images</p>	<p>H34 R5 R10 R18 R24 R25 R26 R27 R29 R30</p>	<ul style="list-style-type: none"> • To understand the physical (and mental) changes of growing up including puberty in both males and females. • To understand different sexualities; and, to understand the difference between sexual attraction and sexuality. Including how to manage sexual attraction. • To be aware of the importance of trust in relationships particularly in romantic relationships. <ul style="list-style-type: none"> – To include links to consent. • To understand the term consent and be aware of the importance of consent, as well as an understanding of how to identify pressure/manipulation into giving consent. <ul style="list-style-type: none"> – Include reference to consent in terms of sexual harassment as well as within relationships. • To understand the law surrounding consent, including the importance of seeking consent and how to give/not give consent as well as where consent may be withdrawn. • To understand the possible implications of sharing sexual images on both the person sharing the images and the victim. <ul style="list-style-type: none"> – Including an awareness of managing requests for sexual images, and how to deal with these requests and access support.
<p>Spring 2</p>	<p>Drugs & Alcohol: -Legal drugs -Tobacco, vapes & alcohol -Illegal drugs</p> <p>Media Literacy: -The internet -Social media -Sharing private information -Cyber bullying</p>	<p>H23 H24 H26 H27</p> <p>L20 L21 L22 L25</p>	<ul style="list-style-type: none"> • To be aware of the positive and negative uses of drugs in life; to include prescription medication and readily accessible medications (paracetamol, ibuprofen), as well as a basic understanding of drug addiction (to legal and illegal drugs). • To understand the health implications of short-term and long-term alcohol use, tobacco use, e-cigarettes and illegal drugs (including marijuana and pills). <ul style="list-style-type: none"> – Including the impact of occasional or social use. • To be aware of the potential risks of the internet and social media, with reference to the scale at which information can be shared and that information that has been on the internet is very hard to remove. • To build an understanding of what aspects of life are appropriate to be shared online or on social media and what is best to remain private. <ul style="list-style-type: none"> – Including not sharing personal information or images. • To understand the risks of cyberbullying.

			<ul style="list-style-type: none"> To understand the positives to social media including the opportunity to maintain relationships as well as the accessibility to engage with a range of people/views. <ul style="list-style-type: none"> Including ways of identifying whether online content is appropriate for viewing. An understanding of when social media accounts can legally be created.
Summer 1	Careers: -Skills and attributes -Types of employment -Employment rights -Work/life balance -Financial management -Unusual careers	L4 L5 L11 L13 L14 L17	<ul style="list-style-type: none"> To be aware of employability skills and attributes. To understand the importance of leadership skills, communication skills, teamwork skills and creativity. To be aware of the differences between being employed and being self-employed, as well as understanding the difference between part-time, full-time and voluntary work. To understand the employment rights of young people. To understand how work and money can impact on emotions (both positively and negatively), as well as developing an understanding of how to manage these emotions.
Summer 2	Relationships: -Marriage -Staying single -Pornography -Social Media -Social influence -Peer pressure	R6 R7 R8 R42 R43 R44	<ul style="list-style-type: none"> To understand the concept of marriage, including that it should be a free choice to agree to marriage. To be aware of the role of the media on sex and relationships, including how the media portray romantic relationships. To be aware of how social media can portray relationships, including how this can have an impact on a person’s expectations of relationships and sex. To understand what pornography is and how it can impact a person’s expectations of a relationship. To recognise peer influence/pressure both in person and online, including a range of situations in which this can arise (including dangerous situations not just in regard to relationships). <ul style="list-style-type: none"> To include an understanding of how peers can support one another to not conform to peer influence. To understand how succumbing to peer pressure can lead to increased risks being taken which can have various implications.

*1 [PSHE Association: Programme of Study](#) or available on the W Drive.

*2 H refers to Health & Well-being, R refers to Relationships and L refers to Living in the Wider World.