



| Year 8  |  |   |   |   |  |  |
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| Autumn Term One   | Autumn Term Two  | Spring Term One   | Spring Term Two   | Summer Term One   | Summer Term 2  | Key Questions  |
| <p><b>Relationships</b></p> <p>The purpose of this unit is to help students navigate the increasing complexity of their social and personal lives. They will become more independent and the lessons will develop on the foundational skill learnt in Year 7 in order to have a deeper exploration of emotional and social issues.</p> <p>The unit will equip students with the knowledge and resilience to make informed decisions as they enter more complex social and emotional situations.</p> | <p><b>Keeping safe</b></p> <p>The purpose of this unit is prevention, education and safeguarding. The unit will provide the pupils with the knowledge skills and resilience necessary to navigate real world risks, understand legal consequences and protect themselves on and offline.</p> <p>The unit aligns with statutory guidance in order to help pupils develop a deep awareness of modern dangers, differing forms of exploitation and addiction.</p> <p>The unit will also empower students to protect themselves and develop strategies to assess risks and set boundaries.</p> | <p><b>Understanding the law</b></p> <p>The purpose of this unit is to demystify the legal framework and police processes for pupils in order to foster responsible citizenships and increase trust between them and law enforcement.</p> <p>The unit aims to educate pupils on the principles of the law and the severity of different crimes, the unit will also help pupils build confidence during interactions with the police and break down misconceptions pupils may have around law enforcement.</p> <p><b>Overview of the knowledge and skills covered in this unit:</b></p> <ul style="list-style-type: none"> <li>• The risks</li> </ul> | <p><b>Mental Wellbeing</b></p> <p>The unit aims to achieve three critical goals.</p> <p><b>1) Emotional Literacy and Self-Awareness</b><br/>To teach students how to identify and articulate their feelings and understand the difference between good and poor mental health. This includes recognizing the signs of stress, anxiety, or low mood in themselves and their peers.</p> <p><b>2) Developing Healthy Coping Strategies:</b><br/>To equip students with practical, actionable tools for managing their wellbeing.</p> | <p><b>Careers:</b> What are my interests?</p> <p>Grow throughout life by learning and reflecting on yourself, your background and your strengths:</p> <ul style="list-style-type: none"> <li>• Job applications: superhero cv's</li> <li>• Explore the full range of possibilities open to you and learn about recruitment processes, and the culture of different workplaces</li> </ul> <p>Challenges &amp; rewards of work</p> <ul style="list-style-type: none"> <li>• Manage your career; actively make the most of opportunities and learn from setbacks</li> <li>• Creating the life you want making a</li> </ul> | <p><b>Physical health</b></p> <p>The unit aims to move students from passively receiving health information to actively managing their own well-being.</p> <p><b>1) Lifestyle Management:</b><br/>Teaching students how to make informed daily choices that directly impact their energy, focus, and long-term physical health.</p> <p><b>2) Digital Health Literacy:</b><br/>To address modern health challenges and understand the physical and mental health risks associated with over-consumption of digital media.</p> | <p>What is empathy?</p> <p>What is fact finding?</p> <p>What is future planning?</p> <p>What is informed decision making?</p> <p>What is resilience?</p> <p>What is respect?</p> <p>What is self worth?</p> <p>What is risk?</p> |



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| <p><b>Overview of the knowledge and skills covered in this unit:</b></p> <ul style="list-style-type: none"><li>• Unplanned encounters and differing forms of meeting, both in the real world and online.</li><li>• Red flags and peer pressure in relationships.</li><li>• The difference between positive and negative relationships</li><li>• How to be responsible on social media and the consequences of its misuse.</li></ul> <p><b>While doing this pupils will develop skills of:</b></p> <ul style="list-style-type: none"><li>• Risk management.</li><li>• Empathy.</li><li>• Resilience.</li><li>• Self worth and respect.</li><li>• Fact finding.</li></ul> | <p>Finally the unit will ensure that pupils understand the law and help aid a better relationship with the police.</p> <p>Overall the unit moves beyond simple warnings to give the pupils practical skills to make safe and informed choices.</p> <p><b>Overview of the knowledge and skills covered in this unit:</b></p> <ul style="list-style-type: none"><li>• How to respond to an emergency in school.</li><li>• The risks of legal drugs.</li><li>• What is meant by sextortion.</li><li>• Deep fakes and their algorithms.</li></ul> <p><b>While doing this pupils will develop skills of:</b></p> <ul style="list-style-type: none"><li>• Empathy.</li><li>• Respect.</li><li>• Fact finding.</li><li>• Decision making.</li><li>• Risk management.</li></ul> | <p>surrounding e-rides and threatening behaviours.</p> <ul style="list-style-type: none"><li>• The laws surrounding drugs, phishing and money laundering.</li><li>• The facts about stop and search and the purpose of it as well as feelings and the law surrounding it.</li></ul> <p><b>While doing this pupils will develop the skills of:</b></p> <ul style="list-style-type: none"><li>• Informed decision making.</li><li>• Risk management.</li><li>• Future planning.</li><li>• Empathy.</li><li>• Respect.</li><li>• Fact finding.</li></ul> | <p><b>3) Knowing Where to Get Help:</b></p> <p>To ensure students understand that they are not alone and know the resources available to them.</p> <p><b>Overview of the knowledge and skills of this unit:</b></p> <ul style="list-style-type: none"><li>• The different factors that can affect their mental health including, substances, violent content, social media and relationships.</li><li>• Different mental health conditions.</li></ul> <p><b>While doing this pupils will develop skills of:</b></p> <ul style="list-style-type: none"><li>• Empathy.</li><li>• Respect.</li><li>• Informed decision making.</li><li>• Risk management.</li></ul> | <ul style="list-style-type: none"><li>• vision board</li><li>• Create opportunities by being proactive and building positive relationships with others.</li></ul> <p>What does success mean to me?</p> <ul style="list-style-type: none"><li>• Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community</li></ul> <p>Careers and the climate</p> <ul style="list-style-type: none"><li>• See the bigger picture by paying attention to how the economy, politics and society connect with your own life and career.</li></ul> | <p><b>3) Proactive Health Seeking:</b></p> <p>To equip pupils with the confidence to understand the risks of highly marketed substances and to identify and utilize the support systems available to them for physical health.</p> <p><b>Overview of the knowledge and skills in this unit:</b></p> <ul style="list-style-type: none"><li>• The relationships between physical activity, nutrition and sleep and their links to health.</li><li>• The physical risks of extended screen time.</li><li>• The risks of highly marketed subjects such as vaping and energy drinks.</li><li>• Where to get support for physical health.</li></ul> |
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