



SUNNYDOWN SCHOOL

PSHE CURRICULUM PLAN

Subject	PSHE	Year group	Y8
Subject Intent	<p>The PSHE programme at Sunnydown aims to prepare students for life after school. It promotes students' spiritual, moral, cultural and social development, developing students' cultural capital, especially for the most disadvantaged students.</p> <p>Our aims reflect the PSHE Association syllabus which is to equip pupils to live healthy, safe, productive, capable, responsible and balanced lives through core themes of health and wellbeing, relationships and living in the wider world. Whilst the lessons are planned to be delivered in this order, it is important that we are flexible to align with addressing what is happening among the school and wider community.</p>		

Term	Topic	Core learning	Key concepts	Sequencing
Autumn 1 Health and wellbeing	Emotional wellbeing Y8 Health and wellbeing - Emotional wellbeing	In this unit of work, students learn: <ul style="list-style-type: none"> ● 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 	Mental health and emotional wellbeing, including body image and coping strategies	<p>Building on learning from Year 7 around recognising and managing emotions.</p> <p>Building towards becoming more confident in using strategies to manage difficult situations and emotions.</p>
Autumn 2 Relationships	Discrimination Y8 Relationships - Discrimination	In this unit of work, students 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 ● how to recognise and challenge homophobia and biphobia 	Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<p>Building on learning from Year 7 on diversity and being respectful of others.</p> <p>Building towards becoming more confident young men who are understanding of the world around them.</p>

		<ul style="list-style-type: none"> • how to recognise and challenge racism and religious discrimination 		
Spring 1 Health and wellbeing	Drugs and alcohol Y8 Health and wellbeing - Drugs and alcohol	In this unit of work, students learn: <ul style="list-style-type: none"> • 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 manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes 	Alcohol and drug misuse and pressures relating to drug use	Building on learning from Year 7; introduction to drugs, alcohol and smoking. Building towards becoming confident young men who can make decisions after knowing all the risks.
Spring 2 Relationships	Identity and relationships Y8 Relationships - Identity and relationships	In this unit of work, students 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 • 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 • about FGM and how to access help and support 	Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Building on everything covered in RSE in Year 7. Some topics such as consent, contraception and sexting are revisited year on year as they are of high importance. Building towards becoming confident young men who have the knowledge they need to have successful relationships.

<p>Summer 1</p> <p>Living in the wider world</p>	<p>Community and careers</p>	<p>In this unit of work, students learn:</p> <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 expectations that limit choices 	<p>Equality of opportunity in careers and life choices, and different types and patterns of work</p>	<p>Building on learning from Year 7 and across the curriculum on careers and life after school.</p> <p>Building towards making choices about their future, thinking about their GCSE options and life after school.</p>
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Digital literacy</p>	<p>In this unit of work, students learn:</p> <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 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 	<p>Online safety, digital literacy, media reliability and gambling hooks</p>	<p>Building on learning across the curriculum on how to be safe online, age restrictions on games and films and why they are important.</p> <p>Building towards being more aware of the dangers and capabilities of the internet and the modern world.</p>