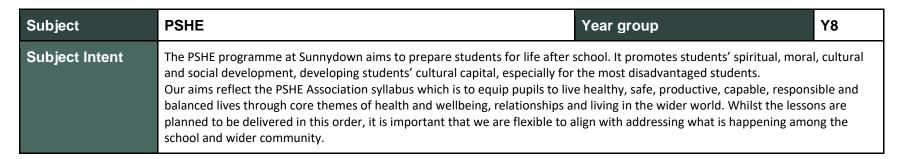
## SUNNYDOWN SCHOOL PSHE CURRICULUM PLAN



Term	Торіс	Core learning	Key concepts	Sequencing
Autumn 1 Health and wellbeing	Emotional wellbeing <u>Y8 Health and</u> <u>wellbeing -</u> <u>Emotional</u> <u>wellbeing</u>	<ul> <li>In this unit of work, students learn:</li> <li>about attitudes towards mental health</li> <li>how to challenge myths and stigma</li> <li>about daily wellbeing</li> <li>how to manage emotions</li> <li>how to develop digital resilience</li> <li>about unhealthy coping strategies (e.g. self-harm and eating disorders)</li> <li>about healthy coping strategies</li> </ul>	Mental health and emotional wellbeing, including body image and coping strategies	<ul> <li>Building on learning from Year 7 around recognising and managing emotions.</li> <li>Building towards becoming more confident in using strategies to manage difficult situations and emotions.</li> </ul>
Autumn 2 Relationships	Discrimination <u>Y8 Relationships -</u> <u>Discrimination</u>	<ul> <li>In this unit of work, students learn:</li> <li>how to manage influences on beliefs and decisions</li> <li>about group-think and persuasion</li> <li>how to develop self-worth and confidence</li> <li>about gender identity, transphobia and gender- based discrimination</li> <li>how to recognise and challenge homophobia and biphobia</li> </ul>	Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<ul> <li>Building on learning from Year 7 on diversity and being respectful of others.</li> <li>Building towards becoming more confident young men who are understanding of the world around them.</li> </ul>

Spring 1 Health and wellbeing	Drugs and alcohol <u>Y8 Health and</u> wellbeing - Drugs and alcohol	<ul> <li>how to recognise and challenge racism and religious discrimination</li> <li>In this unit of work, students learn:         <ul> <li>about medicinal and recreational drugs</li> <li>about the over-consumption of energy drinks</li> <li>about the relationship between habit and dependence</li> <li>how to use over the counter and prescription medications safely</li> <li>how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>how to manage influences in relation to substance</li> </ul> </li> </ul>	Alcohol and drug misuse and pressures relating to drug use	<ul> <li>Building on learning from Year 7; introduction to drugs, alcohol and smoking.</li> <li>Building towards becoming confident young men who can make decisions after knowing all the risks.</li> </ul>
		<ul> <li>use</li> <li>how to recognise and promote positive social norms and attitudes</li> </ul>		
Spring 2 Relationships	Identity and relationships <u>Y8 Relationships -</u> <u>Identity and</u> <u>relationships</u>	<ul> <li>In this unit of work, students learn:</li> <li>the qualities of positive, healthy relationships</li> <li>how to demonstrate positive behaviours in healthy relationships</li> <li>about gender identity and sexual orientation</li> <li>about forming new partnerships and developing relationships</li> <li>about the law in relation to consent</li> <li>that the legal and moral duty is with the seeker of consent</li> <li>how to effectively communicate about consent in relationships</li> <li>about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>about basic forms of contraception, e.g. condom and pill</li> <li>about FGM and how to access help and support</li> </ul>	Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<ul> <li>Building on everything covered in RSE in Year 7.</li> <li>Some topics such as consent, contraception and sexting are revisited year on year as they are of high importance.</li> <li>Building towards becoming confident young men who have the knowledge they need to have successful relationships.</li> </ul>

Summer 1 Living in the wider world	Community and careers	<ul> <li>In this unit of work, students learn:</li> <li>about equality of opportunity in life and work</li> <li>how to challenge stereotypes and discrimination in relation to work and pay</li> <li>about employment, self-employment and voluntary work</li> <li>how to set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>	Equality of opportunity in careers and life choices, and different types and patterns of work	<ul> <li>Building on learning from Year 7 and across the curriculum on careers and life after school.</li> <li>Building towards making choices about their future, thinking about their GCSE options and life after school.</li> </ul>
Summer 2 Living in the wider world	Digital literacy	<ul> <li>In this unit of work, students learn:</li> <li>about online communication</li> <li>how to use social networking sites safely</li> <li>how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>how to respond and seek support in cases of online grooming</li> <li>how to recognise biassed or misleading information online</li> <li>how to critically assess different media sources</li> <li>how to distinguish between content which is publicly and privately shared</li> <li>about age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>how to protect financial security online</li> <li>how to assess and manage risks in relation to gambling and chance-based transactions</li> </ul>	Online safety, digital literacy, media reliability and gambling hooks	<ul> <li>Building on learning across the curriculum on how to be safe online, age restrictions on games and films and why they are important.</li> <li>Building towards being more aware of the dangers and capabilities of the internet and the modern world.</li> </ul>