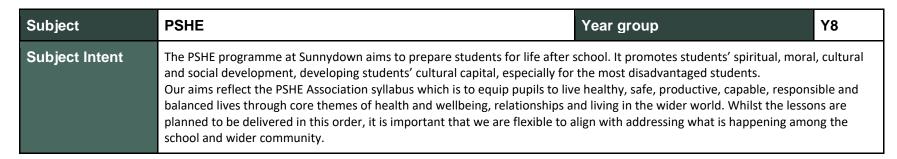
SUNNYDOWN SCHOOL PSHE CURRICULUM PLAN



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>	 In this unit of work, students learn: 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	 Building on learning from Year 7 around recognising and managing emotions. Building towards becoming more confident in using strategies to manage difficult situations and emotions.
Autumn 2 Relationships	Discrimination <u>Y8 Relationships -</u> <u>Discrimination</u>	 In this unit of work, students learn: 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	 Building on learning from Year 7 on diversity and being respectful of others. Building towards becoming more confident young men who are understanding of the world around them.

Spring 1 Health and wellbeing	Drugs and alcohol <u>Y8 Health and</u> wellbeing - Drugs and alcohol	 how to recognise and challenge racism and religious discrimination In this unit of work, students learn: 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 	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.
		 use how to recognise and promote positive social norms and attitudes 		
Spring 2 Relationships	Identity and relationships <u>Y8 Relationships -</u> <u>Identity and</u> <u>relationships</u>	 In this unit of work, students learn: 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.

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