



Curriculum Map: Year 8 PSHCE **Sequence of delivery subject to change*

Text in purple denotes content delivered by specialist staff and/or external agencies

	Half Term 1*	Half Term 2*	Half Term 3*	Half Term 4*	Half Term 5*	Half Term 6*
Topic	<u>Health and Wellbeing-</u> Emotional and Mental Wellbeing	<u>Living in the wider world-</u> Community and Careers	<u>Relationships-</u> Discrimination in all forms	<u>Health and Wellbeing-</u> Drugs and Alcohol	<u>Relationships-</u> Identity, gender identity, sexual orientation	<u>Living in the wider world-</u>
Intent	Develop students' empathy and compassion, both independently and collectively as a community, acting with courtesy and kindness at all times. Teach students to understand British values of respect, tolerance, law and democracy which underpin our school value of kindness.	Developing self-efficacy creating ambitious and resilient students who are able to learn from their mistakes and move forward with ambition.	Developing students to celebrate difference as a positive ensuring that all feel like they belong at BBEC.	Increase awareness of the impact of positive and negative influences and develop digital and personal resilience enabling students to make informed choices.	Forge a clear understanding that actions have consequences.	Cultivate the exploration of personal values. Increase awareness of the impact of positive and negative influences on taking risks. Developing digital and personal resilience enabling students to make informed and safe choices.
Key Knowledge	What is daily wellbeing? How can I manage my emotions? What are healthy and unhealthy coping strategies? What is digital resilience? What does active democracy look like?	What is equality of opportunity? How can we challenge stereotypes? How can I set SMART goals? What can limit career and employment choices?	What influences my decision making? What is group think? How can we challenge discrimination linked to the protected characteristics? How should I react in an emergency situation?	What are recreational and medicinal drugs? What are the dangers of energy drinks? How can peer pressure affect substance abuse? What are the differences between habit and dependence?	What qualities do we look for in a relationship? What does a positive and healthy relationship look like? What are the legal implications of protecting personal characteristics?	What does safe online communication look like? How do I critically assess online content and fact check? How do I report concerns online? What is online grooming? How is consent given? What are the legal implications of sexual harassment? What are gender stereotypes and how can we tackle them? What is the difference between sex, sexual orientation and gender identity? How can we discuss different views of gender identity? What is the impact of peer pressure?

						<p>What techniques can be applied to dealing with peer pressure?</p> <p>What are examples of everyday and sexual consent?</p> <p>How can I stay safe online and in the wider world?</p> <p>What are the physical and emotional affects of puberty?</p> <p>How does the body change during menstruation?</p>	
Key Skills	Managing a healthy self concept.	Resilience to discrimination.	Promoting equality and challenging inequality and prejudice.	Critically assessing information.	Managing a healthy self concept.	Personal safety.	
Key Vocabulary	<p>Self concept</p> <p>Self-efficacy</p> <p>Coping strategies</p> <p>Wellbeing</p> <p>Emotional</p> <p>Psychological</p>	<p>Physical</p> <p>Depression</p> <p>Anxiety</p> <p>Democracy</p> <p>Ballot box</p> <p>Campaigning</p>	<p>Stereotypes</p> <p>Unemployment</p> <p>Benefits</p> <p>Aspiration</p> <p>Vocational</p> <p>Fact</p> <p>Myth</p>	<p>Discrimination</p> <p>Group think</p> <p>Influence</p> <p>Shock</p> <p>Bleeding</p> <p>Administer</p>	<p>Substance</p> <p>Recreational</p> <p>Medicinal</p> <p>Abuse</p> <p>Dependence</p> <p>Habit</p> <p>Clinical</p>	<p>Orientation</p> <p>Perception</p> <p>Coercive</p> <p>Gender identity</p> <p>Laws</p>	<p>Puberty</p> <p>Interpretation</p> <p>Menstruation</p> <p>Online reputation</p> <p>CEOP</p> <p>Exploitation</p> <p>Harassment</p> <p>Stalking</p> <p>Sexting</p>
Key Reading	Weekly in the news article. Local, national and international news stories.						
End Point	Students can identify and apply a range of strategies to support their physical and emotional wellbeing.	Students can identify a range of stereotypes and how to challenge them. Students will also be able to apply the SMART target setting method to school and the wider world.	Students can identify and challenge negative peer pressure.	Students understand the differences between recreational and medicinal drugs and the implications of abuse and dependence.	Students recognise the protected characteristics and the importance of equality.	Students can decipher characteristics of healthy and unhealthy relationships and know how to stay safe online and in the wider world.	
Form of Assessment	Questioning; mini whiteboard responses; half termly multiple choice quizzes; student voice.						