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| **Long Term Plan** | | | Students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during Year 7. Our age appropriate Personal Development curriculum means that students begin exploring the characteristics of positive and healthy, intimate and sexual relationships. Our Year 8 curriculum purposefully revisits core knowledge and skills acquired in Year 7 to further deepen their understanding of diverse relationships, their online lives and the increasing influence of peers and media. | | | | | |
| **Learning Cycle** | **Key Concepts and Themes** | | **Vocabulary** | | **Notes** |
| **Year 8: Personal Development** | **HT1** | | Respectful Relationships | * Healthy friendships – expectations & influences of friendships and the practical steps to support friendships – peer pressure in a friendship * Our community – Celebrating diversity and protected characteristics –racism, disablism, cultural diversity, responding to discrimination * Identifying harmful behaviour online/cyberbullying – strategies to manage being targeted/witnessing bullying – – sexualised online bullying and body shaming * Being a positive bystander- understanding what a positive bystander is and why it is important- how to step in when witnessing unkind or bullying behaviour * Consent and criminal behaviour within relationships – characteristics of abusive behaviours – controlling romantic behaviours - ‘if you don’t I’ll..’ * Sexual harassment and sexual violence – laws around abusive relationships – pressure to send nudes, kegging and unwanted touching | | Assault, sexual assault, coercion, blackmail, stalking, harassment, mutual respect | |  |
| **HT2** | | My Family and I | * Puberty and emotional changes – reflection on the key characteristics – strategies to cope with emotional and physical changes * Characteristics of committed stable relationships – effects of loss or change - supporting a family member through separation and grief (e.g. death of a grandparent) * Laws surrounding forced marriage and honour based violence - reflecting on the laws, consequences and support – behavioural pressure in family not to have a partner * Roles and responsibilities of parents – revisiting the key characteristics – how to have difficult conversations with parents/carers * Unsafe relationships – revisiting the key characteristics – grooming within the familial unit * FGM – Revisiting the law – emotional impact of FGM | | Intimacy, unregistered marriage, divorce and dissolution, assault, abuse, domestic abuse | |  |
| **HT3** | | The World Around Me | * Reflection on transferable skills * Development of skills and competencies * Development of Career terminology * Exploring the term ‘success’ * Exploring apprenticeships, Higher and Further Education | | Transferrable skills, competencies, success, apprenticeship, Higher Education, Further Education | |  |
| **HT4** | | Intimate and Sexual Relationships | * Characteristics of positive and healthy relationships – Developing personal values in relationships – intimacy without sex * Consent in healthy sexual relationships – media portrayal of sex – sexualisation of body image in the media * Substances and risky sexual behaviour – Alcohol and drug influences – capacity to consent * Contraception and STI’s – different forms of contraception and sexual health advice – age appropriate touching and STI’s * Managing sexual pressure – characteristics and support mechanisms – how to say ‘no’ | | Mutual respect, consent, intimacy, withdraw, position of trust, manipulation | |  |
| **HT5** | | The World Around Me: Legal Systems in the UK | * The rules and laws of the justice system * Role of the police * Operation of courts and tribunals * Roles played by public institutions and voluntary groups in society | | Justice, police, operation, court, tribunal, public institutions, voluntary groups | |  |
| **HT5** | | Online and Media | * Online risks and laws around imaging (online vs physical word) – Revisiting the key characteristics – reporting of Whatsapp conversations/ logging into a friend’s account with and without permission * An introduction to pornography- the receiving of sexually explicit material – receiving pornography in a group chat/individually | | Grooming, harassment, radicalisation, indecent, censorship, stalking, distorted | |  |
| **HT6** | | The World Around Me: Personal Finance | * Exploring the reasons for people budgeting * Household expenses, importance of paying bills and the consequences of not * Loans – advantages and disadvantages * Mortgages and renting – advantages, disadvantages, how to apply for a mortgage * Overdrafts – authorised vs unauthorised | | Budgeting, expenses, bills, loans, mortgages, renting, overdrafts | |  |
|  | **HT6** | | Keeping Safe and Happy | * Drugs, alcohol and tobacco – exploring the consequences and impacts of these – being offered drugs to try * Child Sexual Exploitation – Revisiting the key characteristics of grooming/child on child abuse – being asked to send nudes for money * Child Criminal Exploitation – revisiting the key characteristics – being asked to hold a knife * First Aid – Basic first aid (CPR, use of defibrillators, common injuries, cuts and burns) * Road Safety and Water Safety – basic safety in terms of roads, quarries, reservoirs, lakes, rivers | | Physiological effect, prescription, alcohol misuse, primary survey, CPR, defibrillators | |  |
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|  |  | **Skill Development** | | * Identifying thinking traps * Resilience * Managing risk * Identifying and accessing support * Self-regulation | * Clarifying own values * Developing a healthy self-concept * Building and maintaining healthy relationships * Decision making | | * Empathy and compassion * Respect for others * Valuing diversity * Assessing the validity and reliability of information * Managing peer influence | |