

Curriculum Map Year 8 PSHE

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
Body Image	Autumn HT1	<p><i>Students learn:</i> <i>How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing (H1)</i> <i>the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health (H3)</i> <i>To recognise and manage internal and external influences on decisions which affect health and wellbeing (H5)</i></p>	<p>In Primary students will have looked at the importance of how the mind affects the body. In KS1 in H13 and in KS2 in H25 They will have examined: How feelings can affect people’s bodies and how they behave; about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). In Year 7 they will have looked at the changes that they go through in menstruation and impact on the body. H17</p>	<p><i>In Year 9 students will build on this significantly and look at the way in which the media sets out the rules in relation to sex and relationships and what bodies should look like, in this we focus on how porn imagery might impact. (H3), (R31)</i> <i>There is also a look at how women’s bodies are objectified as part of sexual harassment and bullying. (R31)</i> .</p>
Drugs awareness	Autumn HT2	<p><i>Students learn:</i> <i>To understand the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics (H23)</i> <i>Myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use. (H24)</i> <i>To recognise the personal and social risks and consequences of substance use and misuse including occasional use. (H27)</i></p>	<p>In Primary students will have looked at the topic in; KS1 in H37 and KS2 in H46-48 They will have examined: Drugs, alcohol and tobacco and the facts about legal and illegal drugs. In Year 7 students have looked at the facts about drugs; what they are and how they might be used; focusing on solvents and cannabis.</p>	<p>In Year 9 students will continue to follow the Christopher Winter programme. They will look at alcohol and the impact of social drinking/binge drinking and the dangers to the body. In KS4 the Brook run a carousel workshop with Year 10 on this topic. We also look at alcohol and drugs and their impact on mental health</p>
Online safety: sharing images	Autumn HT2	<p><i>Students learn:</i> <i>how to safely and responsibly form, maintain and manage positive relationships, including online (R10)</i> <i>to recognise the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others (R37)</i> <i>how to identify risk and manage personal safety in increasingly independent situations, including online (R30)</i> <i>the impact of sharing sexual images of others without consent (R29)</i></p>	<p>In Primary students will have looked at the topic in; KS1 in R10 and 12 and KS2 in L11, L15 and R30 They will have examined: How to consider the effect of their online actions on others and how to recognise and display respectful behaviour.</p>	<p>In Year 9 students will build upon this and look at the importance of sharing images as part of coercive relationships/control. (R21) In KS4 we look again at the importance of relationships and revenge porn. (R14 and 15)</p>
Healthy relationships	Spring HT3	<p><i>Students learn:</i> <i>the importance of trust in relationships and the behaviours that can undermine or build trust (R10)</i> <i>that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances, what the law says in regards to consent (R23-27)</i></p>	<p>In Primary students will have looked at the topic in; KS1 in R17-20, and KS2 in R25-28 They will have examined: Seeking and giving permission (consent) in different situations. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>	<p>In Year 9 students will look at this further and look at how there are ideas about sexual relationships that are influenced by the media (R7/R8) and therefore They will also look at recognising the characteristics of abusive behaviours (R37) In KS4 students will complete work on coercive relationships and how to remove themselves from them.</p>
Online safety: grooming	Autumn HT1	<p><i>Students learn</i> <i>how to identify risk and manage personal safety in increasingly independent situations, including online (H30)</i> <i>ways of assessing and reducing risk in relation to health, wellbeing and personal safety (H31)</i></p>	<p>In Primary students will have looked at the topic in KS1 in R14 and 15, and in KS2 in R23 and 24. They will have examined: That sometimes people may behave differently online, including by pretending to be someone they are not. How to respond safely to adults they don’t know.</p>	<p>In KS4 they look at this again in R14-16 and look at how harassment can be online, and how to deal with meeting people online (for example dating websites)</p>
Something’s not right	Spring HT3	<p><i>Students learn</i> <i>the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others (R37)</i></p>	<p>In Primary students will have looked at the topic in KS1 in R18-20 and in KS2 in R9, 25 and 27H24 They will have examined: where to get advice and report concerns if worried about their own or</p>	<p>We look at this in KS4 within R32-38 which then builds on abuse inclusive of honour killings, exploitation, trafficking and county lines.</p>

			Someone else's personal safety (including online). About keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secret.	
Healthy lifestyles	Spring HT3	<i>Students learn: the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities (H13) the benefits of physical activity and exercise for physical and mental health and wellbeing (H14) to recognise and manage what influences their choices about physical activity (H15). the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices (H18). what might influence decisions about eating a balanced diet and strategies to manage eating choices (H19)</i>	In Primary students will have looked at the topic in; KS1 in H2-8, and KS2 in H1-12 and H40 They will have examined: What constitutes a healthy diet, and the benefits of regular, physical exercise? How to recognise early signs of physical illness, The importance of sufficient good sleep for health, They have also looked at this in Year 7 as part of their changing body.	In Year 9 they will focus on their health linked to being a female e.g. endometriosis, pregnancy etc. They will also look at what is normal in the body and what is not. At KS4 they will then look at safety in regards to cosmetic surgery and organ donation (H11-18)
Gender identity	Spring HT4	<i>Students learn the difference between biological sex, gender identity and sexual orientation (R4) R5. to recognise that sexual attraction and sexuality are diverse (R5)</i>	In primary students will have looked at this topic in KS2 in H26 and R2 They will have examined That for some people gender identity does not correspond with their biological sex. That people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.	This will be developed in Year 9 when students will look a prejudice based language and behaviour including biphobia, transphobia and homophobia (R38-41) In KS4 when we look at the equality Act and who it protects. (R5)
Dealing with loss and bereavement	Spring HT4	<i>Students learn the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support (R22)</i>	In primary students will have looked at this topic in KS1 in H20 and in KS2 in H23 They will examine about change and loss (including death); to identify feelings associated with this; How these can affect feelings; ways of expressing and managing grief and bereavement.	This is developed in Year 9 when we examine how we might deal with loss through a breakdown of relationship, and not just death. In RS GCSE students look at impact of divorce and separation from other perspectives than their own
Making the right financial choices	Summer HT5	<i>Students learn to assess and manage risk in relation to financial decisions that young people might make (L15-18)</i>	In primary students will have looked at this topic in KS1 in L11-13 and in KS2 in L17-19 They will examine What money is; forms that money comes in; that money comes from different and that people make different spending and saving choices. The difference between needs and wants.	This is developed in the Fairtrade lesson within the RS curriculum. It is also looked at as part of the careers programme across KS3.
Self-harm	Summer HT5	<i>Students learn the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible (H11) how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need (H12)</i>	In primary students will have looked at this topic in KS1 in H17 and 18 and in KS2 in H21-22 They will examine about things that help people feel good different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.	This is covered again in KS4 in H5-10 to remind students about how to recognise those triggers in themselves. Work is also done within the conclusion base such as mental health awareness week, and supported by our school health workers who have drop in sessions.
Eating disorders	Summer HT6	<i>Students learn the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible (H11)</i>	In primary students will have looked at this topic in KS1 in H17 and 18 and in KS2 in H21-22 They will examine about things that help people feel good	This is covered again in KS4 in H5-10 to remind students about how to recognise those triggers in themselves. Work is also done within the conclusion base such as mental health awareness week, and

		<i>how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need (H12)</i>	different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.	supported by our school health workers who have drop in sessions
FGM	Summer HT6	<i>Students learn the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM (H22)</i>	In primary students will have looked at this topic in KS2 in H45 They will examine that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk ³	Students look at circumcision within Judaism, in the life of Jesus module. It is made clear that these two types of circumcision are completed for different reasons.