



Intent for the Year 8 RSHE Curriculum 2021-2022

'All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.'

Following the statutory guidance and considering age and developmental appropriateness this subject will be taught sensitively and inclusively, with respect whilst always aiming to provide students with the knowledge they need in the eyes of the law. It is the aim to support personal development, pastoral needs alongside the key building blocks of healthy, respectful relationships. Essential understanding of how to be healthy will build upon year 7 teaching with an increased focus on risk areas such as smoking, alcohol and drug taking, this will give students the capability to take care of themselves and direct them to where they can receive support should the need arise. Mental wellbeing is central to content and is given priority as young people are increasingly facing challenges of this nature. Developing resilience and signposting positive coping strategies will support their own and others wellbeing and attainment. In order that students play a full and active part in society citizenship education fosters students awareness of values, democracy, parliament and how laws are made and upheld. Students will explore legal and social issues critically, to weigh evidence, debate and make reasoned arguments. Students will develop understanding of liberties enjoyed by the citizens of the UK, the role of legal system and judiciary. Alongside this the values of British society are emphasised. Demonstrating tolerance, empathy, equality in our diverse, multi-cultural society will equip students to be able to explore political and social issues critically now and in the future.

Implementation: In year 8 RSHE is taught once a week throughout the year, in tutor groups.

Curriculum adaptations as a result of the pandemic:

Students will develop their knowledge of health. Content will emphasise going through puberty, menstruation and strategies for improving mental wellbeing. In year 7 students missed the opportunity to manage diverse relationships and had an increased influence of media, our aim is to move towards taking greater responsibility for themselves and others. Also to recognise and demonstrate personal strengths building self-confidence, self-esteem and strategies to build resilience. Students will also develop the skills of active listening, clear communication, negotiation and compromise which, due to the lockdown, have not been applied.

Term	Enquiry/Topic/Unit: <i>What is going to be taught?</i>	Key Outcomes: <i>What will students have achieved by completing this scheme of learning?</i>	Character Education: <i>How does this topic link to a sense of Self, Others and the World, in terms of Character Education?</i>	Assessment: <i>Will there be formative and/or summative testing? What role will interleaving play? How will this be marked?</i>	Vocabulary: <i>What are the key words for this topic/unit that students must know?</i>	Home-Learning: <i>What homework will be set and why (e.g. consolidate/extend)? How will this be marked?</i>



1a	Health & Wellbeing	<p>Further understanding of Mental wellbeing, puberty, menstruation, respecting ourselves (inappropriate touching/language). The impact of sharing sexual images online of self and of others.</p> <p><i>Celebrating 'World Mental Health Day'</i></p>	<p>Confident – valuing ourselves and acting with courage.</p> <p>Resilient – Being able to cope with change and challenges which puberty brings.</p>	<p>SMHW Quiz – respecting ourselves.</p>	<p>Puberty, menstruation, mental wellbeing, inappropriate.</p>	<p>Students will undertake 1 homework task each term as well as a SMHW quiz.</p> <p>The homework will promote independent learning and will encourage a responsible attitude to produce work they can be proud of. Further reading will be offered to extend vocabulary and develop depth of knowledge. Visual images and media articles will be given and analysis/comparisons will be made by the students.</p>
1b	Health & Wellbeing	<p>Awareness of the risks associated with smoking cigarettes and drinking alcohol – the ST and LT impact on health and health of others.</p> <p><i>Celebrating International Men's Day (the men in our</i></p>	<p>Responsible – Taking ownership for your actions, not circoming to negative peer pressure.</p> <p>Compassionate – Showing the desire to help others who have developed long term health issues.</p>	<p>KS3 Assessment week - the ST and LT impact of cigarettes and alcohol. Written paper – 8 questions. Firstly, marked with a green pen in class and then teacher will give further feedback which will aim to extend with questioning.</p>	<p>Antibiotics, social norms, cultural values, nicotine, consequences, influences, addiction, passive smoking, alcohol units.</p>	



		<i>lives/role models link to drinking/smoking)</i>		Questioning will be personalised.		
2a	Health & Wellbeing	How to build positive relationships (inc online). Conflict. Class B drugs, peer pressure, online influencers, fake news.	Responsible – Taking ownership for your actions, not circoming to negative peer pressure. Compassionate – Showing the desire to help others who have developed long term health issues.		Substance abuse, illegal substances, influences, dependence, addiction, supply,	
2b	Living in the Wider World	Awareness of LGBT+ issues, Body image, body shaming, equality, sexism, sexual harassment. <i>Celebrating LGBT history month and International Women's Day</i>	Responsible – Taking ownership for your actions, not circoming to negative peer pressure. Compassionate – Showing the desire to help others who may be experiencing negative behaviour towards them.	SMHW Quiz – making positive choices	Intimate relationships, gender identity, sexual orientation, sexuality, emotional commitment, coercion, media, prejudice, homophobia, peer pressure.	
3a	Living in the Wider World	A broader understanding of our democratic rights, the UN Rights of the Child, The equality act, The Disability act <i>Celebrating The Queens Platinum Jubilee</i>	Compassionate – Showing the desire to help others who may be experiencing negative behaviour towards them. Curious – Eager to find out about others experiences.	KS3 Assessment week – Written paper with 8 questions. - Firstly, marked with a green pen in class and then teacher will give further feedback which will aim to extend with questioning. Questioning will be personalised. Questions	Challenging stereotypes, democracy, equality, rights and responsibilities.	



				based around equality and discrimination.		
3b	Health and Wellbeing	<p>A clear perception of racism, stereotypes, our bodies, respecting ourselves.</p> <p>A refresher of First aid – CPR, head injury</p> <p><i>Celebrating Pride Month</i></p>	<p>Compassionate – Showing the desire to help others who may be experiencing negative behaviour towards them and those who are experiencing physical trauma.</p>		<p>Challenging stereotypes, democracy, equality, rights and responsibilities.</p> <p>Tolerance, acceptance, celebrating diversity.</p>	

Impact:

By completing this scheme of learning students will build on prior learning to ensure a smooth transition between year 7 and year 8, this is due to the spiral nature of the SoW which returns to topics and builds upon them as Students mature. Students will know the importance of respecting others, be able to take practical steps to improve or support respectful relationships, the convention of courtesy, self-respect and how this impacts their own happiness and that in the wider society we all need to recognise authority, make judgements and manage conflict.

Students will know the characteristics of mental and physical wellbeing and the risks associated with drinking alcohol, smoking cigarettes and substance misuse. Seeking support and recognising triggers for the need for support in oneself and in others will also be emphasised, thus enabling students to make well-informed, positive choices leading to the content in year 9. The students will build skills and attributes which address the challenges of adolescence and their increasing independence.