



## Curriculum Plan PSHEE



Year 8	<b>Golden Treads:</b> State the big ideas that will be taught across the year ( <a href="#">Threshold concepts</a> )  Students learn how to make healthy choices and informed decisions that enable them to keep themselves and other people safe. Students will develop the skills to thrive, be independent learners and have high aspirations. Students will understand the expectations about how we should treat other people and to promote self-respect. Students learn about the law and how it applies to them.				<b>Enrichment:</b> What is offered through the year to support learning in the classroom?  Year 8 First Aid – visit from a paramedic to teach students about basic first aid, including CPR and how to use a defibrillator.  Year 8 Relationships – visit from the Police to cover online safety and the law regarding sharing nude images.		<b>Review and evaluation:</b> Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	<b>Respect</b>	Student self-assessment. Students RAG rate their knowledge and understanding of the key themes at the outset of the module and then at the end they do the same. They also reflect and comment on things they have learnt/thought about in the module, what they have done well/pleased with, other things they would like to have learnt about in the module. They also grade their effort and give evidence to support their grade and then write targets to improve. This is then followed up by a teacher WWW and HTI.	Students will have knowledge of the meaning and importance of the word respect.  Consideration of the word respect and apply it to self and others.  Look at codes of behaviour and understand why these exist.  Understand the value of living in a multicultural and diverse society.  Have knowledge of prejudice and discrimination are and the consequence of negative behaviour on others and society.	Develop the self-assertiveness to speak out against bullying and unkind behaviour  Empathy towards the lived experiences of other people.  Discuss and debate different ideas in a healthy and respectful way.  Verbalise ideas  Reflect on own views and ideas.  Know where to access further help and support.	Misconceptions about the law and protected characteristics.  Not understanding some of the different behaviours that can constitute bullying.  Stereotypes and prejudice about different groups of people/ cultures/ ideas.	Prejudice  Discrimination  Stereotyping  Multi-cultural  Diversity  Tolerance  Compassion  Empathy	Students will build on work completed as part of the whole school pastoral program  Year 7 Protection module.  It will also more explicitly build on work completed in all Years learning about other cultures and religions – promoting curiosity, understanding and tolerance.
Term 2	<b>First Aid</b>	Student self-assessment. Students RAG rate their knowledge and understanding of the key themes at the	Students to learn some of the fundamental concepts of First Aid	Develop knowledge and confidence to apply first aid skills in real life.  Learn how to practically treat various injuries.	Many misconceptions about how to treat various ailments.  Some misconceptions counter-productive to	First-Aid  Defibrillator  Chest compressions	Year 7 Healthy Heart  Year 7 Protection



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		<p>outset of the module and then at the end they do the same. They also reflect and comment on things they have learnt/thought about in the module, what they have done well/pleased with, other things they would like to have learnt about in the module. They also grade their effort and give evidence to support their grade and then write targets to improve. This is then followed up by a teacher WWW and HTI.</p>	<p>Knowledge about where further First Aid knowledge can be acquired.</p> <p>Apply knowledge to various situations, making decisions and judgements with regards to their personal safety and safety of people around.</p> <p>999 calls and impact of hoax calls</p> <p>Listen to an expert visitor and learn how to deliver CPR and use a defibrillator.</p> <p>What is in a First Aid kit</p>	<p>Use of defibrillator</p> <p>CPR</p> <p>DRABC</p>	<p>successful First Aid. Eg moving an injured patient.</p>	<p>Paramedic</p>	
Term 3	RE modules being delivered this term						
Term 4	Relationships	<p>Student self-assessment. Students RAG rate their knowledge and understanding of the key themes at the outset of the module and then at the end they do the same. They also reflect and comment on things they have learnt/thought about in the module, what they have done well/pleased with, other things they would like to have learnt about in the module. They also grade their effort and give evidence to</p>	<p>Students will further their knowledge of human development.</p> <p>Consideration of human needs and how these may be satisfied.</p> <p>Reflection on how maturity will impact on own lives.</p> <p>That respect for people is an important part of growing up.</p> <p>To examine attitudes towards the concepts of male/female and related stereotyping.</p>	<p>Developing skills for respectful and healthy discussions.</p> <p>Reflecting on own feelings and thoughts. Develop confidence to express wants and needs.</p> <p>Empathy and understanding towards other people</p> <p>Self-esteem building</p> <p>Group Work sills</p> <p>Ability to make well-informed and healthy decisions about own bodies and relationships.</p>	<p>General misconceptions around puberty and changes.</p> <p>Misconceptions around things they have seen online regarding sex</p> <p>Misconceptions about LGBT+ community, potentially driven by misinformation online.</p>	<p>T2 - Puberty Adolescence Consent Emotional Conflict Loyalty Trust Honesty Respect Self esteem</p> <p>T3 - Menstruation Reproduction Conception Lesbian Gay Bi-sexual Transgender</p>	<p>Building on and building towards the Relationship modules taught to all Year groups</p> <p>Students will build on work completed as part of the whole school pastoral program</p>



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		support their grade and then write targets to improve. This is then followed up by a teacher WWW and HTI.	<p>Exploring and learning about the LGBT+ community. Promoting inclusion.</p> <p>Activities to help development of self-confidence/high self-esteem</p> <p>Knowledge about what healthy relationships look like</p>				
Term 5	Community	Student self-assessment. Students RAG rate their knowledge and understanding of the key themes at the outset of the module and then at the end they do the same. They also reflect and comment on things they have learnt/thought about in the module, what they have done well/pleased with, other things they would like to have learnt about in the module. They also grade their effort and give evidence to support their grade and then write targets to improve. This is then followed up by a teacher WWW and HTI.	<p>To develop more awareness of the concept of a community.</p> <p>To think about how to support individuals in a multicultural society</p> <p>To develop the idea of personal responsibility – citizenship</p> <p>Learn about democracy and how the country is run</p> <p>To gain knowledge related to the Law and understand the consequences of breaking the law</p> <p>To develop an awareness of global issues and how we can help</p> <p>Learn about gang culture and potential risk of affiliation with these groups.</p> <p>Signposting support.</p>	<p>To work productively as a group through various activities</p> <p>Teamwork – to design a community that is inclusive and environmentally sustainable.</p> <p>Discussing how they will rule their community and what it will be like. Reflect on the advantages/ disadvantages of different forms of Governance.</p> <p>Compromising/ negotiating</p> <p>Decision making</p>	<p>Misconceptions about how laws are made and enforced.</p> <p>Uncertainty about how countries are Governed.</p> <p>Misconceptions about the UK political system.</p>	<p>Democracy</p> <p>Government</p> <p>Citizen</p> <p>Multi-cultural</p> <p>Prime Minister</p> <p>Crime</p> <p>Electoral role</p> <p>Voting</p>	<p>Building on Respect (Year 8)</p> <p>Build towards – Rights and Wrongs (Year 9), JL&amp;E (Year 9), Morality (Year 10), Conflict (Year 11)</p>
Term 6	RE module	N/A – See RE curriculum plan					