Curriculum Map Y8

Topic/Content
1. Well being
   Physical and Mental Wellbeing
   Influences on health and healthy behaviours
   Ways to promote and maintain the long-term health of ourselves and others.
2. Drugs and alcohol
   Alcohol and drug misuse and pressure relating to drug use
3. Discrimination
   Discrimination in all its forms, including:
   racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia

How does this link to prior learning?
Y7 Mental Health lessons.
KS2: Respectful relationships and Caring relationships

Non-negotiable Experiences in the learning scheme

1. Identify the link between physical and mental wellbeing. Describe strategies for improving physical and mental wellbeing. Explain ways to help those who need support with their physical and/or mental wellbeing Learning about the factors which influence our health and health behaviours, ways to promote and maintain the long-term health of ourselves and others.
2. Describe the effects of caffeine consumption explain the risks associated with caffeine consumption.
   Evaluate strategies to reduce caffeine consumption. Identify a range of risks related to tobacco and e-cigarette use analyse a range of potential influences on young people to smoke.
   Demonstrate strategies for managing peer influence in situations involving tobacco and e-cigarettes/vapes. Explain that most young people their age do not use alcohol and analyse the reasons

Topic/Content
1. Identity and Relationships.
   Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.
2. Community and Careers
   Equality of opportunity in careers and life choices, and different types and patterns of work.

How does this link to prior learning?
KS2: Respectful relationships and Caring relationships
Y8 Discrimination. Y7 Diversity and Building Relationships.

Non-negotiable Experiences in the learning scheme

1. Explore and appreciate what makes us similar or different in society. Be aware of relevant terminology around LGBTQ identities. Demonstrate understanding of how people can be treated differently. Describe discrimination and explain how it happens. Explain what HBT bullying is and the effects this can have on people. Explain that HBT bullying is not acceptable. Learn: about the features of healthy and unhealthy relationships and how to negotiate and communicate effectively; about gender stereotypes and gender-based peer influence and how to challenge or resist it; about the benefits and challenges of social media for developing and maintaining relationships and how to manage online risks; about sexual bullying and why it occurs; about the impact of inappropriate sexual behaviour and how to challenge or resist it; about the legal, emotional and social consequences of sharing sexual images; how to reject unwanted requests for sexual images; about the meaning and importance of consent in relationships; how to seek, give and not give consent in different situations.
1. To: Identify challenges and describe the feelings experienced when overcoming them; analyse challenges posed in the workplace; Plan how to

Topic/Content
1. Digital Literacy
   Online safety, digital literacy, media reliability and gambling hooks.
2. Emotional Well-being
   Mental health and emotional wellbeing including body image and coping strategies.

How does this link to prior learning?
Y7 Well being, Y8 Wellbeing, Y7 Transition and Safety, Y7 Health and puberty.

Non-negotiable Experiences in the learning scheme
1. Learn: about online communication, how to use social networking sites safely. how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation, how to respond and seek support in cases of online grooming, how to recognise biased or misleading information online, how to critically assess different media sources, how to distinguish between content which is publicly and privately shared, about age restrictions when accessing different forms of media and how to make responsible decisions, how to protect financial security online, how to assess and manage risks in relation to gambling and chance-based transactions.
2. Learn: about attitudes towards mental health, how to challenge myths and stigma, about daily wellbeing, how to manage emotions, how to develop digital resilience, about unhealthy coping strategies (e.g. self-harm and eating, disorders), about healthy coping strategies.

Skills being developed
1. How to make decision and manage peer influence about films and online viewing. To know how relationships are portrayed in television, film and online and how this can affect relationship expectations, behaviours and values, to understand

why young people's alcohol use is declining. Describe the effects of alcohol misuse. Describe strategies to manage influences on alcohol use. Identify sources of support for alcohol misuse. Describe the reasons why people drink alcohol and the impact it can have. Identify and assess the risks of underage drinking. Suggest strategies to manage peer pressure around alcohol misuse and identify sources of guidance and support. Describe the reasons why some people smoke. Understand the harm smoking does to your health. Know who to ask for advice and where to look for guidance on resisting pressure to smoke, including on the NHS Smokefree website. Use different strategies to resist pressure to smoke.

3. To: demonstrate an increased understanding and awareness of people with learning disabilities and autism within a diverse society; recognise disablist language and bullying: how, where and why it happens and the potential physical and emotional impacts of these behaviours on people with learning disabilities and autism and the communities to which they belong; Describe or demonstrate ways of challenging disablist language, bullying, discrimination and prejudice; Identify and evaluate steps that have been taken or could be taken in law and in the community, to change attitudes towards and support people with learning disabilities and autism.
Describe the meaning of bullying and cyberbullying and the impact it can have on an individual
Explore challenging scenarios and their appropriate responses
Explain where to seek support and advice on bullying/cyberbullying.

Skills being developed
1. Finding strategies to support your own and others' mental health. To identify ways in which societal changes can impact on health and health behaviours. To be able to explain ways a person can contribute to

overcome a fear or challenge; Identify problems of different scales and what is needed to solve them; Illustrate the use of an adaptable approach to solving problems; Understand that problem solving is a core transferable skill and identify its usefulness in a work setting; Work in a team to solve a problem.

Skills being developed
1. Learn: the qualities of positive, healthy relationships, how to demonstrate positive behaviours in healthy relationships, about gender identity and sexual orientation, about forming new partnerships and developing relationships, about the law in relation to consent, that the legal and moral duty is with the seeker of consent, how to effectively communicate about consent in relationships, about the risks of 'sexting' and how to manage requests or pressure to send an image, about basic forms of contraception, e.g. condom and pill.
2. Learn: about equality of opportunity in life and work, how to challenge stereotypes and discrimination in relation to work and pay about employment, self-employment and voluntary work, how to set aspirational goals for future careers and challenge expectations that limit choices.

How will it be assessed?
Entry and Exit confidence checkers

the potentially harmful impact of increasing sexualisation in the media. To recognise the impact of social media on body image. To know who to ask for advice and where to look for guidance on body image and online stress, to use techniques for minimising stress that may arise from a negative perception of our body image influenced by social media. To think critically about the information they see online. To understand the power of the media in influencing decision making, to understand that not everyone who contacts them online is trustworthy.

2. To learn what we mean by 'body image' and how it can be influenced the by the media and advertising. To learn how to respond to the media and advertising in a way that promotes positive body image and begin to build emotional resilience. To have the ability to analyse one of many sources of potential body confidence pressure. To have an increased understanding of similarities, differences and strengths and to have increased confidence, resilience and self-esteem. Learning how to manage the stress that may result from excessive use of social media or as a result of interacting with online content, including FOMO.

How will it be assessed?
Entry and Exit confidence checkers

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| | their own and others' personal health and wellbeing in different contexts. To suggest ways of promoting improved health at a community level.
2. Learn: about medicinal and reactional drugs, about the over-consumption of energy drinks, about the relationship between habit and dependence, how to use over the counter and prescription medications safely, how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes, how to manage influences in relation to substance use, how to recognise and promote positive social norms and attitudes
3. Learn: how to manage influences on beliefs and decisions, about group-think and persuasion, how to develop self-worth and confidence, about gender identity, transphobia and gender-based, discrimination, how to recognise and challenge homophobia and biphobia, how to recognise and challenge racism and religious discrimination.

How will it be assessed?
Entry and exit confidence checkers. | | |
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