

PSHE Medium Term Plan Year 8 - 2024 onwards				
Timing	Topic Content and PSHE Association Programme of Study References	Learning	Assessment and Evaluation	Resources
Autumn	<p>Health and Well-Being</p> <p>Attitudes to Mental Health, Healthy Coping Strategies, Digital Resilience (incl. gambling hooks), Emotional Well-being</p> <p>PoS refs: H4, H5, H6, H7, H10, H12, H30, H34, L20, L21, L22, L23, L24, L26, L27</p>	<ul style="list-style-type: none"> <li>• about attitudes towards mental health</li> <li>• how to challenge myths and stigma</li> <li>• about daily wellbeing</li> <li>• how to manage emotions</li> <li>• how to develop digital resilience</li> <li>• about unhealthy coping strategies (e.g. self harm and eating disorders)</li> <li>• about healthy coping strategies</li> <li>• about online communication</li> <li>• how to use social networking sites safely</li> <li>• how to respond and seek support in cases of online grooming</li> <li>• how to recognise biased or misleading information online</li> <li>• how to critically assess different media sources</li> <li>• how to distinguish between content which is publicly and privately shared</li> <li>• about age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>• how to protect financial security online</li> <li>• how to assess and manage risks in relation to gambling and chance-based transactions</li> </ul> <p><u>Key Questions</u></p>	<ul style="list-style-type: none"> <li>• Baseline assessment 'I can' statements, revisited later on</li> <li>• Ipsative Assessment in lessons</li> <li>• Assessed work using Forms with opportunity to revise or extend</li> </ul>	PSHE Association

		Can you identify healthy coping strategies? How can you avoid unhealthy coping strategies? Where can you turn for Mental Health support? How can you develop Digital Resilience? How can you protect yourself online?		
Autumn	<p>Valuing Difference</p> <p>Today's Working Environment, Disability and Discrimination, Rights and Freedom of Speech, Gender and Sexuality</p> <p>Pos Refs: L10, L12, L13, R3, R39</p>	<ul style="list-style-type: none"> <li>• about identity, rights and responsibilities</li> <li>• about living in a diverse society</li> <li>• how to challenge prejudice, stereotypes and discrimination</li> <li>• how to support others</li> <li>• about equality of opportunity in life and work</li> <li>• About the Universal Declaration of Human Rights, what it means for us and others</li> </ul> <p><u>Key Questions</u></p> <p>What are your Human Rights? What are Protected Characteristics? How can you respect, protect and promote Human Rights? How can other people do this? What is discrimination? How can we combat it?</p>	<ul style="list-style-type: none"> <li>• Baseline assessment 'I can' statements, revisited later on</li> <li>• Ipsative Assessment in lessons</li> <li>• Assessed work using Forms with opportunity to revise or extend</li> </ul>	Diversity Role Models UN
Spring	<p>Living in the Wider World</p> <p>Healthy Lifestyle choices incl immunisation, peer pressure, gangs, road safety, first aid and CPR,</p>	<ul style="list-style-type: none"> <li>• personal safety strategies and travel safety, e.g. road, rail and water</li> <li>• how to respond in an emergency situation</li> <li>• basic first aid</li> <li>• how to manage influences on beliefs and decisions</li> <li>• about group-think and persuasion</li> <li>• how to develop self-worth and confidence</li> </ul> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> <li>• What are the most likely threats to young people's safety both inside and outside the home?</li> <li>• Who is affected when a road accident occurs and how are they affected?</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline assessment 'I can' statements, revisited later on</li> <li>• Ipsative Assessment in lessons</li> <li>• Assessed work using Forms with</li> </ul>	St Johns Ambulance

	<p>Money Matters 2</p> <p>PoS Refs: L3, L5, L10, L11, L12, L13, L14, L15, L16, L18, R41</p>	<ul style="list-style-type: none"> <li>• What life saving skills do you already have?</li> <li>• Why is it important to have basic first aid and life-saving skills?</li> <li>• At what point in an emergency should someone call 999?</li> <li>• How can someone put a person in the recovery position?</li> <li>• How does someone perform CPR?</li> </ul>	<p>opportunity to revise or extend</p> <ul style="list-style-type: none"> <li>• Student Feedback</li> </ul>	
Spring / Summer	<p>Making Good Choices and Managing Risk</p> <p>Puberty, Sleep, Mental Health, Online Safety incl CSE, FGM, Addictive Substances</p> <p>PoS refs: R6, R42, R43, H5, H15, H22, H23, H24, H25, H26, H27, H31</p>	<ul style="list-style-type: none"> <li>• about the relationship between physical and mental health</li> <li>• about balancing work, leisure, exercise and sleep</li> <li>• how to make informed healthy eating choices</li> <li>• how to manage influences on body image</li> <li>• to make independent health choices</li> <li>• about medicinal and reactional drugs</li> <li>• about the relationship between habit and dependence</li> <li>• how to use over the counter and prescription medications safely</li> <li>• how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>• how to manage influences in relation to substance use</li> <li>• how to recognise and promote positive social norms and attitudes</li> <li>• FGM, what it is and what to do if you think you or a friend is at risk</li> <li>• about 'honour based' violence and forced marriage and how to safely access support</li> </ul> <p><u>Key Questions</u></p> <p>How can you support a friend who thinks they are at risk of FGM? How many hours sleep should you be getting? How can you create a positive environment for sleep? How can you stay safe online? Addictive substances – what is the impact and how can you resist them?</p>	<ul style="list-style-type: none"> <li>• Baseline assessment 'I can' statements, revisited later on</li> <li>• Ipsative Assessment in lessons</li> <li>• Assessed work using Forms with opportunity to revise or extend</li> </ul>	
Summer	<p>Positive Relationships</p>	<ul style="list-style-type: none"> <li>• the qualities of positive, healthy relationships</li> <li>• how to demonstrate positive behaviours in healthy relationships</li> <li>• about inclusivity within relationships</li> <li>• about forming new partnerships and developing relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline assessment 'I can' statements,</li> </ul>	<p>Brook, FPA</p>

	<p>Safe sex, Sexting, Consent, Family Matters, Teen Parenting, Forming Relationships</p> <p>PoS refs: H10, H21, H35, H36, L27, R1, R2, R9, R10, R11, R12, R13, R14, R16, R17, R21, R23, R24, R25, R26, R27, R30, R31, R33, R34, R35, R36</p>	<ul style="list-style-type: none"> <li>• about the law in relation to consent</li> <li>• that the legal and moral duty is with the seeker of consent</li> <li>• how to effectively communicate about consent in relationships</li> <li>• about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>• about basic forms of contraception, e.g. condom and pill</li> </ul> <p><u>Key questions</u></p> <ul style="list-style-type: none"> <li>• What makes a healthy relationship?</li> <li>• What different types of contraception are available?</li> <li>• How do you protect against STIs and unplanned pregnancy?</li> <li>• Why might some people choose to delay having sex?</li> <li>• What is consent?</li> <li>• What is sexting? What are the laws around it?</li> </ul>	<p>revisited later on</p> <ul style="list-style-type: none"> <li>• Ipsative Assessment in lessons</li> <li>• Assessed work using Forms with opportunity to revise or extend</li> <li>• Parental Survey</li> <li>• Student Feedback</li> </ul>	