

2023-2024 Year 8 Curriculum and Assessment Plan for PSHE

The curriculum and assessment of pupils at this stage of education has been carefully designed to prepare students for life outside of school. They develop the knowledge, skills and attributes students need to manage life's challenges and make the most of life's opportunities. The selection of knowledge in this curriculum is informed by the RSHE Statutory Guidance 2020, the PSHE Association's suggested curriculum and The Gatsby Benchmarks. PSHE should give students the confidence and conviction so that they can act with others, have influence, and make a difference in their communities. In Year 11, the curriculum has been designed to prepare pupils for the challenges they may face in future. The challenges identified and addressed with this curriculum are relevant to the country, local area and time of delivery and is responsive to any significant changes in those areas. The substantive PSHE and RSHE knowledge is designed to be delivered in a sequence that allows for connection-making across the topics. The knowledge becomes more complex and age-specific as students' progress through the academic year. All substantive RSHE knowledge to be delivered is taken directly from the RSHE statutory guidance document. Each one of the topics becomes a thread of knowledge building throughout this entire secondary curriculum, although there are clear links across topics, which are highlighted throughout. To embed the substantive knowledge relating to RSHE, pupils need to reflect on the human and spiritual experience, linked to our Catholic values and faith. Pupils' understanding of the topics will be enhanced through stories and scenario-based considerations and reflections. Their hinterland knowledge will complement the substantive knowledge delivered through teachers sharing examples and stories that relate to the topics. In Year 8, the curriculum has been designed to prepare pupils for the challenges they may face in future. The challenges identified and addressed with this curriculum are relevant to the country, local area and time of delivery and is responsive to any significant changes in those areas. Pupils will be ages 12-13 and will be experiencing puberty therefore extensive education and support has been embedded. Equally, pupils may begin to experience peer pressure, notably on social media, sometimes linked to use of drugs and alcohol and therefore lessons support debate, discussion, and signposting in that area. Lesson taught in Year 8 build on the content of Year 7 and will be developed in the following years and supported by form time PSHE as well as outstanding pastoral care. Ultimately, this curriculum aims to equip young people to live their lives safely and happily, treating others with care and respect. It aims to give them the knowledge to make their own informed lifestyle decisions (within the law), and to maintain their own self-care, through the embedding of this knowledge and the skill of deep reflection on our Catholic values, British values, and consideration of perspective.

<p>Autumn Term: How am I wise about potential future challenges? All pupils will know: The stigmas of mental health and the impact of the media on our mental wellbeing Healthy and unhealthy coping strategies The qualities of entrepreneurs Types of employment All pupils will be assessed by: Knowledge harvests at the beginning and end of each term, through DO NOW retrieval tasks at the start of every lesson, retrieval questions and pit stops, through knowledge tests and verbal assessment during the lesson through discuss and debate, in Instant whiteboard feedback and clear evidence of progress will be visible in the booklets students complete in class. Impact- Why do we teach this? Relevance to today: To help pupils understand the changes their bodies may be going through and</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> ● Developing a positive self-image and self-worth ● Scrutiny of media and online sources ● Recognising changes emotionally and physically and how this is linked to healthy and unhealthy coping strategies ● Careers – entrepreneurship ● Types of employment eg: 	<p>Spring Term: How am I attentive about my health and wellbeing? All pupils will know: Different religious and legal beliefs about the role of women and inequality The difference between gender identity, gender expression and sexual orientation and know some ways the Equality Act and the Catholic Church work to protect against prejudice and discrimination Chemical names for substances and effects of substances What extremism is, signs and the impact of it All pupils will be assessed: Knowledge harvests at the beginning and end of each term, through DO NOW retrieval tasks at the start of every lesson, retrieval questions and pit stops, through knowledge tests and verbal assessment during the lesson through discuss and debate, in Instant whiteboard feedback and clear evidence of progress will be visible in the booklets students complete</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> ● Recognising gender stereotypes and managing peer influence ● Understanding the law ● Being able to identify drugs and alcohol ● Knowing the dangers and where to seek support with drugs and alcohol <p>Reading Skills needed for this unit: Reading out loud or as a small group CREPT analysis on</p>	<p>Summer Term: How am I intentional about my rights? All pupils will know: About the likelihood of conflict in adolescent and why Characteristics and traits to help when we have difficult thoughts and feelings Why self awareness is important as a life skill Recognise sexting and know the law regarding it What our human rights are, what our rights are as a citizen of the UK and how these link to the UN SDGs All pupils will be assessed: Knowledge harvests at the beginning and end of each term, through DO NOW retrieval tasks at the start of every lesson, retrieval questions and pit stops, through knowledge tests and verbal assessment during the lesson through discuss and debate, in Instant whiteboard feedback and clear evidence of progress will be visible in the booklets students complete in class</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> ● Debating different viewpoints ● Discuss how to appropriately share ideas and opinions ● Global Citizenship skills <p>Reading Skills needed for this unit: Reading out loud or as a small group Guided reading on self awareness</p> <p>Key Vocabulary: Human Rights UDHR</p>
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<p>positive coping strategies as well as where they can access support.</p> <p>Connection to future learning: To create an awareness of the potential harms of the media in the modern era. To recognise skills of entrepreneurs and different types of employment and skills sets as well as how the law works within these types of employment, giving them the tools to interact with this appropriately in real world situations.</p>	<p>self-employed, employee</p> <ul style="list-style-type: none"> Understanding the law <p>Reading Skills needed for this unit: Reading out loud or as a small group</p> <p>Key Vocabulary: Stigma FOMO Digital resilience Self care Self harm Entrepreneur Enterprise Employment</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> PE – healthy coping strategies Computer Science – online risks 	<p>in class</p> <p>Impact - Why do we teach this? Relevance to today: To ensure all pupils recognise stereotypes, challenge inequality and seek suitable help and support. To develop respect for all people and recognise their own views and identities</p> <p>Connection to future learning: To create a strong moral supportive framework surrounding inappropriate drug and alcohol use. To ensure pupils know how to appropriately respond situations such as grooming and extremism.</p>	<p>age discrimination</p> <p>Key Vocabulary: Coercive control Gender parity Socialisation Gender Assertiveness Xenophobia Homophobia Anabolic steroids Class A -C drugs Consent Extremism Grooming</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> RE – church teachings on prejudice and discrimination History – teachings on history of prejudice and discrimination Drugs and alcohol in science 	<p>Impact - Why do we teach this? Relevance to today: Understand what can cause arguments between parents and siblings and recognising the importance of 'middle ground'</p> <p>Connection to future learning: To know characteristics and traits to help when we have difficult thoughts and feelings. To know why it is important to be self aware, and be able to identify stalking, harassment, sexting and the law To know the importance of human rights and the rights of people in the UK.</p>	<p>Stalking Harassment Sexting Citizenship Sustainable Development Goals</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> Criminology and Psychology at KS4
<p>Ensuring this curriculum meets the needs of all pupils: This curriculum has been designed to ensure all pupils will develop the key curriculum skills and knowledge identified. All PSHE is spiral and Year 8 builds on the work of Year 7 continuing to follow the themes of; created and loved by God, created to love others and created to live in a community. Curriculum meets the DfE guidance but is also adaptive to the local and regional needs of our students and based on pupil and staff voice , Safeguarding Team advice, internal results from Votes for Schools as well as Local crime statistics, LMIs and news agendas. Character education is underpinned through our Catholic life vision here at St Peters, notably our Catholic Profile. Embedded into worship, pastoral and curriculum are character traits such as faith, belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. For example, SEND students have individual learning profiles that outline needs/strategies to be used, every lesson is differentiated for the teacher to meet the needs of the pupils. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.</p>					
<p>Enrichment opportunities:</p> <ul style="list-style-type: none"> Talks from https://diversityrolemodels.org/ Lindsey Parr – staff and student workshops https://www.alisoncope.com/ Anti-violence speaker - knife crime 					

- Kipeducation.com mental health education - staff, parent and student workshops

Career opportunities/ links:

- Entrepreneurial skills – team building / resilience skills activities
- First aid activities and involvement