

PSHE

National Curriculum Programme of Study

‘Good relationships are a core principle at Parkfields and we expect every member of the school to take responsibility for supporting the value of equality, by showing consideration for all.

This principle is at the heart of our PSHE curriculum. Pupils learn about health and wellbeing, careers, living in the wider world and healthy relationships.’

Year 8 - Autumn Term

Key Knowledge	Key Skills	Vocabulary
Emotional wellbeing: Pupils learn: • A range of attitudes towards mental health; • To identify and challenge myths and stigma; • Features and attributes of daily wellbeing; • To define the term ‘digital resilience’ • To identify and understand key unhealthy coping strategies (eg. self harm and eating disorders); • Healthy coping strategies.	Pupils learn how to: • Explore ways to promote emotional wellbeing; • Manage emotions and develop effective strategies; • Develop a range of helpful strategies which build digital resilience; • identify unhealthy coping strategies; • Share, discuss and explain healthy coping strategies;	mental health, emotional wellbeing, misconception, discrimination, stereotype, resilience, support strategies, self-esteem, help-seeking, social media, ‘like’ culture, fear of missing out (FOMO), body image, digital, resilience, triggers, healthy coping strategy, warning signs, managing feelings, positive strategies.
Digital literacy: Pupils learn: • About online communication • The dangers of watching sexualised and violent content and its harms to individuals and society; • Recommendations for selecting appropriate viewing content; • The impact of social media on body image; • Age restrictions for accessing different forms of media and how to make responsible decisions;	Pupils learn how to: • Use social networking sites safely; • Suggest recommendations for selecting appropriate viewing content; • Recognise biased or misleading information online; • Assess critically different media sources; • Distinguish between content which is publicly and privately shared;	media, challenging content, selfie, body image, healthy, ‘likes’, body confidence, editing, celebrities, filters, followers, attention, comments, sharing, uploading, content, views, risk, worth, harm, help, loss, gain, win, lose, positive, negative, consequence, outcome.

• To protect their financial security online; • To assess and manage risks in relation to gambling and chance-based transactions; • Techniques for minimising stress that may arise from a negative perception of body image influenced by social media; • To recognise the difference between online and real friends and understand that social media sometimes does not reflect real life; • What makes a risk worth taking and what makes it too risky.	• know who to ask for advice and where to look for guidance on body image and online stress, including on the Every Mind Matters website.	
Friendship and Managing Influences: Pupils learn: • To identify and manage influences on your beliefs and decisions; • What 'group-think' and 'persuasion' are • What equality means and why it is important; • What the Equality Act 2010 is and how it can be applied in different cases; • To define 'human rights' and what this looks like in our community; • To define gender identity, transphobia and gender-based discrimination; • To identify and challenge homophobia and biphobia; • To identify and challenge racism and religious discrimination.	Pupils learn how to: • Make choices that aim to create positive consequences; • Use empathy to change behaviour and build better relationships; • Develop self-worth and confidence; • Appreciate the benefits and importance of equality and human rights.	Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia, transphobia; protected characteristics, identity, human rights, equality.

Year 8 - Spring Term

Key knowledge	Key skills	Key Vocabulary
Drugs and Alcohol Misuse: Pupils learn: • To identify medicinal and recreational drugs; • The relationship between habit and dependence; • To identify and define safe 'over the counter' and 'prescription' medications; • The positive and negative effects of drug use on the	Pupils learn how to: • Understand and explain misconceptions; • Manage influences in relation to substance use; • understand and explain why young people	medicinal, recreational, habit, dependence, prescription, alcohol, tobacco, nicotine, e-cigarettes, substance use, social norms.

body and mind; • The impact of alcohol consumption on the body and mind; • To identify the risks of alcohol, tobacco, nicotine and e-cigarettes; • Reasons why young people are encouraged not to drink.	are encouraged not to drink; • Recognise and promote positive social norms and attitudes. • explain and evaluate what is meant by 'risk'.	
Community and Careers: Pupils learn: • What equality of opportunity in life and work are; • Key stereotypes and to challenge them and discrimination in relation to work and pay; • Key features of employment, self-employment and voluntary work; • Importance of setting aspirational goals for future choices and their impact on limiting or creating choices; • What qualifications, skills and experience are and how to develop them; • To identify their skills, ways in which they can be developed; • Where to find information about jobs and skills; • What a CV is and what letters of application look like.	Pupils learn how to: • Find out more about their own skills and the skills that are required for different jobs; • Use skills information to work out whether they have the correct skills for the job; • Find information about help when applying for jobs / writing CVs; • find out information about jobs and skills on the	opportunity; skills, jobs, employment, self -employment, career, aspiration, qualification, advertise, application, CV.

Year 8 - Summer Term

Key knowledge	Key skills	Key Vocabulary
Identity and Relationships: Pupils learn: • The qualities of positive, healthy relationships; • To identify positive behaviours in healthy relationships; • To define gender identity and sexual orientation; • To define homophobic, biphobic, and transphobic behaviour;	Pupils learn how to: • Reflect on my values around relationships; • identify when a relationship can be improved with effective communication or when the relationship is no-longer healthy and should be ended; • suggest safe and constructive ways of ending	sexual orientation, gender, gender identity, stereotype, homophobia, transphobia, trans, transgender, gay, lesbian, questioning, heterosexual, cisgender, non-binary, relationship,

• The role of effective communication in developing a relationship; • To identify the features of an unhealthy relationship and ways to deal with this; • Strategies for forming new partnerships and developing relationships; • What the law says in relation to consent: intimidation, threatening, coercive behaviours and how they are illegal; • How the legal and moral duty is with the seeker of consent; • To demonstrate understanding of a person's right to say no and to have their decision respected; and that they do not have to justify it; • The risks of sending inappropriate images and how to manage requests or pressure to send an image. • about basic forms of contraception, e.g. condom and pill.	a relationship; • Effectively communicate about consent in relationships.	values, communication, negotiation, body language, moral compass, passive, aggressive, assertive, passive-aggressive, consent, choice, freedom, capacity, manipulation, contraception, conception, condom, pill, ovulation.
Transition to a new school: Pupils learn: • Challenges and opportunities when thinking about moving to a new school and adapting to new environments; • To identify values, skills, areas for development and set personal targets and goals; • Questions to ask, when to ask them and how to find support; • Features and advantages of self-control and self-regulation, enabling them to become confident in their ability to achieve well and persevere; • To respond calmly and rationally to setbacks and challenges; • Key study skills and strategies needed to support learning at a new school.	Pupils learn how to: • Identify school expectations and people who can help with transition to a new school; • Demonstrate respect in the school community; • Identify personal values and consider how these can help to set goals for a new school; • Evaluate personal strengths and areas of development; • Create realistic yet ambitious targets and goals.	transition, adapting, values, skills, targets, goals, support, self-regulation, self-control, confidence, perseverance; respect, expectations.