

Year 8 PSHE

Staying Safe and Building Respect

Key Questions

What is the difference between bullying and banter?
Why is personal safety so important?
How can we show respect?

What previous knowledge is required?

Primary:

The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Year 7

Understanding peer pressure, how to identify it and reduce risk.

How will this term's content help with future learning?

Year 9 and 10 term 2

Body confidence and healthy minds and safe choices

Year 10 term 5

Relationships, respect and modern challenges.

Common Misconceptions

That bullying only involves the victim and the bully
That students do not need to prepare to stay safe, especially if they are close to home or in a place they know.

Statutory requirements

Personal safety sections 1,2 and 3
Being safe section 3

Physical Health and Mental Wellbeing

Key Questions

Why is it important to understand mental health?
How can bullying impact a person's life?
How can we keep our bodies healthy?

What previous knowledge is required?

Primary:

Benefits of physical activity, time outside and helping others for health and wellbeing.

Importance of physical health.
Range and scale of emotions they might experience and how to recognise them in others.
That bullying has a negative and lasting impact on mental wellbeing.

How will this term's content help with future learning?

Year 9 and 10 Term 2

Body confidence and Healthy minds and safe choices.

Year 10 Term 1

Healthy bodies and healthy futures.

Year 11 term 5

Exam stress and mental wellbeing

Common Misconceptions

Mental health is not as important as physical health and that the two are not connected.
How to use appropriate vocabulary to discuss emotions, feelings and mental health.
What a positive body image is.
All types of bullying are the same and have the same impact.

Statutory Requirements

Mental wellbeing sections 1-5
Physical health and fitness section 1

Identity, Relationships and Sex Education

Key questions

What does a loving relationship look like?
Do only unhealthy relationships end in conflict?
What might the next steps in a relationship look like?

What previous knowledge is required?

Primary:

Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

Year 7:

Puberty and body development, Consent and boundaries, respect and relationships and friendships and online relationships.

How will this term's content help with future learning?

Year 9 terms 3 and 5

Sex consent and the law and contraception and STI's

Year 10 and 11 term 3

Exploring relationships and sex education and sexual health

Common Misconceptions

What love looks like in a relationship.
That self-love isn't as important as love in a relationship.
What conflict looks like in a relationship
Confusing elements of a healthy relationship with an unhealthy one.

Statutory requirements

Developing bodies sections 1-3
Intimate and sexual relationships section 2, 3 and 6
Respectful relationships sections 1, 5, 7 and 8

Dangerous Society Online and Offline

Key questions

What are county lines?
Why do some people misuse drugs and alcohol?
What is meant by the term vulnerable?

What previous knowledge is required?

Primary:

The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Year 7:

Information about how nicotine, smoking, vaping, energy drinks and caffeine can affect the body and lead to addiction.

How will this term's content help with future learning?

Year 9 and 11 term 4

Legal and illegal drugs and staying safe

Common Misconceptions

County lines are something which happen elsewhere and not within the local area.
That they county lines will only impact your life if you are naïve and silly.
All substance abuse is linked to past trauma, homelessness and parenting.
That child grooming only happens online.

Statutory requirements

Personal safety sections 2- 6

Digital Worlds and Emerging Dangers

Key Questions

How can you critically assess the information you read, watch or hear online?
How have AI, algorithms and chat bots changed how we use the internet?
What are the dangers around AI generated images and deepfakes?

What previous knowledge is required?

Primary

How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

Year 7

How deepfakes are used in politics.

How will this term's content help with future learning?

Year 9 term 2

Airbrushing and media

Year 10 term 3

Exploring relationships and sex education

Year 11 term 4 and 5

Staying safe and stay safe, stay smart.

Common Misconceptions

Only naïve, immature and sill people can get caught up in AI scams, deepfakes and images.
AI generated images are harmless fun.
Algorithms just make the internet easier to use and can't cause harm.

Statutory requirements

Online safety and awareness sections 3, 7 and 8

Celebrating Differences

Key questions

How are identities formed?
What are prejudice and discrimination?
How might we use first aid skills at home?

What previous knowledge is required?

Primary:

What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

How will this term's content help with future learning?

Year 9 term 1

Equality and Diversity explored

Year 10 term 6

Exploring British values

Common Misconceptions

Stereotypes are just jokes and have no impact on people's lives

Stereotypes are factual

Prejudice and discrimination are the same thing

Only racism and sexism count as discrimination

Gender identity and sex are the same thing

Statutory requirements

Respectful relationships section 9

Basic first aid sections 1 and 2