

## YEAR 8 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1	<p><b>Careers:</b> Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence</p> <p>PoS refs: H1, R15, R16, R39, L2, L4, L6, L8, L10, L11, L12, L14, L20, L21, L22, L24</p>	<ul style="list-style-type: none"> <li>• how to identify their life and career aspirations</li> <li>• how to identify personal strengths and skills for employment</li> <li>• how to challenge stereotypes and expectations that limit aspirations</li> <li>• about routes into different careers</li> <li>• how to evaluate progression routes</li> <li>• about how a person's online presence can affect employability</li> <li>• how to manage online presence including on social networking sites</li> <li>• how to manage emotions in relation to future employment</li> </ul>	<p><a href="#">Barclays LifeSkills</a></p>
Autumn 2	<p><b>Friendships and managing influences:</b> Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use</p> <p>PoS refs: H30, H31, R1, R2, R9, R13, R14, R16, R23, R42, R44, R45, R46</p>	<ul style="list-style-type: none"> <li>• how to manage group friendships</li> <li>• how to manage social influences, peer pressure and the desire for peer approval in a range of contexts, including in relation to substance use and anti-social behaviour</li> <li>• how to manage personal safety in social situations</li> <li>• how to access support and advice in relation to friendship and peer influence issues</li> <li>• about why young people may join gangs and the consequences of gang behaviour</li> <li>• how to access support in relation to gangs</li> <li>• exit strategies for pressurised situations</li> </ul>	<p><a href="#">Childnet – Trust me</a></p> <p><a href="#">Childnet – Crossing the Line</a></p> <p><a href="#">Home Office - #knifefree</a></p> <p><a href="#">NCA: Exploring Cybercrime</a></p> <p><a href="#">BBFC – Making Choices: Sex, Relationships and BBFC Age ratings</a></p>
Spring 1	<p><b>Relationships:</b> Relationship norms; Stereotypes and expectations of gender roles, behaviour and intimacy; Gender identity and sexual orientation; Consent in intimate situations; Contraception and sexual health</p>	<ul style="list-style-type: none"> <li>• about relationship norms and expectations</li> <li>• about forming new partnerships and developing relationships</li> <li>• the impact of stereotypes on expectations of gender roles, behaviour and intimacy</li> <li>• about gender identity and sexual orientation</li> <li>• to recognise levels of intimacy, including readiness for sex</li> <li>• about the choice to delay sex and the right to enjoy intimacy without sex</li> </ul>	<p><a href="#">Guidance on teaching about consent in PSHE education - Lesson 1-4</a></p> <p><a href="#">Medway Public Health Directorate relationships and sex education schemes of work for KS3 - Lessons 1-6 Year 8</a></p> <p><a href="#">NSPCC – Making sense of relationships</a></p>

	<p>PoS refs: H19, H22, H35, H36, R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R16, R23, R28, R29, R31, R33, R39, L24, L25, L27</p>	<ul style="list-style-type: none"> <li>• effective communication strategies and consent in intimate situations</li> <li>• the law in relation to relationships, sex, consent (including sharing of sexual images), FGM and forced marriage</li> <li>• about contraception, its role in preventing pregnancy and sexually transmitted infections</li> <li>• how condoms and the pill are used safely</li> <li>• about the HPV vaccination programme</li> <li>• about FGM and forced marriage, and how to access help and support</li> </ul>	<p><a href="#">Home Office - Disrespect NoBody</a></p> <p><a href="#">FORWARD: FGM resource</a></p> <p><a href="#">BBFC – Making Choices: Sex, Relationships and BBFC Age ratings</a></p> <p><a href="#">Metro – Sexual Orientation and Gender Identity - Anti-HBT Bullying</a></p>
<p><b>Spring 2</b></p>	<p><b>First aid and keeping safe:</b> First aid including CPR and defibrillator use; Personal safety including travel safety</p> <p>PoS refs: H30, H31, H33</p>	<ul style="list-style-type: none"> <li>• how to manage personal safety, including when out, travelling, at home and online</li> <li>• how to respond in an emergency situation</li> <li>• how to perform basic first aid, including CPR</li> <li>• when and how to safely use defibrillators</li> </ul>	<p><a href="#">British Heart Foundation: Call Push Rescue</a></p> <p><a href="#">NaCTSO - Run, Hide, Tell</a></p> <p><a href="#">Home Office - #knifefree</a></p> <p><a href="#">British Red Cross: First aid learning for young people</a></p>
<p><b>Summer 1</b></p>	<p><b>Mental health and wellbeing:</b> Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H21, H31, R43, L21, L22, L24, L27</p>	<ul style="list-style-type: none"> <li>• about attitudes to mental health and how to challenge stigma and misconceptions</li> <li>• ways to promote and maintain emotional wellbeing</li> <li>• how to build resilience and reframe disappointments and setbacks</li> <li>• about the impact of social media on mental health and emotional wellbeing</li> <li>• strategies to develop digital resilience</li> <li>• managing influences, including the media, on body image</li> <li>• about unhealthy coping strategies, including self-harm and eating disorders</li> <li>• about healthy ways to manage difficult feelings, challenging circumstances, stress and anxiety</li> <li>• why, when and how to access support for themselves or others</li> </ul>	<p><a href="#">PSHE Association – Mental Health and Emotional Wellbeing</a></p> <p><a href="#">Media Smart – Body Image and Advertising</a></p> <p><a href="#">Rise Above – Online Stress and FOMO</a></p> <p><a href="#">Rise Above – Body image in a digital world</a></p> <p><a href="#">Diana Award &amp; ASOS - #MySenseOfSelf</a></p> <p><a href="#">Cornwall Healthy Schools: STOP Stigma</a></p> <p><a href="#">Samaritans: DEAL</a></p>

<b>Summer 2</b>	<b>Moving forward:</b> Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change  PoS refs: R22, L2, L3, L6, L7, L9,	<ul style="list-style-type: none"><li>• how to review personal strengths and targets</li><li>• how to identify opportunities to develop strengths and skills</li><li>• how to set realistic yet ambitious goals for the future</li><li>• about options available in senior school or key stage 4</li><li>• how to manage change and transition, including feelings</li></ul>	<a href="#">Rise Above - Dealing with change</a>  <a href="#">Rise Above - Exam Stress</a>  <a href="#">Barclays LifeSkills: Setting goals; Recognising and building personal skills; Staying positive; Adaptability</a>
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