

## Year 8 PSHE Scheme of Work

**Theme:** Living in the Wider World

**Topic 1:** Economic Wellbeing

**The aim of this series of lessons is:** *To understand the concepts of spending and saving, including managing a simple budget.  
 To understand the impact of financial decisions on ourselves and others.  
 To empower students to make informed and appropriate choices as consumers.  
 To explore social and moral dilemmas about the use of money.  
 To develop the skills and qualities required to engage in enterprise.*

Week	Learning Objectives	Learning Outcomes
1	<p><b>The Redmaids' High Real Game</b></p> <ul style="list-style-type: none"> <li>To develop a long-term view of handling money</li> <li>To learn about budgeting and use careful budgeting to achieve financial goals</li> <li>To learn to evaluate how to spend money wisely</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Recognise that short term decisions can have long term financial consequences</li> <li>Explain the relative benefits of saving and spending in everyday situations</li> <li>Explain the importance of careful budgeting for setting and achieving financial goals</li> <li>Identify ways someone of their age might increase their income and decrease their spending in order to balance their budget or save money</li> </ul>
2	<p><b>The Redmaids' High Real Game</b></p> <ul style="list-style-type: none"> <li>To explore how to make financial choices, including recognition of how financial choices have consequences that affect themselves and others</li> <li>To develop the ability to recognise the influence of advertising and peer influence on purchasing decisions</li> <li><i>The risks associated with gambling and recognition that chance based</i></li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Explain the factors which help people identify whether an item or service is a 'want' or a 'need' and justify their decisions regarding different items</li> <li>Explain the importance of assessing something's worth before spending money on an item or service, even if a person can afford it</li> <li>Recognise some of the techniques used by advertisers to sell different products</li> <li>Recognise and explain or demonstrate strategies to manage peer influence when making purchasing choices</li> </ul>

	<i>transactions can carry similar risks. Strategies for managing peer and other influences related to gambling.</i>	
<b>3</b>	<ul style="list-style-type: none"> <li>To learn about ethical and unethical business practices, and ethical consumerism</li> <li>To learn about companies that have adopted the circular economy framework</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Explain the difference between the linear and circular economy</li> <li>Explain some of the terms associated with ethical consumerism, e.g. sustainable, ethical consumer</li> <li>Explain how the choices young people make as consumers affect others' economies and environments</li> </ul>
<b>4</b>	<b>Enterprise Challenge</b> <ul style="list-style-type: none"> <li>To design a product or service based on the circular economy</li> <li>To develop the skills and qualities required to carry out an enterprise project</li> <li>To develop teamwork and enterprise skills through working together</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Demonstrate the ability to make choices informed by ethical considerations when buying products</li> <li>Demonstrate enterprise and teamwork skills by working on a group project</li> </ul>
<b>5</b>	<b>Enterprise Challenge</b> <ul style="list-style-type: none"> <li>To design a product or service based on the circular economy</li> <li>To develop the skills and qualities required to carry out an enterprise project</li> <li>To develop teamwork and enterprise skills through working together</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Demonstrate the ability to make choices informed by ethical considerations when buying products</li> <li>Demonstrate enterprise and teamwork skills by working on a group project</li> </ul>

During this unit, we hope to offer opportunities for our classes to hear from local businesspeople and their own experience of enterprise.

**Theme:** Health and Wellbeing

**Topic 2:** Taking responsibility for your own health and managing peer influence

**The aim of this series of lessons is:** *To encourage young people to take increased responsibility for their own physical health.  
 To consider options, facts and laws around drug use.  
 To consider the consequences of, and strategies to manage, unhealthy drug-related behaviours.*

Week	Learning Objectives	Learning Outcomes
6	<ul style="list-style-type: none"> <li>To learn about our increased responsibility for our own health as we get older</li> <li>To understand the value of vaccination programmes, focusing especially on the HPV vaccination</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Explain the importance of vaccinations to support immunity</li> <li>Understand what HPV is and recognise that the HPV vaccination can reduce, but not eradicate, the risk of cervical cancer</li> <li>Describe how to take medications safely, explain why it is important, including discussing side effects with a medical professional or parent</li> </ul>
7	<ul style="list-style-type: none"> <li>To explore the feelings they have about cancer</li> <li>To appreciate that cancer is surrounded by myths due to societal fear</li> <li>To learn how cancer occurs</li> <li>To identify lifestyle choices that increase and decrease the risks of developing cancer</li> <li>To understand the importance of seeking medical help early</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Understand that cancer is a disease of the cells that can happen to anyone</li> <li>Explain how cancer occurs using some correct terminology</li> <li>Explain why it is important to go to the doctor with any concerns about their health.</li> </ul> <p><b>This lesson will be delivered with the support of an external charity and the School Nurse Team.</b></p>
8	<ul style="list-style-type: none"> <li>Introduction to Basic First Aid</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Get help in an emergency</li> <li>Perform basic first aid including cardio-pulmonary resuscitation (CPR) and use a defibrillator</li> </ul> <p><b>Delivered by the School Nurse Team</b></p>

<b>9</b>	<ul style="list-style-type: none"> <li>To explore feelings about young people using alcohol</li> <li>To learn about different drugs, their effects and drug use, focusing especially on alcohol</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify and discuss their current attitudes towards alcohol use amongst young people</li> <li>Explain the short- and long-term effects of tobacco and alcohol on the body</li> <li>Identify and explain what responsibility young people might have to use alcohol sensibly</li> <li>Understand the personal and legal consequences, for the individual and others, of using alcohol irresponsibly</li> </ul>
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**Theme:** Relationships

**Topic 3:** Valuing difference, prejudice and discrimination

**The aim of this series of lessons is:** *To learn about prejudice and discrimination in the context of disability, ethnicity and sexual orientation. To learn about The Equalities Act and protected characteristics in the context of disability, ethnicity and sexual orientation. To enable students to reflect on their responsibilities towards those who are being discriminated against. To support students to understand the impact peer influence on tolerance and respect towards others. To support students to recognise the need to balance being tolerant of others with protecting their own rights and promoting the values they believe are important.*

Week	Learning Objectives	Learning Outcomes
<b>10</b>	<ul style="list-style-type: none"> <li>To learn about rights and responsibilities in a diverse community</li> <li>To learn about discrimination, focusing on age discrimination and disability discrimination</li> <li>To reinforce expectations of equality of opportunity in careers and life choices</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe the importance of respecting others' rights in the community</li> <li>Recognise that everyone shares a responsibility for ensuring other people's rights</li> <li>Explain the terms age discrimination, LGBT+ discrimination and disability discrimination and recognise the impact of these behaviours on the people affected and the communities to which they belong</li> <li>Explain ways to protect people's rights, including their own</li> <li>Explain that we all have the same rights to opportunities in learning and work</li> <li>Challenge ageism, LGBT+, and disability discrimination which may limit aspiration</li> </ul>
<b>11</b>	<ul style="list-style-type: none"> <li>To learn about discrimination, focusing on racism and religious intolerance, and how the debate on migration can contribute to intolerance</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Share ways in which people are both similar and different to others in their community, including the sharing of common values</li> </ul>

	<ul style="list-style-type: none"> <li>• To learn how individuals and society can challenge discrimination and intolerance</li> <li>• To recognise unhelpful influences on behaviour including group-think and persuasion</li> <li>• To learn techniques to resist unhelpful influences and to promote tolerance amongst their peer group</li> </ul>	<ul style="list-style-type: none"> <li>• Identify examples of 'racism' and 'religious intolerance', and analyse why some people are intolerant of others</li> <li>• Analyse the effects of racism and religious intolerance on individuals and communities</li> <li>• Demonstrate strategies students could use to challenge racism and religious intolerance in all their forms</li> <li>• Describe the effects of the media debate on migration on relationships within our communities</li> </ul>
12	<ul style="list-style-type: none"> <li>• To understand what fake news is, why it is created</li> <li>• Understand how fake news can affect people's emotions and behaviours</li> <li>• To learn to voice opinions and beliefs in a constructive, effective, respectful and meaningful manner</li> <li>• To practise showing respect for others' viewpoint, challenging and critiquing appropriately</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain what fake news is and why it is created</li> <li>• Critically evaluate news stories and identify fake news</li> <li>• Assess the effect of fake news on emotions and behaviours</li> <li>• Explain why fake news can be dangerous</li> </ul>

**Theme:** Health and Wellbeing

**Topic 4:** Emotional wellbeing and body image

**The aim of this series of lessons is:** *To support greater awareness of mental and emotional wellbeing issues.  
 To develop additional strategies to promote mental health and resilience.  
 To learn how to develop healthy, realistic relationship expectations and manage difficulties in relationships  
 To explore the impacts of and ways to manage loss.*

*This topic will include Year 8 Wellbeing Challenge: Mindful me*

Week	Learning Objectives	Learning Outcomes
13	<ul style="list-style-type: none"> <li>• To learn about the nature of emotional wellbeing and how we can promote it</li> <li>• To learn how life events and our circumstances can affect our mental health and wellbeing</li> <li>• To recognise personal strengths and how this promotes a positive self-concept</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the characteristics of mental and emotional health and wellbeing and why it is important</li> <li>• Challenge the stigma sometimes attached to mental illness</li> <li>• Describe the feelings people might have during change and following adversity</li> <li>• Demonstrate an understanding of how a positive self-concept supports perseverance in challenging situations</li> <li>• Identify ways to improve self-esteem to support emotional health and wellbeing</li> <li>• Identify ways to promote their own emotional wellbeing</li> </ul>
14	<ul style="list-style-type: none"> <li>• To learn to manage emotional responses to change, challenge and adversity, and learn from such experiences</li> <li>• To learn about resilience and how to reframe their response to failure</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Define and explain resilience</li> <li>• Explain strategies for reframing disappointments and setbacks and for promoting perseverance, and express confidence in their ability to apply these strategies</li> <li>• Explain why goals are often reached through hard work and determination over extended periods/repeated attempts</li> <li>• Give examples of how others have worked hard to achieve their goals and have needed to reframe setbacks in order to succeed</li> </ul>

		<ul style="list-style-type: none"> <li>Describe and demonstrate how to be supportive to a friend and how to promote others' wellbeing</li> <li>Explain who, how and why to ask for support when it's needed</li> </ul>
<b>15</b>	<ul style="list-style-type: none"> <li>To reflect on the nature of loss and how different people experience it in different ways</li> <li>To learn strategies to manage the intense emotions that sometimes accompany loss</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the thoughts, feelings and emotions a person might have when dealing with loss such as a relationship breakdown or bereavement</li> <li>Explain how some people's lives are affected by divorce</li> <li>Describe the characteristics of grief</li> <li>Describe activities that can help in coping following a loss</li> <li>Identify sources of support for different types of loss</li> <li>Explain ways to support a friend who is dealing with loss</li> </ul>
<b>16</b>	<ul style="list-style-type: none"> <li>To explore the principles behind healthy relationships</li> <li>To practise managing difficulties in relationships</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Reflect on their values around relationships</li> <li>Identify when a relationship can be improved with effective communications and when the relationship is no longer healthy and should be ended</li> <li>Suggest safe and constructive ways to end a relationship</li> </ul>
<b>17</b>	<ul style="list-style-type: none"> <li>To learn about the nature of and influences on healthy and less healthy body image</li> <li>To recognise the link between healthy self-esteem and healthy body image</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Evaluate the positive and negative impact of social media on self-esteem and body image</li> <li>Analyse the reasons why people post and look at online images</li> <li>Explain how being unique should be celebrated yet can sometimes have a negative impact on self-concept</li> <li>Identify gender stereotypes, explain the media's role in perpetuating these and explain why these should be challenged</li> <li>Explain the link between self-esteem and body confidence and identify ways to support a healthy self-concept</li> </ul>

Alice Hinks/Anne Taylor Reviewed September 2021  
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