

## Year 8 – PSHE Overview

Half Term	Topic	In this unit of work, you will learn...	Skills
<b><u>Autumn 1</u></b> (September-October)  <u>Unit: Health &amp; Wellbeing</u>	<u>Emotional Wellbeing</u>  	<ul style="list-style-type: none"> <li>- how to identify, express and manage your emotions in a constructive way</li> <li>- what is good mental health &amp; how can you take action to promote this</li> <li>- zones of regulation; how do you feel and why?</li> <li>- about unhealthy coping strategies such as self-harm and eating disorders</li> <li>- healthy coping strategies</li> <li>- social norms, what are they and how do they help to create successful communities?</li> <li>- are you self-aware? What does this mean and what is the impact of poor self-awareness?</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Collaboration</li> <li>- Self-awareness</li> <li>- Empathy</li> <li>- Self-reflection</li> <li>- Growth mindset</li> </ul>
<b><u>Autumn 2</u></b> (October-December)  <u>Unit: Living in the Wider World</u>	<u>Discrimination</u>  	<ul style="list-style-type: none"> <li>- how to set aspirational targets for the future</li> <li>- how to challenge expectations that limit choices</li> <li>- how to challenge stereotypes and discrimination</li> <li>- to know what employment, self employment and voluntary work is and the benefits/challenges of each</li> <li>- how to challenge discrimination in relation to work and pay</li> <li>- a focused look at gender and race/cultural discrimination especially in relation to work and pay</li> </ul>	<ul style="list-style-type: none"> <li>- Self-awareness</li> <li>- Self belief</li> <li>- Reflection</li> <li>- Mindfulness</li> <li>- Aspirational goal setting</li> <li>- Positive assertiveness</li> <li>- Sticking to deadlines</li> <li>- Managing workloads</li> <li>- Organisation</li> </ul>
<b><u>Spring 1</u></b> (January-February)  <u>Unit: Relationships</u>	<u>Personal identity and relationships</u>  	<ul style="list-style-type: none"> <li>- the qualities of positive, healthy relationships</li> <li>- how to effectively communicate confidently in order to form and maintain positive relationships</li> <li>- how to manage influences on your beliefs and decisions, making your own choices, having considered various options</li> <li>- how to develop self-worth and confidence (Marcus Rashford as a case study)</li> </ul>	<ul style="list-style-type: none"> <li>- Self-worth</li> <li>- Communication</li> <li>- Confidence</li> <li>- Critical thinking</li> </ul>
<b><u>Spring 2</u></b> (February-April)  <u>Unit: Health &amp; Wellbeing</u>	<u>Drugs and alcohol</u>  	<ul style="list-style-type: none"> <li>- about medicinal and recreational drugs</li> <li>- about the over-consumption of energy drinks and their effects</li> <li>- about the relationship between habit and dependence</li> <li>- how to manage influences in relation to substance use</li> <li>- how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>- how to recognise and promote positive social norms in relation to drugs and alcohol</li> <li>- daily wellbeing, the harmful effects of social media and how to promote your own resilience</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Critical thinking</li> <li>- Evaluation</li> <li>- Assess risk</li> <li>- Resilience</li> <li>- Wellbeing habits</li> </ul>
<b><u>Summer 1</u></b> (April-May)  <u>Unit: Living in the Wider World</u>	<u>Digital safety</u>  	<ul style="list-style-type: none"> <li>- how to recognise biased or misleading information online</li> <li>- how to critically assess media sources</li> <li>- how to recognise online grooming in all its forms</li> <li>- how to respond and seek support when feeling exploited online</li> </ul>	<ul style="list-style-type: none"> <li>- Computer safety/literacy</li> <li>- Critical thinking</li> <li>- Self-awareness</li> <li>- Positive assertiveness</li> <li>- Self-worth</li> </ul>