

# Year 8

## Personal Development



***‘Inspiring hearts and minds with Christ at the centre of all we say and do’***

**Created and loved by God (exploring the individual)**

**Created to love others (exploring the individuals relationship with others)**

**Created to live in a community—local, national and global (exploring the individuals relationship with the wider world)**

## Year 8—Autumn Term 1

<u>Title</u>	<u>Key Focus</u>	<u>Topics covered</u>	<u>PSHE Curriculum</u>
Created and chosen	Pupils will learn what makes them scientifically unique, and that our deepest need is to love and be loved.	<ul style="list-style-type: none"> <li>• Respectful of themselves and others as persons</li> <li>• Appreciative of their bodies, character and gifts</li> <li>• Grateful to others and to God</li> </ul>	H1, H4, H6
Appreciating differences	Pupils will learn about some of the ways in which people may choose to articulate their identity, including gender identity.	<ul style="list-style-type: none"> <li>• Gratitude for their bodies and unique identity</li> <li>• Honesty about their journey</li> <li>• Courtesy and tolerance for all</li> </ul>	H6, H34
Feelings	Pupils will learn that an increase in hormone production during puberty leads to physical and psychological changes, including sexual attraction, and methods for managing the feelings involved with these.	<ul style="list-style-type: none"> <li>• Discerning in relationships</li> <li>• Self-control around decisions</li> <li>• Respectful about different attitudes</li> </ul>	R3, R4, R5

## Year 8—Autumn Term 2

<u>Title</u>	<u>Key Focus</u>	<u>Topics covered</u>	<u>PSHE curriculum</u>
Before I was born	Pupils will learn what happens during the different stages of pregnancy, the importance of pre-natal care and the emotional, real-life impact of pregnancies carried to full term and otherwise.	<ul style="list-style-type: none"> <li>• Courage to share their opinions</li> <li>• Compassion for self and others</li> <li>• Gratitude for the gift of life</li> </ul>	H34, R9, R11, R35, R36
Tough relationships	Pupils will learn the meaning of terms such as 'prejudice', 'discrimination', 'Protected Characteristics', 'tolerance', 'kindness' and 'forgiveness' and consider what this looks like in real life.	<ul style="list-style-type: none"> <li>• Respect for themselves and others</li> <li>• Understanding of their own/other's privilege</li> <li>• Compassion and self-giving justice for those discriminated against</li> <li>• Forgiving of themselves and others</li> </ul>	R37, R38
Think before you share	Pupils will learn about the consequences of sharing images of a sexual nature, how to resist pressure to do this, and the importance of setting rules to keep themselves safe online.	<ul style="list-style-type: none"> <li>• Discerning in relationships</li> <li>• Self-disciplined in their online behaviour</li> <li>• Respectful of their body and the bodies of others</li> </ul>	R29, R42, R43, L20, L21

## Year 8—Spring Term 1

<u>Title</u>	<u>Key Focus</u>	<u>Topics covered</u>	<u>PSHE curriculum</u>
Desert Island Living	<p>To understand that with rights comes responsibilities</p> <p>To evaluate the fairest way to make choices with limited resources and the consequences of actions</p>	<ul style="list-style-type: none"> <li>• Responsibility within society</li> <li>• Understanding what makes a society function</li> <li>• Being able to prioritise essential goods and services that are key to a democracy</li> </ul>	H1,H2
Desert Island Living (Setting up a community)	<p>To understand the concept of community cohesion and what makes a community</p> <p>To be able to make decision and understand the impact of those decisions</p> <p>To understand the different forms of prejudice that exist</p>	<ul style="list-style-type: none"> <li>• Different types of discrimination in society</li> <li>• Thinking about what leads to discrimination and linking this to CST—dignity</li> <li>• The elements of a successful society and seeing if they are present in our society</li> </ul>	H1,H2
Wider world	<p>Pupils will learn from history that prejudice can grow into discrimination without the courage of upstanders, and that we all can all, through our language and behaviour, play a part in dismantling prejudice at its root.</p>	<ul style="list-style-type: none"> <li>• Courage to speak out and stand up</li> <li>• Respectful and welcoming of difference</li> </ul>	H1, H3, R13, R39 , R40,

## Year 8—Spring Term 2

<u>Title</u>	<u>Key Focus</u>	<u>Topics covered</u>	<u>PSHE curriculum</u>
Protected characteristics– Research project	Students will develop their understanding of protected characteristics by looking at a range of legal cases and potential infringements of the protected characteristics	<ul style="list-style-type: none"> <li>• Understanding the different protected characteristics and their underpinning in the Equality act 2010</li> <li>• To research and understand high profile infringements of the Equality Act</li> </ul>	H1, R3
Protected characteristics– assessment	Students will use their understanding and research of the protected characteristics to complete a  1) Written assessment  OR  2) Group presentation	<ul style="list-style-type: none"> <li>• Independent research skills</li> <li>• Constructing an argument</li> <li>• Responding to questions</li> </ul>	H1, R3
Positive body image	To understand what body image is and how we are all loved and willed and made in the image of God  To explore what impacts body image for boys and girls  To understand ways someone can improve their own or a friends self-esteem	<ul style="list-style-type: none"> <li>• The impact of social media on body image and how this can be used positively and negatively</li> <li>• Recognising the pressures on young people to look or act in a certain way</li> <li>• Building confidence and healthy habits in thinking and talking about body image</li> </ul>	R38, R40, R41

## Year 8—Summer Term 1

<u>Title</u>	<u>Key question</u>	<u>Topics covered</u>	<u>PSHE curriculum</u>
Child Sexual exploitation online protection (CEOP)	<p>To define child sexual exploitation and be able to give examples</p> <p>To explore a variety of risks and dangers related to being online</p> <p>To evaluate how to reduce the risks associated with being online</p>	<ul style="list-style-type: none"> <li>• Types of online abuse and how to identify them</li> <li>• How to act and report CSE on and offline</li> <li>• Further avenues for support and top tips for staying safe</li> </ul>	R37,
County Lines	<p>To understand what the term county lines means</p> <p>To explain how county lines gangs recruit and exploit young people</p> <p>To understand the importance of getting immediate help for myself or a friend</p>	<ul style="list-style-type: none"> <li>• How to identify county lines</li> <li>• To recognise who is at risk of county of lines and how people may be approached</li> <li>• To understand key terms linked to county lines (trap house, elders, etc)</li> </ul>	H23, H27, H28
Catholic Social Teaching– Call to participation and community and dignity.	To be able to make explicit links between learning from the previous booklets and how these contradict or support CST	<ul style="list-style-type: none"> <li>• What is CST</li> <li>• How do the crimes above undermine CST</li> </ul>	N/A

## Year 8—Summer Term 2

<u>Title</u>	<u>Key Focus</u>	<u>Topics covered</u>	<u>PSHE curriculum</u>
Cinema in education—the trouble with Max	THE TROUBLE WITH MAX allows young people to reflect personally on the negative pressures and influences they are faced with and to combat these lies with a deeper understanding of the truth about who they are.	<ul style="list-style-type: none"> <li>- Negative pressures and influences from family, friends, social media and the wider media can have a negative impact on our sense of self and the way we treat others.</li> <li>• Stereotypes based on gender can have a negative impact on our sense of self.</li> <li>• It is possible to identify and resist these negative pressures and influences</li> </ul>	R39, R40, R41
Cinema in education—Trust the truth part one	To reflect on the negative pressures and influences students are faced with, and where these voices can come from. To consider the truth about who they are and how this truth can combat the lies.	<ul style="list-style-type: none"> <li>• In groups, discuss and feedback the negative pressures and influences they are faced with, and where these voices come from.</li> <li>• Join in with discussion and teaching about ‘truth’ and how to combat the lies.</li> </ul>	R39, R40, R41
Cinema in education—Trust the truth part two	To reflect on the negative pressures and influences students are faced with, and where these voices can come from. To discriminate between good advice from caring people and poor advice from self-interested parties.	<ul style="list-style-type: none"> <li>• Be able to describe ‘The Trouble with Max’ and identify the main themes raised in the film.</li> <li>• In groups, discuss and feedback the negative pressures and influences they are faced with, and where these voices come from.</li> <li>• Point out differences between good and poor advice.</li> </ul>	R39, R40, R41