



Bishop Stopford's School

Curriculum Map Year 8

PSHE

Curriculum Intent: To inspire every student to engage in lessons and want to explore the curriculum beyond the

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Dangerous Society: Off line	Proud to be Me	Identity, Relationships and Sex Education	Physical and Mental Health Well being	Dangerous Society Online	Equality and Diversity Explored
Core Skills	<ul style="list-style-type: none"> • Reasons for and against • Using subject keywords • Coming to a justified concluion 	<ul style="list-style-type: none"> • Reasons for and against • Using subject keywords • Coming to a justified concluion 	<ul style="list-style-type: none"> • Reasons for and against • Using subject keywords • Coming to a justified concluion 	<ul style="list-style-type: none"> • Reasons for and against • Using subject keywords • Coming to a justified concluion 	<ul style="list-style-type: none"> • Reasons for and against • Using subject keywords • Coming to a justified concluion 	<ul style="list-style-type: none"> • Reasons for and against • Using subject keywords • Coming to a justified concluion
Core Knowledge	<ul style="list-style-type: none"> • about County Lines – What is it? Who is at Risk? • how Substance Misuse can affect your life • what Cyberbullying is and how to report it • what Online Grooming and how to report it • Alcohol Safety • Child Exploitation & Online Protection- how to stay safe? 	<ul style="list-style-type: none"> • about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices 	<ul style="list-style-type: none"> the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new 	<ul style="list-style-type: none"> • about attitudes towards mental health • how to challenge misconceptions stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self harm and eating disorders) • about healthy coping strategies 		<ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination
Assesment & Feedback	Assessment of current c/w. Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT) every second week	Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate M/S/D based on outcomes rather than specific score only	Assessment of current c/w. Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT) every second week	Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate M/S/D based on outcomes rather than specific score only	Assessment of current c/w. Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT) every second week	Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate M/S/D based on outcomes rather than specific score only
Link to prior learning	Developing learning oppurtinies from KS2.	Developing learning oppurtinies from KS2. Linked to developing skills and aspirations in year 7 autumn 2.	Developing learning oppurtinies from KS2. Linked to diversity unit in year 7 spring 1.	Developing learning oppurtinies from KS2. Linked to health and puberty in year 7 spring 2.	Developing learning oppurtinies from KS2. Linked to building relationships in year 7 summer 2.	Developing learning oppurtinies from KS2. Linekd to community and careers in year 8 auntumn 2.
Outside learning/trips						