

KS3 Long term plan: Lifeskills: Year 8

Curriculum Aim: Curriculum Aim: We aim to adhere to statutory guidance from the government and PSHE Association to ensure that we cover the 3 core themes and criteria in their entirety. As early RSE adopters, we are malleable and constantly changing to ensure that PSHE provision for year 8 is not only adhering to this guidance, but is targeted at local need.

Link to prior learning: Link to prior learning: In key stages 1 and 2, learners cover the same 3 main themes as KS3 and 4. The topics in year 8 are a natural progression from the year 7 Lifeskills SOL.

Rationale of sequencing: Following statutory and PSHE association guidance, the course is split into 3 core themes: Core theme 1: Health and well-being (HWB), 2: Relationships (R) and 3: Living in a wider world (LWW). The lessons in all years (7-11) follow these themes in that order. The lessons have then been grouped to ensure the topics are very similar and not too randomised.

NOTE 1: There are 100 Statutory Core theme criteria. Those listed below are examples of criteria covered, but they are not definitive. Most lessons/ sessions link to 2 or more criteria.

NOTE 2: A number of the statutory criteria link to cross curricular subjects and are delivered elsewhere in other subjects.

	Focus/ topic:	Knowledge/ skills (from NC/ programmes of study): Students will develop skills and knowledge in:	Assessment
Autumn 1	Core theme 1: Health and well being	HWB: 3 lessons on 'Being Healthy' (H11. to make informed lifestyle choices regarding sleep, diet and exercise) are followed by 3 lessons on Emotional Health (H5.the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health) and (H6.about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences) . The importance of mental health comes next with 'puberty', for 2 lessons completing Spring 1.	Questioning, discussions.
Autumn 2	Core theme 1: Health and well being	The third puberty lesson is followed up with further HWB lessons on 'drugs' (L1-4) H20.wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle.	Questioning, discussions.
Spring 1	Core theme 1: Health and well being	Drugs (lessons 5-6) lead on to 'crime lessons 1 and 2. H23.strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)	Questioning, discussions.
Spring 2	Core theme 1: Health and well-being and Core theme 2: relationships	Crime 3 and 4 continue to 2 lessons on 'Healthy relationships, which commences the 'Relationships' theme, followed by 'Relationships/ managing conflict' and 'friendships R29.the law relating to abuse in relationships, including coercive control and online harassment R30.to recognise when a relationship is abusive and strategies to manage this R31.the skills and strategies to respond to exploitation, bullying, harassment and control in relationships.	Questioning, discussions. Self-assessment statements no.1
Summer 1	Core theme 2: relationships	'Something's not right is followed by 'Sexual bullying lessons 1 and 2, online risks, media and body image and Gangs 1-3. R19.about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online. R37.to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help.	Questioning, discussions. Self-assessment statements no.2
Summer 2	Core theme 2: relationships and core theme 3: Living in a wider world	'Gangs' 4 and 5 completes Core them 2, before we move onto core theme 3 (Living in a wider world) with British values 1 and 2, careers (further study), finance family and self-esteem 1. L6.about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities.	Questioning, discussions. Self-assessment statements no.3