

## YEAR 8- Unit 1: Health and Wellbeing



### Drugs and Alcohol

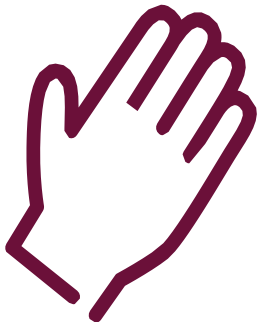
- about medicinal and recreational drugs
- about the over-consumption of energy drinks
- about the relationship between habit and dependence
- how to use over the counter and prescription medications safely
- how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes
- how to manage influences in relation to substance use how to recognise and promote positive social norms and attitudes

### Emotional wellbeing

- about attitudes towards mental health
- how to challenge myths and 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



Resilience, ethical awareness, empathy, initiative



- I can explain a number of risks related to smoking, e-cigarettes and alcohol.
- I can list some of the harm that smoking and alcohol does to your health
- I can explain the legal terms 'possession', 'supply' and 'intent to supply' in relation to drugs
- I can explain the short- and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs
- I can explain some of the factors that affect emotional wellbeing
- I can identify some ways to promote emotional wellbeing and build resilience
- I can explain why self-harm and eating disorders are unhealthy coping strategies
- I can recognise misconceptions about unhealthy coping strategies
- I can recognise warning signs of emotional difficulties



## YEAR 8- Unit 2: Relationships



### Discrimination

- 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

### Identity and relationships

- 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

Resilience, empathy, self-esteem, initiative, communication, maturity

- demonstrate an increased understanding and awareness of people with learning disabilities and autism within a diverse society;
- I can describe ways of challenging disablist language, bullying, discrimination and prejudice
- Understood the injustice and the senselessness of racism
- Have gained a full understanding of what racism is and considered the damaging nature of racism
- Understood the concept of stereotyping and recognised the dangers of carrying misinformation
- I can explain the difference between sexual orientation and gender identity
- I can identify and challenge homophobic, biphobic and transphobic behaviour LGBTQ+
- I can identify when a relationship can be improved with effective communication or when the relationship is no-longer healthy and should be ended
- I can explain what is meant by contraception



## YEAR 8 Unit 3: Living in the wider world



### First Aid and Health related decisions

- I know about how a casualty should be looked after and how to reassure them.
- I know what an asthma attack is and the requires treatment, and how to act accordingly.
- Allergic reactions
- To encourage young people to think critically about the information they see online as it may not be true or trustworthy

### CEOP and Digital literacy

- about online communication
- how to use social networking sites safely
- how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation
- how to respond and seek support in cases of online grooming
- how to recognise biased or misleading information online
- how to critically assess different media sources
- how to distinguish between content which is publicly and privately shared
- about age restrictions when accessing different forms of media
- how to protect financial security online

Critical thinking, resilience, communication, leadership

- I can explain where Trade Unions originate from I am able to evaluate a businesses inclusion, diversity and equality policy
- I can explain the range of taxes that exist in the UK, and can calculate income tax
- I can evaluate different banking options
- I understand the different types of employment that exists
- I can outline the difference between a P45 and a P60
- I can explain what will motivate me to work and in my future career choices
- I can describe how to overcome debt

