

Subject:	PSHCE (Core)	Year	8	Ability	All
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Term / Date(s)	Unit 1	Unit 2	Unit 3
Topic	Building Positive Relationships and Families	Emotional Wellbeing and Digital Awareness	Intimate Relationships, Consent and Safety
Students will learn...	Students will learn about different types of committed relationships and families, and how these support wellbeing and raising children. They will understand the importance of marriage and civil partnerships, including their legal rights and protections, as well as the laws surrounding marriage. Students will learn and explore how families and relationships can change over time, and how to build and maintain positive relationships at home. They will also learn about the causes of conflict and how to resolve it safely, how to recognise trustworthy people and identify unsafe relationships, and how to seek help when needed. Students will then learn to develop the skills to end relationships or friendships with kindness and manage the emotions that may arise.	Students will learn how to talk about their emotions clearly and sensitively, and understand how factors such as physical activity, sleep, time outdoors, and positive connections with others support mental wellbeing and happiness. Students will learn to recognise that a range of emotions, including worry and low mood, are normal, and explore healthy ways to cope, as well as where to seek help. Students will learn about bullying, including online bullying, its impact, and how to report concerns, alongside understanding the influence of social media, including risks such as harmful content, deepfakes, and online conflict. They will develop awareness of online safety, including legal issues around sharing images, and learn how to manage peer influence and make safe, responsible choices both online and offline.	Students will learn about the characteristics of healthy relationships, including trust, respect, consent, boundaries and communication. They will understand consent in romantic and sexual relationships, how to express and respect it, and how to recognise and resist pressure. Students will learn to identify harmful behaviours such as sexual harassment, sexual violence and domestic abuse, and understand the laws surrounding these, as well as how to seek support for themselves or others. Students will also learn about the legal and personal aspects of sexual relationships, including the age of consent, contraception, pregnancy choices and sexually transmitted infections (STIs). They will develop the skills to access reliable information, challenge misinformation and make safe, informed decisions.
Components	Students will understand that there are different types of committed, stable relationships and how these relationships might contribute to wellbeing, and their importance for bringing up children. Students will understand that marriage or civil partnership is an important relationship choice for many couples. In addition, they will understand the legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. Students will understand the laws surrounding marriage, including that forced marriage and marrying before the age of 18 are illegal. Students will understand about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering, so that they are aware of the diverse range of families. In addition, students will understand how families and relationships change over time, including through birth, death, separation and new relationships. Students will understand about positive relationships in the home and ways to reduce homelessness amongst young people, in order to prevent relationship breakdown within the home. Students will understand about conflict and its causes in different contexts, and conflict resolution strategies. This is so	Students will understand how to talk about their emotions accurately and sensitively, using appropriate vocabulary. They will understand the benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. Students will understand that happiness is linked to being connected to others. They will understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. Students will understand that worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. Students will understand about unhealthy coping strategies for their emotions and where to gain support and help with these. Students will understand the different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. Students will understand about the benefits of limiting time spent online, the risks of excessive time spent on electronic	Students will understand the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. They should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks and generosity. Whilst understanding the importance of boundaries, tolerance, privacy, and the management of conflict, reconciliation within relationships. Students will understand consent, including in romantic and sexual relationships. They should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Students will understand how to show respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and what this may compromise of. Students will understand that there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. Students will understand what constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable. They will also understand that it is never the fault of the person experiencing it. In addition, they will understand the concepts and laws relating to sexual violence, including rape and sexual assault.

	they can resolve any conflict that arises in the future and to keep them safe. Students will understand how to determine whether other children, adults or sources of information are trustworthy. In addition, students will understand how to judge when a relationship is unsafe and where to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Students will understand the skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Students will understand what to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. In addition, students will understand about the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. Students will understand that the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. They will be taught where to go for advice and support about something they have seen online. They should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. Students will understand that social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. Students will understand that keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. They should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. In addition, they should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. They should also understand that sharing indecent images of people over 18 without consent is a crime. Students will understand how to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. In addition, they will develop key social and emotional skills that will increase their safety from involvement in conflict and violence.	Students will understand the concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. Students will understand that some sexual behaviours can be harmful. Students will understand how to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault. Students will understand the law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. Students will understand that sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. In addition, they will understand their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might consider prior to sexual activity, e.g. the law, faith and family values. Students will learn the facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision- making and the religious attitudes towards their use. Students will understand that there are choices in relation to pregnancy. They will be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help, and religious attitudes towards these. Students will understand the different sexually transmitted infections (STIs), including HIV, are transmitted and the short and long term impact they can have on those who contract them. They will be taught the key facts about treatment and that risk can be reduced through safer sex (including through condom use). Students will understand how and where to seek support for concerns around sexual relationships including sexual violence or harms. Students will understand how to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.
What Students should already know (prior learning components)	Year 7 HT3 •Diversity and discrimination within communities including prejudice, bullying, racism, religious discrimination, disability, sexism, homophobia and transphobia. Year 7 HT5	HT1 Year 7 PSHCE lessons on Mental Health •how to manage challenges during adolescence •how to reframe negative thinking strategies to promote mental health and emotional wellbeing •about the signs of emotional or mental ill-health	Year 7 PSHCE HT1 Building Relationships • Characteristics of positive and healthy friendships and family relationships and factors which can affect them • To clarify and develop personal values in friendships • The importance of trust in friendships and factors that can

	•Identity and Building relationships including, self-worth, romance, relationship boundaries, sexual orientation, consent, 'sexting', and contraception. Y7 Unit 1 LFL - Emotional Wellbeing.	•how to access support and treatment •about the portrayal of mental health in the media •how to challenge stigma, stereotypes and misinformation Y7 Unit 1 LFL - Emotional Wellbeing.	undermine or build trust • The qualities and behaviours they should expect and exhibit in friendship and family relationships • Respect from others • Consent- for online and friendships • Rights and responsibilities online-friendships • How to manage the breakdown of friendships • Conflict management skills • The ability to recognise when relationships are unhealthy • The ability to recognise sexual harassment and to be clear on how to report this • How consent can be communicated and recognised and how sexual pressure can be managed and choices to delay intimacy • Characteristics of healthy relationships
Golden Knowledge	• Understand different types of family. • Understand the values of marriage. • Understand the Laws surrounding marriage within the UK. • Understand the impacts of homelessness. • Understand about conflict resolution strategies. • Understand how to manage relationship breakdown including separation and divorce. • Understand where to find support both internally and externally.	• Understand the impacts and perceptions of mental health. • Understand different types of mental health and their symptoms. • Understand how to improve self-esteem and wellbeing. • Understand how to manage emotions in a positive manner. • Understand that people need to develop resilience surrounding social and digital media. • Understand the healthy coping strategies to deal with difficulties. • Understand where to find support both internally and externally.	• Understand that relationships can have both positive and negative traits. • Understand that consent is freely given and there are laws to protect people from abuse. • Understand the laws surrounding the different forms of abuse. • Understand the values surrounding love in different types of relationships. • Understand that the UK has strict laws surrounding imagery shared digitally. • Understand where to find support both internally and externally.
Transferrable knowledge (skills)	• Tolerance and understanding of the different types of families and diversity of others identity and characteristics. • How to consider different points of view and be respectful about the different relationships. • An ability to apply an understanding of the law and British Values to relationship issues. • The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others • Real life awareness – understanding the real world and how to cope/deal with people that are different to themselves in the wider community.	• Tolerance and understanding of others' emotions and mental health. • How to consider different points of view and be respectful about other people's emotions and mental health problems. • An ability to apply an understanding of the law and British Values to daily well-being issues. • The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others • Real life awareness – understanding the real world and how to cope/deal with people that are different to themselves in the wider community.	• Tolerance and understanding of others' emotions and mental health. • How to consider different points of view and be respectful about other people's emotions and mental health problems. • An ability to apply an understanding of the law and British Values to daily well-being issues. • The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others • Real life awareness – understanding the real world and how to cope/deal with people that are different to themselves in the wider community.
Key vocabulary pupil will know and learn	Families Parenting Marriage, Relationships Conflict Conflict resolution Break-ups Blended families, Adoption, Homelessness Separation Divorce Anger	Mental Health Emotional health Stigmas Resilience Coping Strategies Negative Thinking Wellbeing Portrayal Stereotypes Misinformation	Respect Tolerance Disrespect Conflict Sexual Harassment Consent Healthy Relationships British Values Community Contraception Sexual Health Sexually Transmitted Infections

Assessment activities	-Recall and retention activities at the start of each lesson to deepen knowledge and understanding overtime and to address misconceptions. -End of unit assessment activity to access learning over time and address misconceptions. -Misconceptions re-taught to close learning loop ahead of next topic. -Student Voice -Work Scrutiny	-Recall and retention activities at the start of each lesson to deepen knowledge and understanding overtime and to address misconceptions. -End of unit assessment activity to access learning over time and address misconceptions. -Misconceptions re-taught to close learning loop ahead of next topic. -Student Voice -Work Scrutiny	-Recall and retention activities at the start of each lesson to deepen knowledge and understanding overtime and to address misconceptions. -End of unit assessment activity to access learning over time and address misconceptions. -Misconceptions re-taught to close learning loop ahead of next topic. -Student Voice -Work Scrutiny
Notes Why this topic is important Why this topic is important...	This topic gives students an understanding of the different types of families there are in communities. It also allows students to find ways of resolving conflict within relationships and families. This builds on students' knowledge about how to build healthy and secure relationships. It also reduces the future possibility of homelessness.	This topic is important as it build on the knowledge gained in year 7 about mental health. This topic allows students to investigate stigmas and challenge these about mental and emotional health issues. It will allow students to have a source of coping strategies and ways in which to build resilience.	This topic is important as it builds on the knowledge that students have gained of healthy and unhealthy family and friendship relationships in Y7. Through this topic, pupils can apply their understanding of the Y7 topics to develop their understanding of characteristics of healthy sexual relationships and how to recognise when these relationships are unhealthy This topic will enable pupils to build on this knowledge and understanding later in KS3 and 4 to look at further characteristics of unhealthy relationships.
Safeguarding signposts	- Students will be regularly reminded of support services both within the Academy and externally - Discussions about relationships, marriage, civil partnerships and family life will be delivered using age-appropriate and inclusive examples. Staff will ensure that all family structures and relationship choices are treated with respect and that no student feels their family circumstances are being judged or excluded. - Teaching about committed relationships, marriage and civil partnerships will focus on factual information, legal rights and responsibilities, and the qualities of healthy relationships. Students will not be required to discuss personal or family experiences. - Lessons exploring different family structures, including single-parent families, blended families, adoptive families, foster families and same-sex parent families, will be delivered sensitively and inclusively. Staff will recognise that family experiences vary and will avoid assumptions about students' home lives. - Discussions about family change, including separation, divorce, bereavement, fostering, adoption and new relationships, may be sensitive for some students. Staff will ensure that students are not pressured to share personal experiences and will provide appropriate support where required. - Teaching about forced marriage, child marriage and the law will be delivered in line with safeguarding guidance. Staff will present information factually and sensitively, focusing on legal protections, individual rights and sources of support. Any disclosures or concerns will be managed in accordance with the school's safeguarding procedures. - Discussions about conflict within relationships, families or friendships will focus on positive conflict resolution strategies and seeking support when needed. Staff will avoid encouraging students to disclose details of personal family conflicts or relationship difficulties.	- Students will be regularly reminded of support services both within the Academy and externally - Discussions about emotions, mental wellbeing and coping strategies may encourage personal reflection. Staff will ensure that students are not required to disclose personal experiences, mental health concerns or family circumstances in front of their peers. - Teaching about mental wellbeing, happiness, loneliness and emotional health will be delivered using age-appropriate and supportive language. Staff will emphasise that emotional experiences vary between individuals and that support is available when needed. - Discussions about worrying, feeling down and emotional challenges will focus on recognising emotions, developing healthy coping strategies and accessing support. Staff will avoid asking students to share personal experiences of mental ill-health or distress. - Lessons addressing unhealthy coping strategies will focus on recognising warning signs, understanding risks and seeking support from trusted adults and appropriate services. Content will be delivered sensitively and without providing detailed descriptions that could normalise harmful behaviours. - Discussions of bullying will include scenarios involving both in-person and online bullying. Staff will keep discussions focused on the educational content and scenarios rather than encouraging students to share personal experiences. Any reports or disclosures of bullying will be managed through the school's safeguarding and anti-bullying procedures. - Teaching about online safety, social media, excessive screen use and digital wellbeing will focus on critical thinking, healthy online habits and seeking support when concerns arise. Students will not be directed to harmful online content, websites or social media accounts. - Discussions about harmful online content, including misogynistic material, violent content, weapon-related content and other illegal or inappropriate material, will be	- Students will be regularly reminded of support services both within the Academy and externally - Discussions about relationships, consent, sexual health and intimate relationships will be delivered using age-appropriate, factual and inclusive language. Staff will focus on educational scenarios and learning outcomes and will not encourage students to share personal experiences or details of their own relationships. - Teaching about consent will emphasise communication, mutual respect, personal choice and legal responsibilities. Discussions will focus on understanding consent and healthy relationship behaviours rather than students' personal experiences or circumstances. - Lessons exploring romantic and sexual relationships may involve discussion of boundaries, respect, peer influence and decision-making. Staff will ensure that examples remain age-appropriate and that students are not required to disclose personal views, experiences or behaviours. - Discussions regarding sexual pressure, coercion and unhealthy relationship behaviours will focus on recognising warning signs, resisting pressure and accessing support. Staff will ensure that students understand how to seek help if they are concerned about their own behaviour or the behaviour of others. - Teaching about sexual harassment, sexual violence, rape and sexual assault will be delivered sensitively and in line with safeguarding guidance. Content will focus on recognising abuse, understanding the law, consent, support services and reporting mechanisms. Graphic descriptions or case details will not be used. - Discussions relating to domestic abuse, coercive control, emotional abuse, physical abuse, sexual abuse and economic abuse may prompt safeguarding disclosures. Staff will not ask students to share personal experiences and will manage any disclosures in accordance with school safeguarding procedures.

	- Lessons exploring homelessness, family relationships and relationship breakdown may raise sensitive issues for some students. Staff will remain alert to signs of distress and will provide information about appropriate support services where relevant. - Teaching about trust, healthy and unhealthy relationships, and recognising unsafe situations may prompt safeguarding disclosures. Students will be reminded that they can speak privately to a trusted adult if they have concerns about their own safety or the safety of someone else. - When discussing abuse, coercion, violence, exploitation or unsafe relationships, staff will ensure that content remains age-appropriate and focused on recognising warning signs, understanding rights and accessing support. Graphic or distressing examples will be avoided. - Discussions about ending friendships or relationships will focus on respectful communication, emotional wellbeing and coping strategies. Students will not be required to share personal experiences of relationship breakdown or loss. - Ground rules for respectful discussion will be established and reinforced throughout the unit. Students will be reminded not to disclose personal information about themselves or others and that confidentiality cannot be guaranteed where a safeguarding concern is identified. - Throughout the unit, staff will signpost students to appropriate sources of support, including pastoral staff, safeguarding leads, trusted adults and specialist services for relationship concerns, family difficulties, homelessness, abuse, exploitation or forced marriage.	factual and age-appropriate. Staff will not provide details that could encourage access to, engagement with or replication of harmful content. - When discussing deepfakes, manipulated media and AI-generated content, staff will focus on media literacy, online safety, consent, privacy and the potential harms caused by misuse. Students will not be shown inappropriate examples or instructed on how such content is created. - Teaching about the sharing of personal information, images and videos online may prompt safeguarding disclosures. Students will be reminded how to report concerns and access support if they have experienced online abuse, exploitation or non-consensual sharing of content. - Discussions about keeping or forwarding indecent or sexual images will be age-appropriate. Staff will not instruct students on what kind of image may be produced, requested or shared. Teaching will focus on the law, personal safety, consent, consequences and how to access support if an image has been shared. - Students will be reminded that they will not be in trouble for seeking help if they have been affected by the sharing of indecent images or other harmful online behaviours. Any disclosures will be managed in line with safeguarding procedures. - Lessons exploring peer influence, risk-taking behaviour, conflict and violence will focus on recognising pressure, making safe decisions and seeking support. Staff will avoid discussions that glorify, normalise or provide detailed accounts of harmful or illegal behaviours. - Discussions about online conflict and social media escalation will focus on de-escalation strategies, respectful communication and reporting concerns. Students will not be encouraged to share details of personal disputes or ongoing conflicts. - Ground rules for respectful discussion will be established and reinforced throughout the unit. Students will be reminded not to share personal information about themselves or others and that confidentiality cannot be guaranteed where a safeguarding concern is identified. - Throughout the unit, staff will signpost students to appropriate sources of support, including pastoral staff, safeguarding leads, trusted adults, mental health support services and online safety reporting mechanisms.	- Students will be reminded that abuse is never acceptable and that support is available for anyone affected by abusive, exploitative or harmful behaviours. Information about reporting concerns and accessing support will be provided throughout the unit. - Teaching about the age of consent and sexual relationships will focus on legal, emotional, social and health considerations. Staff will present information factually and impartially without encouraging or promoting sexual activity. - Discussions about sexual activity will recognise that individuals make different choices based on personal values, beliefs, faith, culture and readiness. Staff will ensure that all viewpoints are treated respectfully and that no student feels judged for their beliefs or choices. - Teaching about contraception, pregnancy options and sexual health will be medically and legally accurate, objective and age-appropriate. Information will be presented in a balanced manner, enabling students to understand available choices and access reliable sources of support. - Discussions about pregnancy, adoption, abortion and reproductive health may be sensitive for some students due to personal or family circumstances. Staff will approach these topics with sensitivity and will not encourage students to disclose personal experiences. - Teaching about sexually transmitted infections (STIs), including HIV, will focus on factual health information, prevention, treatment and reducing stigma. Staff will challenge myths and misconceptions while promoting respectful discussion. - Lessons exploring misinformation relating to sexual health and relationships will focus on developing critical thinking skills and identifying reliable, medically accurate sources of information. Staff will signpost students to appropriate professional support and services where relevant. - Ground rules for respectful discussion will be established and reinforced throughout the unit. Students will be reminded not to share personal information about themselves or others and that confidentiality cannot be guaranteed where a safeguarding concern is identified. - Throughout the unit, staff will signpost students to appropriate sources of support, including safeguarding leads, pastoral staff, school nurses, healthcare professionals, sexual health services and other trusted adults. Students will be reminded that they can seek confidential advice and support if they have concerns about relationships, sexual health, abuse, exploitation or personal safety.
Links to Statutory Guidance	Statutory DFE Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education PSHE Association OFSTED Guidance	Statutory DFE Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education PSHE Association OFSTED Guidance	Statutory DFE Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education PSHE Association OFSTED Guidance
Links to Faith and Cultures	Religious attitudes to Sexual Orientation		Religious attitudes to Contraception, Pregnancy and Family Life.