

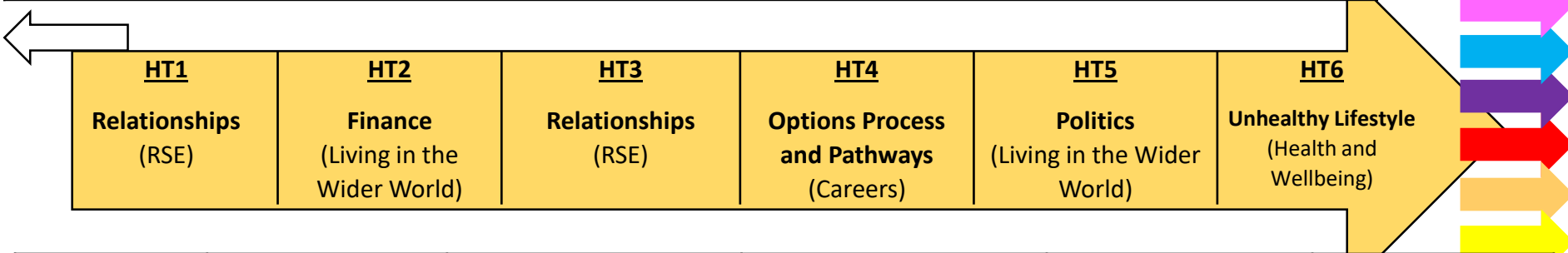
# Year 8 PSHCE Curriculum Sequence



**Intent:** Acknowledge and addresses the changes that students experience with transition to year 8, the challenges of adolescence and their increasing independence.

Develop knowledge of positive relationships, e.g. with peers and the positive effects of good relationships.

Develop awareness of diversity and multiculturalism in society, e.g. migration, stereotypes, political views



<p><b>HT1</b> <b>Relationships</b> (RSE)</p>	<p><b>HT2</b> <b>Finance</b> (Living in the Wider World)</p>	<p><b>HT3</b> <b>Relationships</b> (RSE)</p>	<p><b>HT4</b> <b>Options Process and Pathways</b> (Careers)</p>	<p><b>HT5</b> <b>Politics</b> (Living in the Wider World)</p>	<p><b>HT6</b> <b>Unhealthy Lifestyle</b> (Health and Wellbeing)</p>
<p>This topic focuses on recognising indicators of unhealthy relationships. It helps to develop knowledge of the characteristics of abuse within relationships, both in person and online.</p>	<p>This topic focuses on developing financial knowledge and independence. Students will gain an understanding of different types of accounts and the benefit of budgeting and saving.</p>	<p>This topic focuses on developing an awareness of discrimination and stereotyping as well as the media's role in supporting both. Students will be able to recognise the impact of stereotyping and discrimination on those affected.</p>	<p>Students gain an overview of the Options Process and Careers pathways so that they can begin to make informed choices about their own future. Students will be able to recognise the benefits of different pathways and begin to make decisions about which may best suit them.</p>	<p>This topic focuses on the idea of democracy and the political system in the UK, particularly focuses on how students can actively participate in politics before and after they gain the right to vote.</p>	<p>This topic focuses on the choices that students can make within their own lifestyle that could be considered unhealthy or dangerous. This will enable students to make informed choices for their own lifestyle and seek help if necessary.</p>
<p><b>Teaching relationships here supports:</b> Recognition of consent and harassment</p>	<p><b>Teaching finance here supports:</b> Building financial knowledge as students become more independent in their own saving and spending.</p>	<p><b>Teaching Relationships here supports:</b> Impact of social influence and affects of poor decision making within relationships.</p>	<p><b>Teaching Options Process here supports:</b> GCSE options choices – decisions will be made the following half term National Careers Week</p>	<p><b>Teaching politics here supports:</b> Understanding of an active role in society and the development of an understanding of political parties and how to vote.</p>	<p><b>Teaching unhealthy lifestyle here supports:</b> Development of lifestyle choices as students become more independent in managing their lifestyle choices.</p>
<p><b>Relationships feeds from:</b> Previous RSE topics on signs and impact of healthy relationships as well as managing conflict within relationships.</p>	<p><b>Finance feeds from:</b> Work skills and aspirations – some students may have marked numeracy as a strength or an interest in business and finance in the future.</p>	<p><b>Relationships feeds from:</b> Previous RSE topics on recognising signs of healthy relationships and managing conflict within a relationship.</p>	<p><b>Options Process feeds from:</b> Previous careers topics – considering skills that they have developed or need to improve on.</p>	<p><b>Politics feeds from:</b> Ideas of citizenship and equality taught in Y7 so that students can continue to recognise their role in actively participating in society.</p>	<p><b>Unhealthy lifestyle feeds from:</b> Healthy Lifestyle topic in Y7 and impact of peer influence on decision making.</p>