



Year 8			
Autumn 1 – Relationships and Sex Education			
	Lesson Topic	Learning Objective Students will be able to:	Theme
1	Communicating Emotions	- Further develop the skills of active listening, clear communication, negotiation and compromise - Recognise why we have emotions and how they link to Professor Steve Peters Chimp Paradox Theory. - Apply how to respond in a healthy and unhealthy way in role play scenarios.	Relationship and Sex Education RR3
2	Who am I	- Recognise our strengths and weaknesses within ourselves - Understand how our hobbies, personalities, relationships and experience contribute to who we are as individuals. - Understand that we have a relationship with ourselves and how this impacts our self-esteem.	Relationship and Sex Education RR3
3	Being a part of a family and Marriage	- Know about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them - Understand nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children - Recognise that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion - Know the roles and responsibilities of parents, carers and children in families	Relationship and Sex Education F1, F2, F3, F4, F5, RR1, RR9
4	Conflict Resolution and Parenting	- Describe common causes of conflict in relationships and families and understand why disagreements are a normal part of life. - Demonstrate effective communication and problem-solving strategies that can help to resolve conflicts respectfully and fairly. - Assess different approaches to conflict resolution, identifying which strategies promote positive relationships and which may cause harm. - to develop conflict management skills and strategies to reconcile after disagreements	Relationship and Sex Education F1, F2, F6, F7, F8, RR1, RR7
5	Death and Divorce Change, Loss and Grief	Recognise that death, divorce, and other forms of loss are natural parts of life that can affect people in different ways.	Relationship and Sex Education



		• Explain the range of emotions people may experience during grief and how these feelings can change over time. • Know how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships • Recognise the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support	F6, RR3
6	Media and Relationship	• Explore how different types of media (social media, TV, films, advertising) can influence young people's ideas and expectations about relationships. • Recognise unrealistic or harmful portrayals of relationships in the media and explain how these can affect self-esteem, body image, and behaviour. • Recognise the media portrays relationships and the potential impact of this on people's expectations of relationships • Understand that the portrayal of sex in the media and social media can affect people's expectations of relationships and sex	Relationship and Sex Education Online Safety
7	Introduction to Body Image	• Recognise how social media, advertising and the media can influence ideas about appearance and body image. • Understand how body image can affect self-esteem, confidence and emotional wellbeing. • Identify positive strategies for building self-confidence and maintaining a healthy and realistic view of their body.	Relationship and Sex Education
8	Boundary Settings in Relationships	• Identify the key features of healthy romantic relationships, including respect, trust, communication, and equality. • Recognise the importance of personal boundaries in relationships and explain strategies for setting and communicating them confidently. • Evaluate different scenarios to distinguish between healthy and unhealthy behaviours in romantic relationships and know where to seek support if boundaries are not respected.	Relationship and Sex Education F8, RR1, RR8
Autumn 2 – Relationships and Sex Education			
	Lesson Topic	Learning Objective	Theme



1	Romantic Relationships	- Understand how to manage the strong feelings that relationships can cause (including sexual attraction) - Recognise the services available to support healthy relationships and manage unhealthy relationships, and how to access them - recognise that sexual attraction and sexuality are diverse	Relationship and Sex Education RR1
2	Puberty	- Describe the physical, emotional, and social changes that happen during puberty for all genders. - Explain why these changes occur and how they can affect self-image, mood, and relationships with others. - Identify healthy ways to manage puberty-related changes, including self-care, hygiene, and seeking reliable support or advice. - strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing	Relationship and Sex Education DB1, DB2, DB3, HP1
3	Adolescence	- Describe the key physical, emotional, and cognitive changes that take place during adolescence. - Explain how adolescence can affect identity, friendships, family dynamics, and decision-making. - Develop strategies for managing the challenges of adolescence, including peer pressure, independence, and emotional wellbeing	Relationship and Sex Education
4	Intimate Relationships	- Clarify and develop personal values in friendships, love and sexual relationships - Understand what is meant by intimacy in relationships, including emotional closeness, trust, and respect. - Recognise that healthy intimate relationships are based on consent, equality, and the right to set personal boundaries. - Explore the importance of making safe, informed, and responsible choices before entering an intimate relationship, including where to find reliable support and guidance.	Relationship and Sex Education F8, RR1, RR5, RR8, BS1
5	Consent and The Law	Define what consent means in different contexts (friendships, relationships, online interactions) and understand that it must be freely given, informed, and reversible.	Relationship and Sex Education



		- Explain the key laws relating to consent, including the legal age of consent and the principle that “no means no.” - that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances - that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances	F8, RR1, RR8, ISR1, ISR2, ISR3, BS1, BS2
6	Consent and Communication	- Apply knowledge of consent and the law to scenarios, recognising respectful behaviours and identifying when someone’s rights are being ignored or broken. - Understand when and how to seek, give, not give and withdraw consent (in all contexts, including online) - that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected - how to manage any request or pressure to share an image of themselves or others, and how to get help	Relationship and Sex Education F8, RR1, RR5, RR8, ISR1, ISR2, ISR3, BS1, BS2
7	Sustainability and Climate Change	- Explain how plastic enters the ocean and identify different types of ocean plastic pollution, including single-use plastics and microplastics. - Describe the impact of plastic pollution on marine life, ecosystems and human health. - Analyse how individual behaviours and global actions contribute to plastic pollution and evaluate strategies to reduce its impact.	Living in the wider world Citizenship Curriculum
Spring 1 - Risk Taking			
	Lesson Topic	Learning Objective	Theme
1	What is Risk Taking	- Explain how to assess and reduce risks relating to health, wellbeing and personal safety. - Identify potential risks in increasingly independent situations, including online, and apply strategies to manage them safely. - Demonstrate strategies to identify and reduce risks from people they do not know online and explain when and how to access help. - Recognise risks in public environments, including roads, railways (including level crossings), water and other public spaces, and apply appropriate safety strategies.	Living in the wider world PS1, PS2, BS4



2	Risk Reduction and Peer Pressure	• Explain a range of influences on drug, alcohol and tobacco use, including peer pressure. • Analyse how the desire for peer approval can contribute to increased risk-taking behaviours. • Apply strategies to manage peer pressure effectively, including in online environments. • Evaluate how peers can positively influence one another by challenging harmful social norms and encouraging access to appropriate support.	Living in the wider world PS2, PS3 , DATV4, BS4
3	Risk Taking: Drugs including Caffeine and Sugar	• Evaluate misconceptions, social norms and cultural values relating to drugs • Understand the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics • Manage the influence of drugs on decision-making within relationships and social situations • Recognise peer influence and to develop strategies for managing it, including online	Living in the wider world MW9, BS4
4	Risk Taking: Alcohol	• Evaluate misconceptions, social norms and cultural values relating to alcohol • Discuss information about alcohol, including the short-term and long-term health risks associated with their use • Understand how to manage the influence of alcohol on decision-making within relationships and social situations	Living in the wider world PS2, DATV3, DATV4, HE3, MW8
5	Risk Taking: Nicotine (Vaping and Tobacco)	• Evaluate misconceptions, social norms and cultural values relating to nicotine, vaping and tobacco use • Discuss information about nicotine including the short-term and long-term health risks associated with individual's use	Living in the wider world PS2, DATV6, DATV7
6	Risk Taking: Gangs and Knife Crime	• Identify strategies to manage pressure to join a gang, exit strategies and how to access appropriate support • Look at facts and information about the motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon • Explain the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours	Living in the wider world PS4, PS5



Spring 2 – Careers			
	Lesson Topic	Learning Objective	Theme
1	Creating the life, you want and setting goals	- Identify and share their own “dream jobs,” considering what interests and motivates them about these roles. - Describe the skills, qualifications, and personal qualities needed for different career options, including their chosen dream job. - Reflect on personal strengths and goals and be able to link their own strengths, values, and interests to possible career pathways and set realistic steps towards achieving their ambitions.	Living in the wider world Careers Education Gatsby 2,6,7
2	How Jobs will Change: Future Careers	- Understand how factors such as technology, globalisation, and environmental challenges are influencing the types of jobs available. - Explore examples of future jobs or industries that may grow and describe the skills that will be important in those roles. - Recognise why flexibility, resilience, and continuous learning are essential for success in future careers, including to manage emotions in relation to future employment.	Living in the wider world Careers Education Gatsby 2,3,6
3	What does Success mean?	- Understand what intrinsic motivation (driven by personal interest or enjoyment) and extrinsic motivation (driven by rewards or recognition). - Identify and reflect on what motivates them in school, hobbies, and daily life, linking this to their strengths and values. - Explain how understanding their own motivations can help them make choices about learning, careers, and personal development.	Living in the wider world Careers Education Gatsby 2,3,6,7
4	Challenges and Rewards of work Growth Mindset	- Explain why setting short- and long-term goals is important for motivation, achievement, and personal growth. - Learn how to set effective goals and be able to use the SMART framework (Specific, Measurable, Achievable, Relevant, Time-bound) to set realistic goals for themselves. - Describe the difference between a fixed mindset and a growth mindset, and apply growth mindset strategies (e.g., embracing challenges, learning from mistakes, persisting with effort) to their own goals.	Living in the wider world Careers Education Gatsby 2,7,8



5	Diversity in the workplace	- Understand and explain diversity in terms of age, gender, ethnicity, religion, disability, and other characteristics, and why it matters in the workplace. - Describe how a diverse workforce can bring different perspectives, skills, and ideas, improving creativity, problem-solving, and fairness. - Explain how equality laws (such as the Equality Act 2010) protect people in the workplace and suggest ways individuals and organisations can create inclusive, respectful environments.	Living in the wider world Careers Education Gatsby 2,3,6
6	Job Application Skills: CV Skills	- Explain what a CV is, why it is used, and how it helps employers learn about a candidate's skills, experiences, and qualities. - Recognise the essential sections of a CV (e.g., personal details, education, skills, hobbies/interests, achievements) and what makes them effective. - Draft a simple CV, highlighting their own strengths, skills, and experiences in a way that presents them positively	Living in the wider world Careers Education Gatsby 2,7
Summer 1 – Online Safety			
	Lesson Topic	Learning Objective	Theme
1	Introduction to Online Safety	- Understand and explain common risks of being online (e.g., oversharing, cyberbullying, scams, grooming, misinformation) and how these can affect wellbeing. - Decide whether different types of media and online content are appropriate to view and develop the skills to act responsibly on those decisions. - Recognise and identify strategies to protect themselves online (e.g., privacy settings, strong passwords, reporting) and explain the importance of using technology respectfully and responsibly. - Recognise the serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.	Living in the wider world Online Safety RR6, WO2, WO5, WO7, OS1, OSA2, OSA3, OS4, OSA8, OSA12
2	AI and Deepfakes, Sexting	Explain how artificial intelligence can be used to create deepfakes and recognise the difference between real and manipulated content.	Living in the wider world Online Safety



		- Recognise potential consequences of sexting, deepfakes and AI-generated content, including effects on trust, reputation, misinformation, and wellbeing. - Develop strategies to question digital content, spot warning signs of deepfakes, and act responsibly when encountering AI-generated media. - Understand what sexting is and the law – Students will be able to explain what sexting means, the legal consequences of creating, sharing, or possessing sexual images of under-18s, and why it is taken seriously.	WO5, OSA4, OSA5, OSA6, OSA7, OSA15 Relationship and Sex Education
3	Trusting the media	- Understand how media and the internet work and how features of the internet, such as speed, scale of sharing, blurred boundaries between public and private, and anonymity, can affect the way information spreads. - Recognise both the positive opportunities (e.g., access to diverse perspectives, rapid communication) and risks (e.g., misinformation, online harm, loss of privacy) that come with digital media. - Develop critical thinking and safe practices by evaluating whether media content is trustworthy and identify strategies to navigate online information safely and responsibly.	Living in the wider world Online Safety WO5, OSA3, OSA13, OSA14
4	Extremism and Radicalisation	- Explain what extremism and radicalisation mean, and how they can develop online and offline. - Recognise that on any issue there can be a variety of perspectives, and link this to the British Values of democracy, individual liberty, mutual respect, and tolerance. - Explore the influence of extreme views and recognise how extreme views can affect people's attitudes and behaviours and identify safe strategies for challenging or responding to them in line with British Values and the rule of law.	Living in the Wider World Online Safety OSA2, OSA3, RR4 British Values
5	Cyberbullying and Digital Footprint	- Understand cyberbullying and how it can affect individuals emotionally and socially, and why it is harmful. - Recognise the importance of a digital footprint and how online actions can have lasting consequences, and how to manage it responsibly. - Identify safe strategies to deal with cyberbullying, including how to report harmful behaviour, support others, and access trusted help.	Living in the Wider World Online Safety RR6, WO3, OSA



6	Online Grooming	- Understand what online grooming is and recognise the methods that adults or older individuals may use to build trust and manipulate young people online. - Identify the warning signs of online grooming, including requests for secrecy, personal information, images or moving conversations to private platforms. - Apply strategies to stay safe online, knowing how to block, report and seek help from trusted adults if they are worried about their own or someone else's online interactions.	Living in the Wider World Online Safety PS6, WO3, OSA2
Summer 2			
	Lesson Topic	Learning Objective	Theme
1	How to use a Bank	- Understand the purpose of saving and explain why people save money, including for short-term needs, long-term goals, and unexpected expenses. - Identify common ways to save money, such as bank accounts, savings accounts, and other safe options. - Evaluate and discuss the advantages of saving regularly, as well as the potential challenges or missed opportunities if money is not saved. - Create a simple plan or budget that includes saving for a goal, demonstrating how to manage money responsibly.	Living in the wider world Financial Literacy
2	Gambling	- Recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling - Understand what gambling is and the different forms of gambling, including online gambling and gaming-related risks (e.g., loot boxes). - Recognise risks and consequences that can affect mental health, relationships, and finances. - Identify strategies to avoid gambling-related harm and where to seek help or advice.	Living in the wider world WO4, WO5, MW8 Financial Literacy
3	Advertising and Debt	- Know about values and attitudes relating to finance, including debt - Evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions	Living in the wider world OSA13



		- Recognise persuasive techniques and be able to identify how advertising influences spending decisions. - Explain what debt is, how it occurs, and the potential short- and long-term consequences. - Think critically about financial choices and learn to evaluate advertising messages and make responsible decisions about spending, borrowing, and saving.	Financial Literacy
4	The Economy and Money Mules	- Explain what the economy is and describe how it affects people, communities and society. - Understand what a money mule is and explain how criminals recruit young people to move illegal money. - Recognise the risks of money muling, including the legal, financial and personal consequences, and identify how to report concerns safely.	Living in the wider world OSA13 Financial Literacy
5	Financial Literacy Challenge	- Use budgeting, saving, and problem-solving skills to complete real-world financial tasks. - Develop teamwork, communication, and decision-making skills in a financial scenario. - Reflect on financial capability – Students will evaluate their own money-management strengths and areas for improvement.	Living in the wider world Financial Literacy
6	Project Week		
7	End of Year Reflections	- Reflect on personal growth, recognise and describe the skills, strengths, and achievements they have developed over the school year. - Identify challenges and learning points and reflect on difficulties they faced, how they overcame them, and what they learned from these experiences.	Living in the wider world



		• Set intentions for the future with goals and positive actions they want to take forward into the next school year, both academically and personally.	
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