



	Topics Themes and concepts that are covered in each unit	Declarative Knowledge – Key learning that students MUST remember (Factual and conceptual knowledge, links to prior learning?) Highlight threshold and core concepts.	Cognitive Skills Cognitive processing of key knowledge (e.g. Recalling, Understanding, Applying, Comparing, Analysing, Evaluating, Creating)
Year 8	Emotional wellbeing	<ul style="list-style-type: none"> • Understanding change • Dealing with the challenges that can arise from change • Ways to build resilience • Ways to support emotional wellbeing 	<ul style="list-style-type: none"> • identifying expected and unexpected changes • understanding the effect that change can have (e.g. on friendships, mood, routines, confidence etc.) • knowing strategies to manage change and where to seek support • explain the factors that affect emotional wellbeing • identify ways to promote emotional wellbeing and build resilience • reframe and learn from disappointments and setbacks
	DROP DOWN DAY 1	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
	Digital literacy	<ul style="list-style-type: none"> • the link between stress and overuse of social platforms • FOMO – the Fear of Missing Out • Make informed decisions about online viewing (incl. film and television) • The impact of peer influence and online viewing (incl. film and television) 	<ul style="list-style-type: none"> • recognise the difference between online and real friends and understand that social media sometimes does not reflect real life • know from whom to get help and advice about online stress • identify helpful strategies to manage online stress • explain the factors that influence decisions about what film and online content is appropriate for young people • describe or demonstrate how to respond to pressure to watch something that makes someone feel uncomfortable • explain where and how to get help or advice about films and online content
	DROP DOWN DAY 2	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
	Identity and relationships	<ul style="list-style-type: none"> • how relationships are portrayed in television, film and online • how this can affect relationship expectations, behaviours and values • gender and sexuality definitions • stereotypes of different genders and sexualities • What is homophobic, biphobic and transphobic behaviour 	<ul style="list-style-type: none"> • explain possible influences on relationship expectations • identify differences between on-screen and on-screen relationships • evaluate reasons why and how representation of relationships on-screen are different to real-life • explain that people can be attracted to others of the opposite or same sex, both or neither and that it is important not to make assumptions about someone’s sexual orientation • explain the difference between sexual orientation and gender identity • identify and challenge homophobic, biphobic and transphobic behaviour

<p>Consent, an introduction to contraception and parenting</p>	<ul style="list-style-type: none"> the law in relation to consent the legal and moral duty is with the seeker of consent communication of consent in relationships basic forms of contraception, e.g. condom and pill parenting and parental choices 	<ul style="list-style-type: none"> explain that no one has the right to intimidate someone into giving their 'consent' (as such an agreement is not consent) and that sexual activity following such a threat is illegal. explain how to ask someone for their consent without putting them under pressure. demonstrate understanding of a person's right to say no and to have their decision respected; they do not have to justify it. explain what is meant by contraception explain how and why condoms are used explain how and why the contraceptive pill is used explain where and how to get contraception and advice on contraceptives describe some of the consequences of being a parent evaluate the qualities required to be a good parent explain the complexities of parental choices
<p>DROP DOWN DAY 3</p>	<p><u>Drugs and alcohol</u></p> <ul style="list-style-type: none"> substance use – what it is risks and effects of caffeine consumption influences relating to tobacco and nicotine product use risks and consequences of alcohol use 	<ul style="list-style-type: none"> assess and evaluate their prior knowledge, beliefs and attitudes regarding substance use describe the effects of caffeine consumption explain the risks associated with caffeine consumption evaluate strategies to reduce caffeine consumption identify a range of risks related to tobacco and e-cigarette use analyse a range of potential influences on young people to smoke demonstrate strategies for managing peer influence in situations involving tobacco and e-cigarettes/vapes explain that most young people their age do not use alcohol and analyse the reasons why young people's alcohol use is declining describe the effects of alcohol misuse describe strategies to manage influences on alcohol use identify sources of support for alcohol misuse
<p>Conflict and diversity</p>	<ul style="list-style-type: none"> Conflicts in relationships (including family settings) Effective conflict resolution Communication skills The visible differences and the effect that stereotypes in the media can have on people who look different. 	<ul style="list-style-type: none"> recognise that disagreements in family relationships are common but that effective communication can improve relationships. Explain different communication styles and their likely impacts. learn about visible differences and Recognise the effect that stereotypes in the media can have on people who look different.
<p>DROP DOWN DAY 4</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<p>Money Skills</p>	<ul style="list-style-type: none"> Money personalities Budgeting Value for money Financial planning for the future Bank accounts – statements and transactions 	<ul style="list-style-type: none"> Compare attitudes to money Identify their money personality Analyse the difference between wants and needs Understand the difference between income and expenditure Create and analyse a sample personal budget Analyse the advantages and disadvantages of borrowing to fund a purchase Compare bank account features and understand how they could suit different individuals Interpret a bank statement

Discrimination

Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia

Now being covered in Drama HT6

- 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