

YEAR 8 – Alcohol and tobacco – Autumn Term 1

1	2	3
WHAT IS A DRUG?	WHAT DOES THE LAW SAY?	SHORT TERM DANGERS OF ALCOHOL
To know a definition for the term 'drug'	To know how old you have to be to buy cigarettes and alcohol.	To know that alcohol can affect the body.
To understand what a drug is and be able to give some examples.	To know how old you have to be to buy e cigarettes.	To know that alcohol is a depressant and can cause you to have poor judgement.
To understand the difference between categories of drugs eg legal and illegal.	To understand why cigarettes are no longer displayed in shops.	To be able to explain the effects of alcohol on the body and what the impact could be.
4	5	6
LONG TERM DANGERS OF ALCOHOL MISUSE	WHAT IS A SAFE LIMIT?	DANGERS OF SMOKING
To know that alcohol is addictive.	To know what an alcoholic drink is.	To know that smoking is bad for your health.
To know that alcohol misuse can damage the liver.	To know that a unit is a way of measuring alcohol consumption.	To know the physical damage that smoking can cause.
To understand how alcohol misuse can affect physical and mental health.	To understand what the weekly 'safe' guidelines are for drinking.	To understand the physical and financial costs of smoking.
7	8	
SHOULD SMOKING BE BANNED DEBATE	SHOW YOUR LEARNING TASK	
To know what a debate means.	To be able to identify some key information about smoking or drinking.	
To be able to make a clear and relevant point in a debate.	To demonstrate some understanding of the topic.	
To be able to present a strong case and respond to questioning in a debate.	To communicate effectively some top tips or facts about their topic.	

YEAR 8 – Keeping myself safe – Autumn term 2

1	2	3
HOW SAFE DO YOU FEEL?	SAFETY IN THE HOME – HAZARDS	SAFETY IN THE HOME – FOOD AND MEDICINE
To know what the word 'safe' means	To be able to identify some obvious hazards at home	To know how to store medicines and food safely
To be able to identify when and where they feel safe and unsafe	To know some ways to keep safe at home	To understand the dangers of poor food and medicine storage.
To understand ways in which they can help to keep themselves safe	To understand how hazards can be different for different people	To understand how to use food and medicines safely.
4	5	6
TRANSPORT SAFETY - ROAD	TRANSPORT SAFETY - RAIL	SAFETY OUT AND ABOUT – SAYING NO!
To know how to cross the road safely	To know some dangers of trespassing on the railway	To know what a stranger and safer stranger mean.
To know some ways to stay safe when using the pavement or road	To know how to use a level crossing correctly.	To know how to plan a journey or outing.
To know how to stay safe when using different types of road transport	To know how to plan and make a short train journey.	To understand how to say no and how to get help if they feel unsafe.
7	8	
SAFETY OUT AND ABOUT - ENVIRONMENT	SHOW YOUR LEARNING	
To know the dangers of different kinds of weather	To be able to identify some key information about keeping themselves safe.	
To know the dangers of different types of environments.	To demonstrate some understanding of the topic.	
To understand how and why to dial 999.	To communicate effectively some top tips or facts about their topic.	

YEAR 8 – Puberty – Spring Term 1

1	2	3
WHAT IS PUBERTY AND WHEN WILL IT HAPPEN?	PHYSICAL CHANGES (1)	PHYSICAL CHANGES (2)
To know the correct terminology for their private body parts.	To know some physical changes they might experience at puberty.	To know what physical changes are specific to boys or girls.
To know the difference between private and public body parts.	To know some physical changes for boys and girls at puberty.	To know what periods, erections or wet dreams are.
To understand that everyone develops at different rates.	To understand why some of these changes happen.	To understand why these happen.
4	5	6
EMOTIONAL CHANGES	COPING WITH PUBERTY	SHOW YOUR LEARNING TASK
To identify and recognise different emotions they may feel.	To know that puberty is just one of many changes they will go through as they grow up.	To be able to identify some key information about puberty.
To understand that puberty may affect their emotions.	To understand how puberty can affect personal hygiene.	To demonstrate some understanding of the topic.
To understand how to manage their emotions during puberty.	To be able to identify strategies to help when going through changes at puberty.	To communicate effectively some top tips or facts about their topic.

YEAR 8 – Types of relationship – Spring term 2

1	2	3
5 TYPES OF RELATIONSHIP	APPROPRIATE BEHAVIOUR	POSITIVE AND NEGATIVE RELATIONSHIPS
To know the 5 different types of relationship.	To know that we should behave differently with different people.	To know that positive (healthy) relationships are good and negative (unhealthy) relationships are bad.
To understand which type of relationship they have with different people.	To understand what is acceptable behaviour within different relationships.	To know some features of healthy and unhealthy relationships.
To understand how families can be different.	To be able to recognise unacceptable behaviour in their relationships.	To understand what to do if they feel they are in an unhealthy relationship.
4	5	6
WHAT IS A COERCIVE RELATIONSHIP	DOMESTIC ABUSE	SHOW YOUR LEARNING
To understand that a coercive relationship is an unhealthy relationship and a type of domestic abuse.	To know what domestic abuse means.	To identify some key information about relationships.
To know what coercive means.	To understand that domestic abuse can be done by anyone in a relationship.	To demonstrate and understanding of the topic.
To understand how to tell if a relationship is coercive.	To understand what to do if they are worried about domestic abuse.	To communicate effectively some strategies for managing unhealthy relationships.

YEAR 8 – Intimate relationships – Summer Term 1

1	2	3
WHAT IS LOVE?	WHEN IS THE RIGHT TIME?	SEX
To know what a romantic relationship means.	To know what a stable, healthy relationship means.	To know what sexual intercourse means.
To know what intimate means.	To know what the age of consent is.	To understand that there are other ways of showing affection.
To understand how you might know if you are in love.	To understand that not everyone is ready for an intimate relationship at the same time.	To understand what should be considered before having a sexual relationship.
4	5	6
CONSEQUENCES OF SEXUAL BEHAVIOUR	HOW RELATIONSHIPS CHANGE	SHOW YOUR LEARNING
To know that sex can lead to pregnancy.	To know that relationships can change over time.	To be able to identify some key information about intimate relationships.
To know that sex could lead to STIs.	To know how to break off a relationship in the kindest way.	To demonstrate some understanding of the topic.
To understand how to protect themselves from negative sexual experiences.	To understand why not all relationships last.	To be able to effectively communicate some top tips or facts about the topic.

YEAR 8 – British Society – Summer term 2

1	2	3
GREAT BRITAIN	WHAT DOES BEING BRITISH MEAN?	THE GOVERNMENT
To know which countries make up Great Britain and what the Union Jack stands for.	To know the difference between the UK, Great Britain and England, Scotland and Wales.	To know what the major political parties are and how they are different.
To know some cultural and geographical features of Great Britain.	To know what a stereotype means and identify some British Stereotypes.	To know the role of the Government.
To understand how the three countries work together.	To understand changes to being British – post Brexit.	To understand how an election works.
4	5	6
THE NHS	A MULTI-CULTURAL SOCIETY	SHOW YOUR LEARNING
To know what the NHS is and what they do.	To know what multi-cultural means and how this can enrich society.	To identify some key information about the topic.
To understand how the NHS differs from healthcare in other countries.	To know how people become British Citizens.	To demonstrate an understanding of the topic.
To understand how the NHS is paid for along with other public services.	To understand how refugees may want to come to Britain and our role in supporting them.	To communicate effectively some factual information about what they have learnt.