

## YEAR 8 – Alcohol and tobacco – Autumn Term 1

1	2	3
<b>WHAT IS A DRUG?</b>	<b>WHAT DOES THE LAW SAY?</b>	<b>SHORT TERM DANGERS OF ALCOHOL</b>
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.
<b>4</b>	<b>5</b>	<b>6</b>
<b>LONG TERM DANGERS OF ALCOHOL MISUSE</b>	<b>WHAT IS A SAFE LIMIT?</b>	<b>DANGERS OF SMOKING</b>
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.
<b>7</b>	<b>8</b>	
<b>SHOULD SMOKING BE BANNED DEBATE</b>	<b>SHOW YOUR LEARNING TASK</b>	
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
<b>HOW SAFE DO YOU FEEL?</b>	<b>SAFETY IN THE HOME – HAZARDS</b>	<b>SAFETY IN THE HOME – FOOD AND MEDICINE</b>
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.
<b>4</b>	<b>5</b>	<b>6</b>
<b>TRANSPORT SAFETY - ROAD</b>	<b>TRANSPORT SAFETY - RAIL</b>	<b>SAFETY OUT AND ABOUT – SAYING NO!</b>
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.
<b>7</b>	<b>8</b>	
<b>SAFETY OUT AND ABOUT - ENVIRONMENT</b>	<b>SHOW YOUR LEARNING</b>	
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 – Rights and responsibilities – Spring Term 1

1	2	3
<b>WHAT ARE HUMAN RIGHTS?</b>	<b>THE UN RIGHTS OF A CHILD</b>	<b>HUMAN RIGHT VIOLATIONS</b>
To know what the term 'human rights' means	To know at least one of the UN rights of a child.	To know what FGM (female genital mutilation) and modern slavery are.
To understand why human rights are important	To know some UN rights of a child and what they mean.	To know how FGM and modern slavery violate human rights
To understand how UN human rights relate to their own lives.	To understand how the UN rights of a child relate to their own lives.	To know what to do if they are worried about FGM, modern slavery or any other violation of human rights
4	5	6
<b>OUR CHOICES &amp; CONSEQUENCES</b>	<b>EXPRESSING YOUR RIGHTS</b>	<b>SHOW YOUR LEARNING</b>
To know what organ donation is and how it helps others.	To know some famous human rights protesters and what they were protesting about.	To be able to identify some key information about human rights.
To understand the choices we have regarding organ donation.	To know some ways of making their own views known.	To demonstrate some understanding about the topic.
To understand that not everyone has the same views on organ donation.	To understand that with rights there are also responsibilities and that one person's human rights are not more important than another's.	To communicate effectively their own views.

## YEAR 8 – Types of relationship – Spring term 2

1	2	3
<b>5 TYPES OF RELATIONSHIP</b>	<b>APPROPRIATE BEHAVIOUR</b>	<b>POSITIVE AND NEGATIVE RELATIONSHIPS</b>
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
<b>WHAT IS A COERCIVE RELATIONSHIP</b>	<b>DOMESTIC ABUSE</b>	<b>SHOW YOUR LEARNING</b>
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
<b>WHAT IS LOVE?</b>	<b>WHEN IS THE RIGHT TIME?</b>	<b>SEX</b>
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.
<b>4</b>	<b>5</b>	<b>6</b>
<b>CONSEQUENCES OF SEXUAL BEHAVIOUR</b>	<b>HOW RELATIONSHIPS CHANGE</b>	<b>SHOW YOUR LEARNING</b>
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 – Our Society – Summer term 2

1	2	3
<b>OUR COUNTRY</b>	<b>WHAT DOES BEING BRITISH MEAN?</b>	<b>THE GOVERNMENT</b>
To know which countries make up Great Britain and the UK and what the Union Jack stands for.	To know what a stereotype means and identify some British Stereotypes.	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 the 5 British Values are .	To know the role of the Government.
To know what makes Britain 'great'.	To know how the 5 British values relate to themselves.	To understand how an election works and what democracy means.
<b>4</b>	<b>5</b>	<b>6</b>
<b>THE NHS &amp; THE MONARCHY</b>	<b>A MULTI-CULTURAL SOCIETY</b>	<b>SHOW YOUR LEARNING</b>
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.

