



PSHE Department

Curriculum and Assessment Map

Year 8

	Autumn Half-Term 1 and 2	Spring Half-Term 1 and 2	Summer Half-Term 1	Summer Half-Term 2
Year 8	Relationships	Personal Safety	Sexual Education	Mental Wellbeing
Fundamental Knowledge	- What are the different types of relationships? - How can families have healthy relationships? - How do power dynamics affect us? - How can we manage conflicts with friends? - What do the British Values mean? - What is the difference between banter and bullying? - How can stereotypes be harmful? - How do prejudice and discrimination affect people?	- Know the difference between friendships and gangs - Know what the law considers offensive weapons - How is social media similar and different from real life? - What is the law around female genital mutilation? - What is explicit online material and how can we avoid it? - How can we use phones in a safe and responsible way? - What are the dangers of vaping?	- What are the ground rules for when we are learning about sex - What is consent and why is it so important - What are the health implications of sexual choices - What is fertility and what can impact reproductive health	- What is involved in our identity? - What do we mean by 'mental health'? - How can we recognise mental health concerns? - What is depression and how can we deal with setbacks? - How can we improve our mental wellbeing?

	• How can we make the world a more accessible place? • How can we create a world free from racism? • How does misogyny affect everyone? • What does bullying look like in the workplace? • How can we identify and report abuse? • What are county lines? • What are the links between sexism, harassment and harm?	• What are the facts and law around alcohol? • Why is a healthy diet so important? • How do vaccinations keep us safe? • How can we be responsible around money? • How can we stay safe in an online world?		
Relevant RSHE Statutory Requirements	✓ How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust. ✓ The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the	✓ Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ✓ Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.	✓ The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. ✓ How to recognise, respect and communicate consent	✓ The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. ✓ How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is

	management of conflict, reconciliation and ending relationships. ✓ What tolerance requires, including the importance of tolerance of other people's beliefs. ✓ The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. ✓ How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. ✓ How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who	✓ The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. ✓ Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. ✓ That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone	and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. ✓ That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. ✓ What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. ✓ That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.	unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed ✓ How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment. ✓ How to talk about their emotions accurately and sensitively, using appropriate vocabulary. ✓ That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. ✓ That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health
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	enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. ✓ That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. ✓ How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other ✓ How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. ✓ What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. ✓ That sexual harassment includes unsolicited sexual	who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. ✓ What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. ✓ That the internet contains inappropriate and upsetting content, some of which is illegal, including	✓ The concepts and laws relating to sexual violence, including rape and sexual assault. ✓ The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. ✓ That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. ✓ The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. ✓ That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual	condition, and that managing those feelings can be helped by seeing them as normal. ✓ Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. ✓ How to critically evaluate which activities will contribute to their overall wellbeing. ✓ Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
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	language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. ✓ The concepts and laws relating to sexual violence, including rape and sexual assault. ✓ The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. ✓ The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. ✓ That fixated, obsessive, unwanted and repeated behaviours can be criminal,	unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. ✓ That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. ✓ How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other ✓ How information and data is generated, collected, shared and used online. ✓ That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).	and reproductive health and wellbeing. ✓ About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. ✓ The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	✓ That physical activity can promote wellbeing and combat stress.
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	and where to get help if needed. ✓ The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. ✓ That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. ✓ How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.	✓ The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. ✓ The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. ✓ That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. ✓ About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and		
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	✓ That some sexual behaviours can be harmful. ✓ How and where to seek support for concerns around sexual relationships including sexual violence or harms. ✓ The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. ✓ That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. ✓ The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms,	negative content online on their own and others' mental and physical wellbeing. ✓ The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. ✓ How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. ✓ The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. ✓ The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to		
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	including the link to poor mental health. ✓ How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. ✓ How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. ✓ The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	safely report this material and how to access support after viewing it. ✓ The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. ✓ The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. ✓ The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit. ✓ The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.		
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		✓ Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. ✓ The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). ✓ The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.		
Interleaved Knowledge	• Year 7 – Relationships	• Year 7 – Relationships • Year 8 – Relationships	• Year 8 – Personal Safety	• Year 7 – Relationships