

Year 8 Topics

In year 8 we teach the following modules over the course of the year. Each module draws on prior learning from Year 7 and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Healthy Living (Autumn Term)	Topic overview – Students are guided through various areas of healthy living including: eating healthily and mental health. We also look at the careers available within the NHS.	1. Self-esteem	What is self-esteem? What can lower/increase my self-esteem?	LA: Basic description of self-esteem. MA: Will use examples to demonstrate the concept of self-esteem HA: Will be able to draw links between the factors which can affect self-esteem (bullying, friendship etc.).
		2. What is identity?	What is identity? How is self-esteem linked to identity?	
		3. What is stress and worry?	What is stress and worry? Why and how does it affect people? What are negative thinking habits? How can I change my negative thinking habits?	
		4. Media role models and airbrushing	How does the media 'fabricate' beauty? What is a role model? How do people choose their role models? What is airbrushing? How does it affect people's self-esteem?	
		5. Media role models and airbrushing	What are eating disorders and how do they affect people? What is the difference between anorexia and bulimia?	

		6. Eating disorders		
		7. Eating disorders		
		8. Step into the NHS (careers)	Which careers are available within the NHS?	
		9. Step into the NHS (careers)		
		10. What does it mean to be transgender?	<p>What does it mean to be transgender?</p> <p>What are the various issues that transgender people face in society today?</p> <p>What do you know and what don't you know about being transgender?</p>	
		11. What does it mean to be transgender?		
		12. End of topic assessment	What have I learned so far?	
Addiction (Spring term)	Topic overview – Students are guided through various issues surrounding alcohol and tobacco. We also look at more recent and relevant developments in addictive products when we look at new psychoactive	1. What does addiction look like?	<p>What does it mean to be addicted?</p> <p>What do addicts look like?</p> <p>Is it possible to tell someone is addicted purely from their appearance</p>	<p>LA: student can identify some of the negative effects of smoking tobacco</p> <p>MA: students can differentiate between long-term and short-term effects of smoking</p> <p>HA: students can explain how smoking leads to health issues</p>
		2. Harmful effects of smoking	What are the dangers of smoking tobacco?	

substances and energy drinks		How much does it cost to smoke over a person's lifetime?	like emphysema, bronchitis and stroke
	3. Harmful effects of alcohol	What are the dangers of drinking alcohol? What is the law regarding drinking alcohol? What is a unit of alcohol and how many units are in common alcoholic drinks?	LA: students can describe basic facts about drinking alcohol MA: students are able to calculate the units in popular alcoholic drinks HA: students can explain how excessive alcohol use can lead to a range of health problems
	4. Advertising alcohol and tobacco	How do advertisers make alcohol (and tobacco) appealing?	LA: students can describe some of the basic features tobacco and alcohol adverts
	5. Energy drinks	What are energy drinks? What do they contain? How much is too much sugar?	MA: students can explain how these features make viewers feel about the products HA: students can create more honest alternatives to the messages portrayed in the adverts
	6. New Psychoactive Substances (NPS)	What are NPS's? What is the law regarding them	
	7. Cannabis	What is cannabis? Which other names are used to refer to cannabis? What are the physical and social effects of smoking cannabis?	LA: students can describe some of the negative effects of consuming energy drinks MA: students can explain the effects of various key ingredients in energy drinks
	8. Illegal drugs	What are the names of illegal drugs? How does the class system divide illegal drugs?	HA: students can apply this knowledge by redesigning a label for energy drinks

		9. The Real Game – careers	Students explore their dreams by deciding the lifestyle they wish to lead Students explore the relationship between Wish List choices and incomes.	LA: Identify NSPs MA: Describe the effects of NSPs HA: Explain the dangers of NSPs
		10. The Real Game – careers		
		11. End of topic assessment	What have you learned so far about various legal and illegal drugs?	
Relationship and Sex Education (RSE) (Summer term)	Topic overview – There are two main aspects to this topic. During the relationship portion we begin to discuss the idea of romantic partnerships – why we form them, what we look for in a partner etc. During this part of the topic all students will be taught together. It is important to stress that during the first half term of lessons teachers will not be referring to sex (as this will be taught during the second half term).	1. Introduction to RSE	What is RSE? Why is it important? The government recently passed a law which requires all schools teach RSE – what do you think are the reasons for this? “What is RSE”? Discuss why we do RSE in schools. Draw attention to media coverage of teenage parents and that blame for rising teenage pregnancy often targeted at schools. Whose responsibility is RSE?	LA: Can you match up the definitions? Can you give any examples to demonstrate the different types of behaviour? MA: Can you act out different types of behaviour? Can you say what the advantages and disadvantages are of different types of behaviour? HA: Can you identify the risks Kate and Sam are taking? What does consent mean? Did Sam have consent? What action could they both take after this has happened?
		2. Why do we form relationships?	The focus of this lesson is to explore the ways in which human beings can show love without being physical (i.e. without having sex).	

<p>During the second half term withdrawn students will be given alternative work and be placed with another teacher in the faculty to complete it – HOD will advise. During the Sex part of the topic we discuss the meanings of various key terms as well as looking at the damaging effect slang words can have on individuals. We also visit contraception and STIs briefly as a way of introducing the topic before revisiting it in Y11.</p>		<p>We also explore the reasons humans develop relationships in the first place.</p> <p>We then focus on the importance of good listening skills in maintaining a healthy relationship.</p>	
	3. What makes people happy?	<p>What do we need to be happy in life?</p> <p>How happy can a positive and healthy relationship make us?</p> <p>How does Maslow’s Hierarchy of Needs view the key to happiness?</p> <p>What are good listening skills?</p>	
	4. Being assertive in a relationship	<p>What does it mean to be assertive in a relationship?</p> <p>What does consent mean?</p> <p>Can you tell when consent has been given?</p>	
	5. UK Laws: relationship and domestic abuse	<p>What is relationship abuse?</p> <p>What is the law in this country?</p>	
	6. Sex education: introduction to sex education	<p>What is RSE?</p> <p>Why is it important?</p> <p>The government recently passed a law which requires all school teach RSE – what do you think are the reasons for this?</p> <p>“What is RSE”? Discuss why we do RSE in schools.</p>	

			<p>Draw attention to media coverage of teenage parents and that blame for rising teenage pregnancy often targeted at schools.</p> <p>Whose responsibility is RSE?</p>	
		7. Sex education: key terms in RSE	<p>What are the meanings of RSE words?</p> <p>Which words are appropriate and which are not?</p> <p>Is it ok to say these words to other people?</p> <p>What is the difference between sex and gender?</p>	
		8. Contraception	<p>What is contraception?</p> <p>Why do people use it?</p> <p>What are the common types of contraception?</p> <p>What is the difference between hormonal and barrier methods?</p> <p>Which contraception will protect people from STIs?</p>	
		9. STIs and advice	<p>What is an STI?</p> <p>How can I stay safe in the future?</p> <p>Where can I go to for help and advice?</p>	
		10. Puberty	<p>What is puberty?</p>	

			<p>What are the emotional and physical changes which take place during puberty?</p> <p>Where can I go for help and advice?</p>	
		11. Puberty		
		12. End of topic assessment	<p>What have you learned so far?</p> <p>Do you have any final questions?</p>	