

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<b>Autumn</b>  <b>Half</b> <b>Term 1</b>	<b>SRE</b> Their own values and beliefs and attitudes regarding relationships and behaviours. Rights and responsibilities within relationships. The possible impacts of peer pressure and the consequences of activities such as sexting, online relationships etc Domestic Abuse Dealing with grief/loss Sexual Orientation	Knowledge Quiz score Retrieval questions at the start of every lesson	This unit of work starts to build on their learning from Yr7. It looks at attitudes and values and the possible consequences of sexual behaviours. It encourages pupils to ask questions and take responsibility for their own health and safety in relationships, understanding that they have the right to say no to anything they feel is inappropriate, illegal, morally wrong, or they just feel uncomfortable with. The unit encourages them to identify signs of harmful behaviours and where to go for help and advice. It also highlights the difficulties in getting out of potentially violent relationships.	<ul style="list-style-type: none"> <li>➤ Key word glossary sheet</li> <li>➤ Agony Aunt reply</li> <li>➤ Discussion/Voice 21</li> </ul>
<b>Autumn</b>  <b>Half</b> <b>Term 2</b>	<b>Dangerous Society</b> What do we mean by County Lines drug dealing? Alcohol: types, measures, effects on the body and on society, attitudes and the law regarding alcohol. What is CSE, what are the signs that someone may be being groomed and how can we tackle it? What does the law say?	Written task – a big question assessment	This unit of work links to the RSE unit in that it embeds the possible consequences of online relationships and peer pressure, looking at how groomers work to gain the trust of a young person and exploit that young person sexually. This unit of work builds on their knowledge and understanding of drugs education from year 7 with the focus on county lines drugs and alcohol. Pupils gain further knowledge and understanding of society, identifying behaviour choices that may be breaking the law or endangering their lives, understanding circumstances that might affect a young persons' choices, and how to get help if they feel they are making poor choices or being coerced into illegal activities.	<ul style="list-style-type: none"> <li>➤ Key word glossary sheet</li> <li>➤ Assessment involves reading a letter and replying to it</li> <li>➤ Discussion/Voice 21</li> <li>➤ County Lines reading tasks</li> </ul>

<p><b>Spring</b> <b>Half</b> <b>Term 3</b></p>	<p><b>Equality &amp; Diversity Explored</b> Equality LGBTQ+ (what is stands for &amp; rights across the world/UK) Gender Racism Protected Characteristics</p>	<p>Knowledge Quiz/Task</p>	<p>This unit builds on the bullying scheme from year 7, but now with a focus on protected characteristics and lessons going into these in more detail. Pupils will have the opportunity to explore these characteristics and be able to see the word around them and how they are protected in the future.</p>	<ul style="list-style-type: none"> <li>➤ Key word glossary sheet</li> <li>➤ Discussion/Voice 21</li> </ul>
<p><b>Spring</b> <b>Half</b> <b>Term 4</b></p>	<p><b>Careers</b> Employability Skills What are STEM careers? Stereotypes and discrimination in the work place. Inspirational Women Being aspirational for the future</p>	<p>Assessment via completion of xello careers programme</p>	<p>This unit of work builds upon their knowledge and understanding of jobs and careers form Year r7. It looks at the STEM sectors and how they are under-represented by women. It encourages pupils to aspire to careers that are male dominated and uses inspiring women in business and industry as role models. It is placed on the curriculum in this half term as it runs at the same time as our 'Inspiring Women' day, organised by the careers advisor, where ex pupils who have gone on to achieve high positions within companies, or started their own companies, or local business women come into school to speak to pupils about their journey and answer questions pupils may have.</p>	<ul style="list-style-type: none"> <li>➤ Key word glossary sheet</li> <li>➤ Presentation of information to class, researching and reading information</li> <li>➤ Discussion/Voice 21</li> </ul>

<p><b>Summer Half Term 5</b></p>	<p><b>Citizenship</b> Local councils and how they are run, the different services they offer, the importance of voting in local elections, making a positive difference in their own communities, vandalism and littering. Crime &amp; reform in the community</p>	<p>Knowledge Quiz</p>	<p>This unit of work builds on what they did in Year r 7 regarding services and the needs of a community, but focusses on their own local community. It gives them the opportunity to explore their community and look at what the issues are, empowers them as young people to get involved in their community to make positive contributions and make a difference. It also looks at the importance of having a voice as a young person and what they themselves can do to help change society for the better.</p>	<ul style="list-style-type: none"> <li>➤ Key word glossary sheet</li> <li>➤ Extended reading task</li> <li>➤ Discussion/Voice 21</li> </ul>
<p><b>Summer Half Term 6</b></p>	<p><b>Personal Finance</b> Spending and saving, budgeting, bank accounts Labour Market</p>	<p>End of Year Assessment</p>	<p>This unit allows pupils to gain an understanding of finance, spending vs saving and how to budget. Employment and wage is also included, which is to be built upon in later year schemes of learning.</p>	<ul style="list-style-type: none"> <li>➤ Key words glossary sheet</li> <li>➤ Discussion/Voice 21</li> </ul>