

Y8

**TERM 1**  
**My Health: Created & Loved by God**  
**HEALTHY LIFESTYLES**



<b>S T A T U T O R Y</b>	The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	About personal hygiene, germs including bacteria, viruses, how they are spread	About dental health and the benefits of good oral hygiene	The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
<b>I N T E N T</b>	<b>Time Management</b>	<b>Physical Activity</b>	<b>Balanced Diet</b>	<b>Personal Hygiene</b>	<b>Finding Support</b>	
<b>K N O W L E D G E</b>	WHAT IS TIME MANAGEMENT?  IS TIME MANAGEMENT JUST ABOUT WORKING HARDER?  HOW CAN A MATRIX HELP WITH YOUR TIME MANAGEMENT?	WHAT ARE THE NHS'S 3 RECOMMENDATIONS FOR PHYSICAL ACTIVITY?  HOW CAN YOU TELL THAT YOU ARE EXERCISING?  WHAT ARE THE RISKS OF BEING INACTIVE?	WHAT DO WE MEAN BY ENERGY BALANCE?  WHAT ARE THE DAILY CALORIE LIMITS FOR TEENS?  HOW CAN FOOD LABELS HELP A PERSON TO AVOID BECOMING OBESE?	WHY IS PUBERTY AN IMPORTANT TIME TO CONSIDER PERSONAL HYGIENE?  CAN YOU PROVIDE HYGIENE RECOMMENDATIONS FOR HAIR, TEETH, BODY AND HANDS?  HOW COULD YOU DEAL WITH A FRIEND WHO HAS A PERSONAL HYGIENE ISSUE?	WHAT ARE THE THREE ASPECTS OF HEALTH?  CAN YOU NAME ANY ORGANISATIONS THAT CAN SUPPORT YOUR HEALTH?  HOW DO PE LESSONS SUPPORT YOUR HEALTH?	
<b>C A T H O L I C I T Y</b>	<i>To understand the need for reflection to facilitate personal growth and the role prayer can play in this</i>	<i>Respectful of their own bodies, character and giftedness</i>	<i>Self-disciplined and able to delay or forego gratification for the sake of greater goods</i>	<i>To distinguish 'needs' from 'wants'</i>		
<b>V I R T U E S</b>	<b>REFLECTION, SELF-CONTROL &amp; GRATITUDE</b>					

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## TERM 2

## My Relationships: Created to love others

## RESPECTFUL RELATIONSHIPS



<b>S T A T U T O R Y</b>	How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); how to seek help or advice, including reporting concerns about others, if needed.	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship	Practical steps they can take in a range of different contexts to improve or support respectful relationships	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
<b>I N T E N T</b>	<b>Respectful Relationships</b>	<b>Friendship Skills</b>	<b>Relationship Breakdowns</b>	<b>Online Dangers</b>	<b>Relationship Support</b>
<b>K N O W L E D G E</b>	<p>WHAT CAN YOU REMEMBER ABOUT THE BRITISH VALUE OF MUTUAL RESPECT?</p> <p>HOW CAN WE RECOGNISE A RESPECTFUL RELATIONSHIP?</p> <p>WHAT BENEFITS COME FROM RESPECTFUL RELATIONSHIPS?</p>	<p>WHAT DO WE MEAN BY QUALITY COMMUNICATION SKILLS?</p> <p>WHEN IS NEGOTIATION INAPPROPRIATE?</p> <p>WHAT DO WE MEAN BY COMPROMISE AND HOW CAN IT HELP RELATIONSHIPS REMAIN POSITIVE?</p>	<p>WHY MIGHT RELATIONSHIPS BREAK DOWN?</p> <p>WHY IS A RESPECTFUL BREAK-UP DESIRABLE?</p> <p>HOW MIGHT WE HAVE TO MANAGE OUR DIGITAL LEGACY WHEN A RELATIONSHIP ENDS?</p>	<p>IS ALL BEHAVIOUR ONLINE SAFE?</p> <p>CAN YOU LIST THREE WAYS TO MAKE YOUR ONLINE ACTIVITY SAFER?</p> <p>WHAT DO WE MEAN BY 'BLOCK AND REPORT'?</p>	<p>WHY MIGHT WE NEED SUPPORT WITH OUR RELATIONSHIPS?</p> <p>WHO COULD HELP US WITH AN UNHEALTHY RELATIONSHIP?</p> <p>WHAT ROLE COULD THE SSPP SAFEGUARDING TEAM PLAY?</p>
<b>C A T H O L I C I T Y</b>	<i>To understand that their uniqueness, value and dignity derive from God and hence, recognise the respect they should have for themselves</i>	<i>To recognise that they are responsible for their own behaviour and how to inform their conscience</i>	<i>To recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness</i>	<i>Understand the features of the home, school and parish and how each work for the good of all</i>	
<b>V I R T U E S</b>	<b>RESPECT, SELF-CONTROL &amp; FORGIVENESS</b>				

S T A T U T O R Y	A stable careers programme		Addressing the needs of each pupil		Linking curriculum learning to careers	
I N T E N T	Employability Skills	English Careers	Maths Careers	Science Careers	Employment	
K N O W L E D G E	DO YOU KNOW THE 8 KEY EMPLOYABILITY SKILLS?	WHICH EMPLOYABILITY SKILLS DO ENGLISH LESSONS HELP TO DEVELOP?	WHICH EMPLOYABILITY SKILLS DO MATHS LESSONS HELP TO DEVELOP?	WHICH EMPLOYABILITY SKILLS DO SCIENCE LESSONS HELP TO DEVELOP?	WHAT IS PART-TIME WORK AND WHO MIGHT BE ATTRACTED TO THIS?	
	WHAT ARE YOUR PERSONAL STRENGTHS AND WEAKNESSES WITHIN THESE?	CAN YOU IDENTIFY ANY CAREERS THAT ARE COMMON AFTER STUDYING ENGLISH?	CAN YOU IDENTIFY ANY CAREERS THAT ARE COMMON AFTER STUDYING MATHS?	CAN YOU IDENTIFY ANY CAREERS THAT ARE COMMON AFTER STUDYING SCIENCE?	WHAT IS VOLUNTARY WORK AND WHO MIGHT BE ATTRACTED TO THIS?	
C A T H O L I C I T Y	To understand that their uniqueness, value and dignity derive from God and hence, recognise the respect they should have for themselves		Appreciate that everybody has responsibilities towards their local, global and national community and creation		How to express love and care for others through acts of charity	
V I R T U E S	REFLECTION & LOVE OF LEARNING					



S T A T U T O R Y	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, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.		How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer		Basic treatment for common injuries and Life-saving skills, including how to administer CPR.		The purpose of defibrillators and when one might be needed.			
	Risk Assessment		Physical Risks		First Aid 1		First Aid 2		First Aid 3	
I N T E N T										
	CAN YOU DEFINE THE WORD 'RISK'?  WHAT ARE THE FOUR STAGES OF A BASIC RISK ASSESSMENT?  WHAT ARE THE RISKS ASSOCIATED WITH GROUP CHATS AND GAMING?		WHAT ARE THE HEALTH RISKS LINKED TO CONSUMING TOO MUCH SUGAR?  WHAT IS THE RDA FOR SUGAR?  WHAT ARE THE RISKS FOR CHILDREN IF CONSUMING ENERGY DRINKS?		WHAT IS THE BENEFIT OF TEACHING SCHOOLCHILDREN FIRST AID?  WHICH TELEPHONE NUMBERS CAN BE USED TO GET HELP?  HOW DO YOU CONDUCT A PRIMARY SURVEY AT A POTENTIAL FIRST AID SITUATION?		WHEN SHOULD YOU PLACE A CASUALTY IN THE RECOVERY POSITION?  HOW DO YOU PLACE A PERSON IN THE RECOVERY POSITION?  WHAT IS THE FIRST AID PROCEDURE FOR SOMEBODY THAT YOU THINK MIGHT BE CHOKING?		WHAT IS THE LINK BETWEEN THE PRIMARY SURVEY AND STARTING CPR?  WHAT IS THE CORRECT TECHNIQUE AND PROCEDURE FOR CPR?  WHAT IS AN AED AND WHERE IS OURS KEPT IN THE ACADEMY?	
K N O W L E D G E										
C A T H O L I C I T Y										
V I R T U E S										

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## TERM 5

**My Relationships: Created to love others**  
**BULLYING, ABUSE & DISCRIMINATION**


S T A T U T O R Y	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	
I N T E N T	Bullying	Abuse	Discriminations	Prejudice	Inclusion
K N O W L E D G E	CAN YOU LIST THE FOUR CHARACTERISTICS OF BULLYING?  HOW MANY OF THE TEN TYPES OF BULLYING CAN YOU REMEMBER?  HOW CAN YOU REACT TO BULLYING?	CAN YOU IDENTIFY THE 4 COMMON TYPES OF ABUSE?  CAN YOU DESCRIBE WARNING SIGNS FOR POTENTIAL ABUSE?  WHAT MIGHT ABUSE WITHIN A ROMANTIC RELATIONSHIP LOOK LIKE?	WHAT IS STEREOTYPING?  HOW CAN STEREOTYPING AFFECT YOUNG PEOPLE?  CAN YOU DEFINE DISCRIMINATION AND PROVIDE A SIMPLE EXAMPLE?	WHAT IS PREJUDICE?  WHAT DIFFERENT FORMS OF PREJUDICE MIGHT PEOPLE FACE?  HOW ARE PEOPLE PROTECTED FROM PREJUDICE IN THE UK?	WHAT DOES AN INCLUSIVE COMMUNITY LOOK LIKE?  HOW CAN A SCHOOL BE INCLUSIVE?
C A T H O L I C I T Y	To recognise that they are responsible for their own behaviour and how to inform their conscience			That everyone is created unique and equal in dignity.	
V I R T U E S	RESPECT & FRIENDSHIP				

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TERM 6  
My World: created to live in communities  
NEXT STEPS



S T A T U T O R Y	A stable careers programme		Addressing the needs of each pupil		Linking curriculum learning to careers	
I N T E N T	Geography Careers	Computing Careers	PE Careers	Performing Arts Careers	Challenging Stereotypes	
K N O W L E D G E	WHICH EMPLOYABILITY SKILL IS OFTEN LINKED TO A GEOGRAPHY BASED CAREER?  CAN YOU LINK ANY GEOGRAPHICAL HAZARDS TO CAREERS?  WHICH TYPES OF ENGINEERING COULD BE LINKED TO GEOGRAPHY?	DO MOST JOBS CONTAIN SOME ELEMENT OF TECHNOLOGY?  CAN SOCIAL MEDIA EXPERTISE LEAD TO A CAREER?  DO SOFTWARE DEVELOPERS NEED TO GO TO UNIVERSITY?	WHAT PE RELATED COURSES CAN YOU STUDY AT SSPP?  WHAT KIND OF COURSES DO UNIVERSITIES OFFER THAT LINK TO PE?  CAN YOU NAME CAREERS THAT LINK DIRECTLY TO PE AND SPORT?	WHAT DO WE MEAN BY THE PERFORMING ARTS?  ARE JOBS IN PERFORMING ARTS JUST FOR PERFORMERS?  WHAT COULD THE NEXT STEPS BE FOR A PERSON WITH A PASSION FOR THE PERFORMING ARTS?	WHAT DO WE MEAN BY GENDER STEREOTYPING?  CAN YOU GIVE EXAMPLES OF GENDER STEREOTYPING WITHIN CAREERS?  WHY IS IT IMPORTANT TO CHALLENGE GENDER STEREOTYPING WITHIN CAREERS?	
C A T H O L I C I T Y	To understand that their uniqueness, value and dignity derive from God and hence, recognise the respect they should have for themselves		Appreciate that everybody has responsibilities towards their local, global and national community and creation		How to express love and care for others through acts of charity	
V I R T U E S	HOPE & LOVE OF LEARNING					