

GREAT Lives: Year 8

Year 8	HT1	HT2	HT3	HT4	HT5	HT6
Topic	Respect	Role of the media	Substance misuse and gambling	Prejudice and discrimination	Economics and Budgeting	Youth Culture – Preparing for the wider world
Why this and why now?	Pupils will discuss and understand that people live different lifestyles and make choices which are different to cultural hegemony. They will also explore historical attitudes to difference and understand the need for a progressive view within our society. This will enable them to revisit key themes from Year 7 as well as the school values whilst providing valuable context for later units of study, including role of the media, prejudice and youth culture.	Pupils will look at the way the media affects society and the positive and negative aspects of it on our lives. It highlights the dangers of the digital world such as airbrushed images in advertising and fake news alongside the opportunities it provides as a career in producing digital content. This will link heavily to respect and the school values.	Pupils will discuss and explore why substance misuse is such a prevalent habit around the world and will be made aware of the dangers, regulations and policies related to substance misuse in order to better inform their own life choices. It provides an opportunity to revisit healthy learning from Year 7. Pupils will look at gambling and it as an addiction. They will look at the different forms of gambling.	Pupils will explore what it means to be 'different', why individualism is a healthy part of life and how we all connect to a multitude of social groups. Pupils will also be made aware of the dangers of disassociation from and disenfranchising from society and discuss how this could be combated.	Pupils will be given a basic introduction to financial management using the award winning Barclays LifeSkills scheme in order to underpin knowledge related to spending, saving and managing money in a responsible way. Many students start to become more aware of costs as they become consumers independent of their parents and are influenced by their peers. Many students look to earn money for the first time during the summer.	Pupils will explore how their opinions of themselves and others can lead to a positive outlook on life. They will discuss factors which could impact negatively on their mental wellbeing and how to overcome these. Pupils will also begin thinking about possible future careers and the benefits they may hold.
What is the essential knowledge that needs to be remembered?	How to maintain appropriate relationships; Ways in which we can show respect to others; Why marriage is considered important to some, and not to others; The many different types of family unit we see in society and how this has changed over time; How sexuality has been seen historically; How sexuality is viewed around the world.	What is meant by the term 'The media'; How we access the media daily; The techniques employed by media conglomerates which encourage us to consume their products; How different minority groups are often represented in the mainstream media.	Pupils will explore the effects of substance misuse on the body. Laws and rules concerning substance misuse; Pupils will look at how the media/influencers in modern day and historically glamourise certain drugs. Pupils will look at alcohol and its effect on the body and the different attitudes towards alcohol. Pupils will look at gambling and its effect.	What extremism and radicalisation are; The effects of extremism and radicalisation on our country and communities; How people cope living with a disability, e.g: life in a wheelchair, with deafness, etc; How to show tolerance and respect to those living with disabilities; What identity is; How we fit together as individuals	Pupils will understand how to recognise negative spending habits and how to budget correctly; Pupils will understand the concept of debt and how this can be managed; Pupils will understand the different types of bank accounts available and the differences between them; Pupils will understand how to weigh up the value of commodities.	Why it is important to be self-aware. What constructive feedback is and why it is important; Why it is important to have positive self-esteem; The dangers of low self-esteem. The challenges and changes we face in our home lives which could affect our mental state as we grow older (death, divorce, separation and new family members); How to look for different types of

				and as part of various social groups		careers (public service/volunteer/commercial/artistic etc.)
What is the assessment intent and how will you assess?	Students will begin with a baseline test, which they will revisit at the end of the academic year to test what they know and what they have learned. Formative assessment in the Do Nows that recall and consolidate prior learning as well as formative RAG at the end of each lesson to ensure their self-awareness as a learner, as well as opportunities for assessment for learning during sessions. Cumulative assessments throughout the year to allow for a holistic result	Formative assessment in the Do Nows that recall and consolidate prior learning as well as formative RAG at the end of each lesson to ensure their self-awareness as a learner, as well as opportunities for assessment for learning during sessions. Cumulative assessments throughout the year to allow for a holistic result	Formative assessment in the Do Nows that recall and consolidate prior learning as well as formative RAG at the end of each lesson to ensure their self-awareness as a learner, as well as opportunities for assessment for learning during sessions. Cumulative assessments throughout the year to allow for a holistic result	Formative assessment in the Do Nows that recall and consolidate prior learning as well as formative RAG at the end of each lesson to ensure their self-awareness as a learner, as well as opportunities for assessment for learning during sessions. Cumulative assessments throughout the year to allow for a holistic result	Formative assessment in the Do Nows that recall and consolidate prior learning as well as formative RAG at the end of each lesson to ensure their self-awareness as a learner, as well as opportunities for assessment for learning during sessions. Cumulative assessments throughout the year to allow for a holistic result	End of year assessment that revisits the baseline as well as including additional questions based on what they have learned throughout the year. Formative assessment in the Do Nows that recall and consolidate prior learning as well as formative RAG at the end of each lesson to ensure their self-awareness as a learner, as well as opportunities for assessment for learning during sessions. Cumulative assessments throughout the year to allow for a holistic result
What should the end point look like?	Discuss sexuality, look at the way perspectives have changed over time and how some people are still very limited by the law and people's viewpoints. Show empathy for others who live in less progressive societies. Demonstrate an awareness of respect and how to be respectful to one another – linking to our GREAT values and why Respect is important. Pupils will also reflect on how their own lives have	Discuss what can be done to ensure we are getting an unbiased account of the things around us. Link the current media focus on celebrity and body issues to their own body image. Explore the treatment of minority groups in the media over time and analyse whether the current treatment of these groups could be seen as acceptable.	Students will be able to articulate the damaging effects of substance misuse and gambling. They will be able to recognise how the media/modern society have become more accepting of some substances and how this is wrong and heightens the issues around substance misuse. Pupils will be able to explain the damaging effects of gambling and its spiralling effect, looking at how this is promoted on different platforms,	Understand and discuss coping with a disability – Life in a wheelchair, with deafness etc. Does a disability make you 'different'? Analyse what it means to self-identify and how we all fit in individually and as part of a group. Develop a deeper understanding of themselves and others around them. Show empathy and tolerance for those who are seen as 'different'.	Create a theoretical budget. Explain different ways debt can be managed. Explain the differences between different types of bank account. Make informed decisions on why some spending may need to be prioritised over other spending. Be able to explain the value of being financially protected.	Explore ways of monitoring their wellbeing and improving their self-esteem. Articulate the way they feel in a constructive and positive way which allows others to monitor wellbeing. Know where to go when they need help with their wellbeing. Examine the benefits of certain careers for the individual and society.

	changed since their last SRE unit.		often targeting young people.			
How does it cover the NC?	<p>PSHE- RSE PSHE Association Programme- R1, R2, R4, R5, R41, R43, L26</p>	<p>PHSE – Living in the wider world; the media portrayal of relationships may not reflect real life and the possible impact of this on people’s expectations of relationships. PSHE Association Programme- L24, L23, R7, H3, H5</p>	<p>PHSE- factual information substances and gambling. PSHE Association Programme- H5, H19, H24, H25, H26, H28, H29, H31</p>	<p>PHSE - Diversity and equality Identify links between values and beliefs, decisions and actions. PSHE Association Programme- R3, R6, R7, R19, R39, R40, R41</p>	<p>PHSE- Living in the wider world. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers. PSHE Association Programme- L15, L16</p>	<p>PHSE – Health and Wellbeing; Living in the wider world. PSHE Association Programme- H2, H4, H10, H13, H30, H31, R2, R13 R19, R20, R22, R23</p>