

Unit of Work Overview: *Refer to detailed schemes of work for full lesson itineraries*

L4L	Year Group: 8	
	PSHE	
Unit Objectives		
1	<p>Relationships and sex education: facts <i>What is contraception?</i> <i>What are HIV and AIDS?</i></p> <p>Relationships and sex education: feelings <i>Why are friends important?</i> <i>What are the different types of relationships?</i></p>	2
3	<p>Emotional wellbeing <i>What happens when we are feeling down?</i> <i>What does resilience mean?</i> <i>Is anybody perfect?</i></p> <p>Risk & safety <i>What is 'risking on purpose'?</i> <i>Can gambling be good?</i> <i>How do I reduce risks?</i></p>	4
5	<p>Planning for the future <i>What do I need to plan for?</i> <i>What opportunities are out there for me?</i></p>	6
Assessing prior learning:		Out of Classroom Learning Experience:
Students would have studied PSHE/sex education in year 7. This scheme of work will be a direct follow on from previous years for continuity and development of their knowledge, understanding and ability to become reflective learners. .		Sikh studies
R		SMSC Opportunities –
Cross –Curricular Links		Social
PLTS		1.Teamwork 2.Peer learning 3.Communication – speaking & listening 4. Leadership tasks, activities and roles
Team Workers		Moral
<ul style="list-style-type: none"> Collaborate with others to work towards common goals Adapt behaviour to suit different roles and situations, including leadership roles Show fairness and consideration to others Provide constructive support and feedback to others. 		1.Concept of Self-discipline to perform and excel 2.Fair Play & Sportsmanship 3.Behaviour & etiquette
Reflective Learners		Cultural
<ul style="list-style-type: none"> Assess themselves and others, identifying opportunities and achievements Set goals with success criteria for their development and work Review progress, acting on the outcomes 		Role Models (non-stereotypes)
		Spiritual
		1.Reflection 2.Path of right and wrong 3.Accepting challenge

<ul style="list-style-type: none"> • Invite feedback and deal positively with praise, setbacks and criticism • Evaluate experiences and learning to inform future progress 	<p>4. Encourage pupils to relate their learning to a wider frame of reference - for example, asking 'why?' 'how?' and 'where?' as well as 'what?'</p> <p>5. Team building – Motivation, determination and character building</p>
<p>AFL/ Extended writing Tasks –</p>	<p>Literacy</p>
<p>Extended written task to be completed each term which is to be specific to the topic that has been studied. Written tasks to be specific to reflective thinking.</p>	<p>Literacy- Correct terminology of Key words opposite. Making correct observations in discussion work. Basic analysis of discussion in comparison of own and others opinions. Development of higher level questioning. Students to become more independent in their thinking and analysis of how to articulate thoughts and discussion.</p>
<p>R Numeracy</p>	<p>Practical Work</p>
	<p>Group and class discussions Role plays Scenarios</p>