

YEAR 8

THEME: Relationships (RSHE)			
Lesson	Topic	What pupils will learn	Key vocabulary
1	Prejudice and discrimination	Prejudice and discrimination: what they mean and how they link to the Equality Act 2010 and protected characteristics. Impact on relationships: exclusion, unfair treatment, damaged trust. Peer influence: how peer pressure and group think can encourage discrimination. Support available: friends, trusted adults, school systems.	Prejudice and discrimination, protected characteristics, relationships, exclusion, peer pressure
2	Gender stereotypes, prejudice and discrimination in relation to the Equality Act of 2010. Lesson 1 of 2.	Stereotypes: oversimplified/generalised ideas about people (race, gender, age, religion, etc.). Why stereotypes are inaccurate and harmful. Gender stereotypes: rigid beliefs about how men, women, and non-binary people should look or behave. Historical and cultural examples of gender inequality. Forms of prejudice/discrimination: racism, sexism, homophobia, biphobia, transphobia. Being an ally: supporting LGBTQ+ communities and challenging discrimination	Stereotypes, Prejudice and discrimination, gender, inequality, racism, sexism, homophobia, biphobia, transphobia
3	Gender stereotypes, prejudice and discrimination in relation to the Equality Act of 2010. Lesson 2 of 2.	Continuation and consolidation: deeper exploration of stereotypes across society (media, education, workplaces). Impact on individuals and communities: reduced opportunities, negative self-image, exclusion. Challenging stereotypes: respectful discussion, active allyship, using the Equality Act as protection	As above
4	Confidence, self worth and body confidence and how it affects us as people.	Key concepts: confidence, self-worth, self-esteem, resilience. Body confidence: how appearance ideals are shaped by stereotypes and media. Social media influence: impact of selfies, filters, likes, comparison culture. Resilience strategies: recognising strengths, challenging unrealistic expectations.	confidence, self-worth, self-esteem, resilience, selfies, culture
5	Develop realistic and healthy relationship values and expectations. Also we are learning how to challenge unrealistic relationship expectations.	Healthy relationships: based on respect, trust, equality, and communication. Unhealthy expectations: control, unrealistic ideals, pressure to conform. Challenging unrealistic expectations: critical thinking, recognising media influence, valuing individuality.	respect, trust, equality, and communication. Unhealthy expectations: control, unrealistic ideals, pressure, media, individuality
6	Common assumptions related to consent	Consent revisited: clear, informed, freely given, ongoing, and reversible. Common assumptions: "we're friends, so it's ok" / "no means yes" — why these are harmful. Practical skills: saying no, recognising when consent isn't present, asking respectfully. Consequences: emotional, legal, ethical	Consent, clear, informed, freely given, ongoing, and reversible, Consequences, emotional, legal, ethical, respect
7	Youth produced imagery and associated risks including Sextortion.	Youth-produced imagery (sharing nudes/sexting): what it is and why young people share it. Risks: loss of control, sharing without consent, blackmail/sextortion. Signs of sextortion: threats, pressure, secrecy. Support: school staff, CEOP, Childline, trusted adults.	consent, blackmail/sextortion. sextortion: threats, pressure, secrecy

THEME:	Health and Wellbeing		
1	Substances along with the pressures related to drug use.	Students will understand that substances such as caffeine, tobacco, e-cigarettes and alcohol affect the body and brain in different ways, including short- and long-term health risks. They will know that caffeine is a stimulant, nicotine is addictive and alcohol is a legal drug that can cause harm, particularly to young people. Students will understand that most young people do not regularly drink alcohol and will be able to explain why alcohol use among young people is declining, including changing attitudes, increased health awareness and social norms. They will recognise how peer pressure, media and social expectations can influence choices and increase risk.	Substances, caffeine, tobacco, e-cigarettes and alcohol, addictive, attitudes, peer pressure, social expectations
2	Medicinal, recreational and over the counter drugs along with how using these can become habit	Students will understand the differences between medicinal drugs, over-the-counter medicines, recreational drugs and illegal substances, including their intended use, effects and risks. They will know that medicines are designed to help when used correctly but can cause harm if misused, and that illegal drugs can have serious physical, mental and social consequences. Students will understand how substance use can develop into habits or dependence through repetition and reward, and why stopping use can be difficult.	Drugs, recreational, illegal, physical, mental, social consequences, misused, addictive
3	Influences and consequences that might affect decisions relating to vaping.	Students will understand how influences such as peers, social media, advertising and marketing can shape attitudes and behaviours towards vaping. They will know that many vapes contain nicotine, which is addictive, and that vaping can have health consequences and environmental impacts, including waste and pollution. Students will be able to identify common misconceptions about vaping, recognise that not all young people vape, and understand strategies for challenging pressure, misinformation and unhealthy influences.	Addictive, vaping, consequences, environmental, misconceptions, misinformation
4	Attitudes to mental health and challenging misconceptions	Students will understand that mental health is an essential part of overall health and is closely linked to physical wellbeing. They will know that mental health difficulties are common and can affect anyone, and that stigma, prejudice and discriminatory language can cause harm and prevent people from seeking help. Students will be able to identify and challenge common misconceptions about mental health and understand the importance of respectful attitudes and inclusive behaviour.	physical, mental, social. Health, wellbeing, stigma, prejudice, discriminatory
5	Ways to promote emotional wellbeing and how to build resilience or how to reframe disappointments and setbacks	Students will understand the factors that affect emotional wellbeing, including relationships, lifestyle, stress and life experiences. They will know practical ways to promote emotional wellbeing and build resilience, such as self-care, seeking support and using coping strategies. Students will understand that setbacks and disappointments are a normal part of life and will be able to reframe challenges positively, recognising how learning from difficulties supports personal growth and long-term wellbeing.	physical, mental, social, resilience, wellbeing, health,
THEME:	Thriving in the modern world		
1	Difference between a job and a career.	Define job and career and explain the differences (short-term employment vs long-term progression and development). Explore examples of different jobs within one career pathway. Understand how education, training and experience contribute to career progression. Identify and challenge stereotypes relating to education routes (e.g. university vs apprenticeships) and different types of work. Recognise that career pathways are not always linear and can change over time. To list different jobs and careers. To identify and challenge stereotypes relating to education and work	Job, career, education, stereotypes, university, apprenticeships

2	The importance of community and volunteering.	Define what a community is (local, school, national, global). Explore the benefits of belonging to a community. Understand what volunteering is and why people volunteer. Recognise how volunteering develops employability skills and personal wellbeing. Identify local, national and global volunteering opportunities. Understand how active citizenship contributes to a fair society	Community, volunteer, employability, local, national, society
3	Understanding of equality and equity in jobs and careers	Define equality and equity and explain the difference between them. Explore real-life examples in education and workplaces. Understand how equity may involve additional support or adjustments. Recognise laws that protect individuals from discrimination in the workplace (age-appropriate overview). Discuss why fair treatment benefits individuals, businesses and society.	Equality, equity, workplace, discrimination
4	How to stay safe online and evaluate the reliability of digital media.	Understand how digital media can influence opinions and behaviour. Learn how to assess reliability of online sources (fact-checking, bias, misinformation). Recognise online risks including cyberbullying, phishing and scams. Understand digital footprints and long-term consequences of online behaviour. Develop strategies for staying safe and reporting concerns.	Media, influence, reliable, bias, misinformation, phishing, scams, cyberbullying
5	Gambling risks in online games and make informed choices.	Define gambling and recognise different forms (online betting, gaming features, loot boxes). Understand how gambling companies use psychological “hooks” (rewards, near-misses, targeted ads). Explore risks associated with gambling, including addiction and financial harm. Recognise links between gaming and gambling-style mechanics. Develop strategies to resist pressure and know where to seek help	Gambling, hooks, rewards, gaming, risk