

WHAT ARE THE BIG AIMS OF YEAR 8?

For pupils to:

- understand risk in the context of alcohol and tobacco use, the effects alcohol and tobacco and to develop strategies for dealing with peer influence; to understand facts and law about alcohol and tobacco
- understand that everyone belongs to several different types of community
- identify the factors that contribute to a person's identity' to enable learners to understand the nature of discrimination, how it feels to be discriminated against and their responsibilities towards those who are being discriminated against
- raise awareness of digital safety issues
- develop strategies to sagely manage their online lives
- explore the nature of emotional and mental health; develop strategies for safeguarding own emotional and mental health; understand what services are available and be able to access them independently.
- understand how to manage change
- reframe response to failure
- empower learners to make informed and appropriate choices as consumers

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 8?

- Pupils can apply/recall knowledge in crunch situations e.g. being offered drugs/tobacco
- **Pupils make a positive contribution to their community**
- Pupils safely identify and confidently challenge discrimination/stereotyping
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WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- Effects/risks of smoking and consequences
- Benefits of not drinking alcohol (or delaying the age at which to start)
- Recognise influence of peers and techniques to resist them
- To understand what is meant by identity/diversity/values
- Recognise ways to positively promote community cohesion
- Understand what is meant by discrimination and recognise our responsibility to challenge it
- what is meant by 'digital footprint'
- laws protecting people's online data, their privacy and protection from harassment
- recognise the pressure for online popularity/acceptance can create and potential implications
- knowledge of ways to protect financial security online
- understand value of money and identify relationship between costs/benefits

WHAT SKILLS/Attributes DO THE PUPILS NEED TO DEVELOP?

- Managing risk
- Critical thinking
- Managing peer influence
- Assertiveness/challenging stereotypes
- Clarifying own values
- Formulating questions
- Recalling and applying knowledge in new situations – knowledge of effects of tobacco, alcohol, substance misuse in 'crunch' moments

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

- Safety of tobacco, alcohol and illegal substances
- E-cigarettes and safety

- Consequences relating to possession or supplying tobacco, alcohol and other substances
- Perception of peers in relation to tobacco, alcohol and other substances
- Roles of gender in society
- Stereotypes relating to career choices/pathways
- Rights and responsibilities as consumers

WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?

It would be inappropriate for assessment in PSHE education to be about levels or grades, passing or failing. Assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares the pupil's results against his or her previous. In order for us to measure progress that has been made we need to measure this against the pupil's own starting point, not a criteria. This gives us the following model for assessing any learning in PSHE education:

Baseline Assessment - we cannot make any assumptions based on pupils' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. Therefore it is vital that we carry out a baseline assessment before we teach anything new e.g. questioning, discussion, responding to a scenario, a continuum etc.

Assessment for and of Learning - At the end of the lesson or series of lessons, pupils should have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity. Possibly the simplest and most effective way of demonstrating progress is to either repeat, or better still revisit, the original baseline activity.