



Year 8 Content

	Learning Intentions	Success Criteria
Equality	<p>Young people demonstrate respect and understanding for people of all sexual orientations.</p> <p>Young people learn that bullying and harassment of LGBT peers is not tolerated.</p>	<p>I understand that every individual is unique, and that people of all sexualities deserve recognition and respect.</p> <p>I understand the different contexts of relationships including marriage.</p> <p>I am building skills and confidence to challenge bullying or harassment of LGBT people.</p>
Child development	<p>Young people understand the role and challenges of being a parent/carer.</p> <p>Young people understand the importance of nurture in a child's development.</p>	<p>I can discuss the skills and qualities of a parent/carer.</p> <p>I can talk about what a parent/carer does to make sure their child is healthy, happy and safe.</p>
The best start in life	<p>Young people understand the role and responsibilities of a parent/carer.</p> <p>Young people learn about the importance of finding and seeking help and support as a parent.</p>	<p>I can talk about what a parent/carer does to make sure their child is healthy, happy and safe.</p> <p>I recognise the benefits of breastfeeding for both the mother and baby.</p> <p>I can discuss some of the challenges of being a parent/carer and how to seek local help and support.</p>
Being a parent/carer	<p>Young people understand the role of a parent/carer.</p> <p>Young people understand the challenges of being a parent/carer.</p> <p>Young people can explain the short and long-term impact of parenthood, for example, joy, commitment, financial implications, anxiety, physical demands.</p>	<p>I can discuss some of the challenges of being a parent/carer and how to seek local help and support.</p> <p>I can begin to think about the type of parent/carer I would be.</p>
Unhealthy relationships	<p>Young people explore signs of abusive relationships and propose a range of strategies for accessing help.</p>	<p>I can identify the signs of unhealthy relationship.</p> <p>I can talk about my right to be safe in intimate and sexual relationships.</p> <p>I can name sources of information, help and support.</p>

<p>Unhealthy Behaviour in Relationships</p>	<p>Young people understand the law protects them from abuse in relationships.</p> <p>Young people explain the impact an imbalance of power can have on relationships, including sexual relationships, for example, consent, coercion, responsibility for actions and decisions.</p>	<p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse.</p> <p>I can recognise that power can exist within relationships and can be used positively as well as negatively.</p>
<p>Getting pregnant; myths and facts</p>	<p>Young people are given basic knowledge about conception.</p> <p>Myths or false information is challenged.</p>	<p>I can describe how pregnancy occurs.</p> <p>I can challenge myths about conception/ getting pregnant.</p>
<p>Choices about contraception</p>	<p>Young people understand the reasons why contraception may be used.</p> <p>Young people learn how to access local sexual health services, information and advice.</p>	<p>I can explain what contraception is.</p> <p>I can name the main methods of contraception a young person might use.</p> <p>I know how to access information and advice from sexual health services.</p>
<p>Condoms</p>	<p>Young people understand the reasons why condoms may be used.</p>	<p>I can explain what a condom is used for.</p> <p>I know how to use condoms.</p>
<p>Sexual health: getting help and support</p>	<p>Young people will learn about the key elements of sexual health service provision, including how confidentiality works.</p> <p>Young people will learn how to access local sexual health services, information and advice.</p>	<p>I understand the benefits of regular sexual health checks when I am sexually active.</p> <p>I can describe how to access sexual health services.</p> <p>I can explain how confidentiality works.</p>
<p>Healthy Relationships</p>	<p>Young people will learn about the features of healthy and unhealthy relationships.</p> <p>Young people will learn how to negotiate and communicate assertively</p>	<p>I can describe the features of a healthy relationship and recognise the signs of an unhealthy relationship.</p> <p>I can explain when it is appropriate to negotiate in a relationship and when it is necessary to assert my values.</p> <p>I can recognise when someone needs help managing unhealthy relationships or risky online behaviours.</p> <p>I can describe ways to access support.</p>
<p>Respectful Relationships</p>	<p>Young people define cyberbullying and recognise examples of it.</p> <p>Young people recognise how their actions impact on others.</p> <p>Young people will learn about the bystander effect.</p>	<p>I know what cyberbullying is and can give examples.</p> <p>I can explain the bystander effect and recognise the need to challenge bullying behaviour.</p>
<p>Attitudes to mental health</p>	<p>Young people learn about attitudes to mental health and challenges misconceptions.</p>	<p>I can evaluate the links between mental health and physical health.</p> <p>I can identify common misconceptions about mental health.</p> <p>I can recognise and challenge prejudice and discriminatory language and behaviour, in relation to mental health.</p>

<p>Promoting emotional wellbeing</p>	<p>Young people learn ways to promote emotional wellbeing.</p> <p>Young people learn to build resilience and how to reframe disappointments and setbacks.</p>	<p>I can discuss the skills and qualities of a parent/carer.</p> <p>I can talk about what a parent/carer does to make sure their child is healthy, happy and safe.</p>
<p>Digital resilience</p>	<p>Young people understand the impact of social media on mental health and emotional wellbeing.</p> <p>Young people learn strategies to develop digital resilience.</p>	<p>I can evaluate the positive and negative impact of social media on emotional wellbeing.</p> <p>I can analyse the reasons people post and look at online images and the impact this can have on self-esteem and body image.</p> <p>I can describe strategies to promote emotional wellbeing online.</p>
<p>Unhealthy coping strategies</p>	<p>Young people learn about unhealthy coping strategies, including self-harm and eating disorders.</p> <p>Young people recognise why, when and how to access support for themselves or others.</p>	<p>I can explain why self-harm and eating disorders are unhealthy coping strategies.</p> <p>I can recognise misconceptions about unhealthy coping strategies.</p> <p>I can recognise warning signs of emotional difficulties and explain why, when and how to seek help for myself or others.</p>
<p>Healthy coping strategies</p>	<p>Young people explore healthy ways to manage difficult feelings or challenging circumstances.</p>	<p>I can recognise circumstances leading to intense emotions that may be difficult to manage.</p> <p>I can explain a range of positive strategies for managing difficult emotions.</p> <p>I can assess whom, how and why to ask for support when its needed.</p>
<p>Change, loss, grief</p>	<p>Young people learn about the effects of change, loss and grief.</p> <p>Young people learn strategies for managing these and accessing support.</p>	<p>I can describe how change, including loss and bereavement, can affect people in different ways.</p> <p>I can explain what grief is and how different people might grieve.</p> <p>I can identify strategies to help manage change, loss or bereavement and support others who are grieving.</p> <p>I can explain why, when and how to access support for themselves or others.</p>