

Year 8 Curriculum Map PSHE		
PSHE Vision	PSHE develops confident, compassionate and responsible young people who are prepared for life in modern Britain. Through learning about health and wellbeing, relationships, and life in the wider world, students build the knowledge, character and skills needed to make informed decisions, respect others and thrive in education, employment and adult life. Rooted in our Church of England ethos, we promote integrity, inclusion and the intrinsic value of every individual.	
End Points	Recall - To identify and define key PSHE knowledge, vocabulary and concepts. - To recall accurate information about health, relationships, diversity, online safety and life in modern Britain. Explain - To explain how personal choices, relationships and social influences can affect wellbeing, opportunities and future outcomes. - To provide reasons and examples when discussing personal, social, ethical and safeguarding issues. Apply - To apply PSHE knowledge and skills to a range of real-life and increasingly complex situations. - To demonstrate communication, resilience, empathy and critical thinking when making decisions and managing risk. Evaluate - To consider different viewpoints and evaluate the influence of individuals, media and society on beliefs, attitudes and behaviours. - To justify opinions using evidence, reasoning and personal reflection.	
Key concepts and domains of knowledge in PSHE	Domains of Knowledge - Personal Development (identity, resilience, wellbeing) - Health and Safety (physical health, mental health, risk and first aid) - Relationships (communication, empathy, respect and consent) - Citizenship and Community (rights, responsibilities, diversity and inclusion) - Careers and Future Pathways (aspirations, skills and employability) - Digital Citizenship (online safety, digital footprints and responsible technology use)	Key Concepts (content) - Identity - Respect - Responsibility - Safety - Resilience - Wellbeing - Relationships - Equality - Community - Aspirations - Decision Making - Digital Citizenship - Mental Wellbeing - Emotional Literacy

Term	Autumn Term	Spring Term	Summer Term
Topics	Health and Wellbeing	Relationships	Living in the wider World
Key concept in each topic	- Wellbeing - Safety - Responsibility - Resilience	- Respect - Empathy - Communication - Consent	- Identity - Aspirations - Responsibility - Digital Citizenship
Domain of Knowledge in each topic	Knowledge about physical health, disease prevention, personal hygiene, body image and factors that affect mental wellbeing. Understanding of risk and safety relating to gambling, alcohol, FGM, forced marriage and other behaviours that may impact health and wellbeing.	Knowledge about diversity, protected characteristics, sexuality, gender identity, consent and healthy relationships. Understanding of how discrimination, bullying, loss, change and exploitation can affect individuals and communities. Skills and application including respectful communication, challenging prejudice, recognising	Knowledge about future pathways, leadership, financial literacy and responsible participation in society. Understanding of how media, technology and online content can influence opinions, decisions and behaviour.

	Skills and application for managing emotions, making informed choices, seeking support when needed and protecting personal health and safety.	harmful behaviours and accessing support when needed.	Skills and application for evaluating information, managing finances, developing leadership skills and making informed choices about future opportunities.
End point	Students can: - Identify factors that contribute to positive physical and mental health. - Explain the risks associated with alcohol, gambling, FGM and forced marriage. - Describe strategies for managing strong emotions and maintaining wellbeing. - Apply knowledge to make informed decisions about their health and personal safety.	Students can: - Identify different forms of bullying, discrimination and harmful behaviour. - Explain the importance of equality, respect and consent. - Describe how people may be affected by change, loss and social pressures. - Apply strategies to maintain safe, respectful and inclusive relationships.	Students can: - Identify factors that influence KS4 option choices and future aspirations. - Explain how media and technology can shape opinions and perceptions. - Describe strategies for budgeting, saving and managing money responsibly. - Evaluate online information critically and make informed decisions about future opportunities.
Knowledge and understanding	Develop Knowledge Students will understand factors that influence physical and mental wellbeing, including body image, personal hygiene, disease prevention and emotional health. Understand the Impact Students will explain how health-related choices and risk-taking behaviours can affect wellbeing, safety and future outcomes. Make Connections Students will apply strategies for managing emotions, reducing risk, seeking support and maintaining their physical and mental wellbeing.	Develop Knowledge Students will understand the importance of respect, equality and inclusion within relationships and wider society. Understand the Impact Students will explain how bullying, discrimination, online exploitation, bereavement and social pressures can affect wellbeing and relationships. Make Connections Students will apply strategies to build positive relationships, challenge discrimination, stay safe online and respond appropriately to difficult situations.	Develop Knowledge Students will understand the skills, qualities and knowledge needed to make informed choices about their future education, finances and online engagement. Understand the Impact Students will explain how financial decisions, leadership behaviours and digital media can influence opportunities, relationships and future outcomes. Make Connections Students will evaluate information critically, apply financial literacy skills and make informed decisions about their future pathways and digital presence.
Assessment	PSHE is assessed formatively throughout the curriculum to evaluate students' developing knowledge, understanding and application of learning. As the subject focuses on personal development, decision-making and preparation for life, assessment is used to inform teaching rather than assign summative grades. Through retrieval practice, questioning, discussion, reflection and self-evaluation, teachers identify students' understanding, address misconceptions and support progression towards the curriculum end points. This approach reflects the principles of statutory RSHE guidance and enables students to apply their learning confidently in a range of real-life contexts, preparing them to become well-rounded, responsible and resilient individuals who are ready to thrive beyond school. Formative assessment takes place through a range of activities including retrieval quizzes; targeted questioning; discussions and reflection activities and exit tickets.		