Year 8 - PSHE and Citizenship

Our program seeks to enable our **students to become healthy, independent and responsible members of society**. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

	Content	Assessment	What can a parent do to support?
Topic 1 Mental Health	**Attitudes** to mental health and misconceptions **Ways** to promote emotional wellbeing **The impact** of social media on mental health and emotional wellbeing **Unhealthy** coping strategies **Healthy** ways to manage difficult feelings or challenging circumstances **Ways** to deal with change, loss, grief	There is no formal assessment in PSHE and Citizenship. Assessment is ongoing during lessons, ensuring that students understand topics covered and are able to participate fully in classroom activities. The emphasis of the curriculum is on thinking, discussion, debate and challenge to ensure all students are able to leave school with an understanding of the world and their rights and responsibilities within it.	Ask your child what they are studying and encourage them to express their views. Watch the news as a family and talk about some of the issues that link to the PSHE topics. Encourage your child to be aware of what is happening in the local community and understand difficulties that people face. Talk through the increasing freedoms your child has as they get older and agree what their rights and responsibilities are Be aware of some of the peer pressures on children and support them to make informed choices Check internet security settings in the house are appropriate and monitor your child's use.
Topic 2 RSHE (10:10 resources)	**Created** and chosen (session 1) **Appreciating** differences (session 2) **Feelings** (session 3) **Before** I was born (session 4) **Tough** relationships (session 5)		
Topic 3 IAG	**Describing** interests and drawing connections between interests and career options **Explaining** how employers recruit people and identifying information that goes into each section of a CV **Drawing** connections between their skills, abilities and interests to formulate realistic goals for the future **Defining** what success means and reflecting on own successes to set goals for future successes		
Topic 4 Crime	**Understanding** the legal system in the UK, different sources of law and how the law helps society deal with complex problems **Identifying** criminal and civil crimes **Explaining** the differences between a Magistrate's and a Crown court Understanding legal rights after arrest **Understanding** the differences between a Youth Court and an adult court **Understanding** who runs the UK **Understanding** what MPs do **Understanding** why voting is important		

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