



## Personal Development 2024 Overview – Year 8

To enable you to support and consolidate your child's learning and continue these vital conversations at home, please see the overview below.

AUTUMN HALF TERM 1 : DRUGS AND ALCOHOL	
<b>Introduction to Personal Development</b>	This introductory lessons focuses on understanding Personal Development and its importance. Within this introductory lesson the class with teacher support will establish the ground rules for Personal Development lessons considering that sensitive topics will be addressed. This lesson addresses Safeguarding and Support at SARCHS.
<b>Caffeine</b>	This is the first of three lessons for lower key stage 3, providing age-appropriate knowledge about substance use and the understanding and skills to manage influences young people experience in relation to smoking/vaping, alcohol and other drugs. This lesson introduces concepts of substance use through a focus on the risks and effects of caffeine consumption.
<b>Smoking/Vaping</b>	This is the second of three lessons focusing on specific risks relating to tobacco and nicotine product use. In addition this lesson explores the consequences of vaping and the strategies to manage influences that might impact young people's behaviour relating to smoking/vaping.
AUTUMN HALF TERM 2 : DIVERSITY	
An additional lesson was added to autumn 1 to address the UK Riots.	
<b>Alcohol &amp; Risk</b>	This lesson focuses on specific risks relating to alcohol use and challenges some of the perceived social norms about drinking alcohol.
<b>Anti-Bullying –Theme for 2024 – Choose Respect</b>	This Anti-Bullying Week pupils will explore and define the concept of respect, including its importance in maintaining positive relationships, how it interlinks with bullying, and how it influences interactions, particularly when disagreements occur. Pupils will identify and practice strategies for managing conflicts and disagreements respectfully, emphasising how to avoid bullying behaviours and maintain constructive communication. Pupils will learn how to recognise and address disrespectful behaviour, including how to support others who are being disrespected, and promote a culture of respect in various settings, including online and in person interactions.
<b>Appreciating differences</b>	Building on the teaching that our deepest identity is in God, students will learn about male/female differences including issues such as gender stereotypes, gender identity and gender dysphoria. Students will understand that equality is of great importance, and that we should celebrate our uniqueness. Students will learn about different perspectives regarding gender and transgender

<p><b>#I'm with Sam</b></p>	<p>identity and they will know that bullying and marginalising others is always wrong because every person is a child of God, worthy of love.</p> <p>The lesson looks at raising awareness of people with learning disabilities and autism as part of a diverse society, asks pupils to reflect on the impact of ways in which people with learning disabilities and autism are perceived, judged, described and treated, and explores ways to question, challenge and change these discriminatory behaviours.</p>
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SPRING HALF TERM 1 : COMMUNITY & CAREERS	
<p><b>Identifying strengths and weaknesses</b></p> <p><b>What employers look for</b></p> <p><b>British Values – focus on Tolerance and Mutual Respect</b></p>	<p>Lesson 1 addresses the difference between personal qualities and academic strengths. Pupils will set three targets for the new academic year, outlining how they hope to achieve each one. Pupils will also explore and describe their personal qualities.</p> <p>Lesson 2 focuses on what employers are looking for. Pupils will identify the skills, qualities and qualifications employers are looking for. Pupils will address how they are able to develop these skills further.</p> <p>Pupils will cover two of the British Values in lesson 3, looking at how in school and in wider society we can show respect and tolerance. Within this pupils will cover the importance of these values.</p>

SPRING HALF TERM 2 : EMOTIONAL WELLBEING	
<p><b>Snapchat</b></p> <p><b>Attitudes towards mental health</b></p> <p><b>Promoting Emotional Wellbeing</b></p>	<p>This lesson provides pupils with the knowledge and understanding to be able to use Snapchat responsibly, recognise potential risks, and know how to protect our digital wellbeing.</p> <p>This lesson explores mental health and emotional wellbeing. Within the content we will address and examine the misconceptions and attitude surrounding mental health.</p> <p>This lessons continues to explore mental health and emotional wellbeing. This time focusing on how young people can maintain daily wellbeing, through a range of resilience-building strategies.</p>

SUMMER HALF TERM 1: IDENTITY & RELATIONSHIPS	
<p><b>Created and Chosen</b></p>	<p>This foundational session helps pupils in Year 8 to develop an appreciation that our deepest identity is found in God. Pupils will learn that science proves our uniqueness and becoming aware of it can help us to open up to God who is the ground of our being and the One who loves us.</p>

<b>Healthy Relationships</b>	This lesson focuses on empowering and supporting young people as they develop relationships. This lesson explores the features of healthy relationships, including respecting people's rights, personal boundary setting, and seeking support.
<b>Rights in Relationships</b>	The final lesson explores the key concept of human rights and their importance in our lives and relationships. Pupils will assess whether specific human rights have been broken in different relationship situations, where they can get support if they feel their rights are being broken. Finally, pupils will be able to explain the factors that make it hard to uphold the rights in relationships and analyse how to overcome these.

<b>SUMMER HALF TERM 2: PERSONAL SAFETY</b>	
<b>Water Safety</b>	Pupils will explore water safety, focusing on the dangers of open water swimming.
<b>Basic First Aid</b>	This lesson is designed to teach pupils about basic life support. They'll learn how to do the primary survey, the recovery position, CPR, and how to use an AED.
<b>Asthma</b>	Pupils will be able to identify a casualty who is having an asthma attack. Pupils will then be able to provide suitable first aid, understanding where to get medical support from.
<b>Evaluation</b>	Pupils will provide feedback on the 2024-2025 PD curriculum, as well as voice additional topics they would like to see covered.