

WMA - Learning for Life						
Curriculum Plan – Y8						
	HT1	HT2	HT3	HT4	HT5	HT6
Topic Title	First Aid	Health and wellbeing	Careers	Discrimination	Sexual health	Managing Finances
Topic Overview: Students will be able to...	Students will be able to respond confidently in an emergency situation (basic first aid).	Students will be able to understand the difference between legal and illegal drugs, including alcohol, tobacco and caffeine. Their risks when misused and pressures relating to drug use.	Students will be able to understand the equality of opportunity in careers and life choices, and different types and patterns of work.	Students will be able to explain what is meant by discrimination and how it is demonstrated in society.	Students will be able to confidently explain what consent is, assess the various types of contraception, the risks of STIs, and attitudes to pornography	Students will be able to explain a variety of financial risks and rewards, and about protecting yourself (insurance) and gambling hooks.
Prior Learning: Pupils are already able to...	Students should already know <ul style="list-style-type: none"> • about personal safety strategies and travel safety, e.g. road, rail and water • how to respond in an emergency situation ie in event of a fire alarm and lockdown and dial 999 • basic first aid - how to use a plaster, how to call for help 	Students should already know <ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, physical exercise and sleep - linked to Food Technology and PE • how to manage influences relating to caffeine, smoking and alcohol. 	Students should already know <ul style="list-style-type: none"> • what is meant by a career • how to aim for a work life balance • what they are interested in and their aims. 	Students should already know <ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • how to recognise the signs and effects of all types of bullying, including online • strategies to safely respond to and challenge discrimination in terms of banter vs bullying • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups 	Students should already know <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships and family relationships and factors which can affect them • about the importance of trust in friendships and factors that can undermine or build trust • about the qualities and behaviours they should expect and exhibit in friendship and family relationships 	Students should already know <ul style="list-style-type: none"> • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about spending and budgeting • about saving and interest
Golden Knowledge	<p>Lesson 1 Allergic reactions: Treatment - auto-injector in the thigh for 10 sec Asthma: Treatment - inhaler, one to two puffs every 2 minutes. Up to 10 puffs.</p> <p>Lesson 2 Primary Survey – DRSABC (check for danger, check for response, shout for help, open the airway, check for breathing, check for bleeding (circulation). If you get no response you have 2 choices – recovery position (if breathing normally) or CPR (if not breathing normally).</p> <p>Lesson 3 CPR – Rate of 100-120 compressions per minute (roughly 2 per second) Depth of 5-6cms. Don't stop (unless too tired or told to do so).</p> <p>Lesson 4 Choking: Treatment - up to 5 abdominal thrusts (up and inwards), up to 5 back slaps. Serious Bleeding: Treatment - apply pressure, do not remove any object stuck in the wound. Nose bleed - pinch soft part of the nose, lean forwards, 10 minutes Shock – lie them down, feet raised</p>	<p>Lesson 1 What are the risks associated with having too much caffeine? What are the strategies to reduce caffeine intake?</p> <p>Lesson 2 What are the physical, emotional and social risks associated with tobacco and e-cigarette use? What are the strategies for managing peer influences in situations involving tobacco and e-cigarette?</p> <p>Lesson 3 What are the short and long term effects of alcohol misuse? What are the strategies to manage influence on alcohol use?</p>	<p>Lesson 1 What is a CV and how is it written?</p> <p>Lesson 2 What is success and how can it be measured?</p> <p>Lesson 3 What are the challenges and rewards of work?</p> <p>Lesson 4 What is a green career? What is a sustainable career?</p>	<p>Lesson 1 Is sexuality a choice? What is homophobia? What does it look like?</p> <p>Lesson 2 What is gender and age discrimination? What is religious and race discrimination? What does it look like? How can we prevent it?</p> <p>Lesson 3 What is disability discrimination? What is socioeconomic discrimination? What does it look like? How can we prevent it?</p>	<p>Lesson 1 What is consent? What are the two main benefits of using a condom?</p> <p>Lesson 2 What are the different types of contraception?</p> <p>Lesson 3 What are the different types of STI's? What are the risks associated with STI's?</p> <p>Lesson 4 What is pornography? What are the risks associated with pornography?</p>	<p>Lesson 1 What are the different types of financial risk? What are the different types of financial rewards? What is a budget? Why is a budget useful?</p> <p>Lesson 2 What are the different ways to protect yourself financially?</p> <p>Lesson 3 What are the different types of gambling? What are the risks associated with gambling?</p>

Transferrable Knowledge	Being able to develop leadership skills. The ability to remain calm in an emergency situation. Being able to deal with various scenarios presented to them. The development of team work and communication skills when dealing with a real-life scenario.	Resisting peer pressure. Being able to weigh up the pros and cons of choosing to do something or not. The ability to apply an understanding of the British Value - Rule of Law (the law around illegal drugs). Being able to evaluate the consequences of your actions.	The ability to use Microsoft office/gain a reasonable amount of digital literacy. The ability to apply an understanding of the British Value – Individual liberty (understanding that they have the right to make their own choices with regards to their futures). The ability to improve their self-confidence and communication via practicing interview questions. The ability to set realistic and achievable targets which will help to develop self-discipline and self-motivation.	Tolerance and understanding of people from different backgrounds. How to consider different points of view and reach a justified conclusion upon consideration of different backgrounds. The ability to apply an understanding of the British Value - Rule of Law (Equality Act 2010). The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others. Cultural capital – being able to contribute to ‘getting on in life. Having the ability to talk to people from different social groups.	The ability to recognise when relationships are unhealthy. The ability to recognise sexual harassment and to be clear on how to report this. How consent can be communicated and recognised and how sexual pressure can be managed and choices to delay intimacy. The ability to recognise the characteristics of healthy relationships.	The ability to recognise how to stay safe online. To develop an increased knowledge of new technologies e.g. “bank blocking”. To develop an understanding of various online currencies. Having the ability to weigh up the pros and cons of various options (including insurance and investment schemes as well as various gambling options).
Key Vocabulary pupils will know and learn	Conscious casualty, unconscious casualty, recovery position, CPR, rescue breaths, choking, heart attack, allergies, shock	Legal, illegal, alcohol, tobacco, dependency, addiction, nicotine, substance	Careers, future, goal setting, employment, discrimination, equality, skills, qualities, interests, employability, green career, sustainable degree	Discrimination, equality, diversity, racism, sexism, homophobia, biphobia, transphobia	Consent, contraception, sexually transmitted diseases, sexual harassment, intimacy, respect, unprotected sex, condoms, pornography	Risk, reward, insurance, gambling, protection
Why are students learning this now at this point in the curriculum?	In Year 8 students are beginning to have growing independence in their social life and will be faced with more independent situations in the real world.	In Year 8 we want students to make informed decisions about legal and illegal drug use – we know that in Year 8 students are more likely to be socialising with older students who may themselves be misusing drugs and alcohol. It is also important that students are taught the strategies to resist peer pressure as their peers become increasingly influential.	This topic provides students with information on life after education – it helps them in planning and setting future goals and gives them an understanding that a standard 9-5 working pattern is not the only way to work and encourages them to have aspirations. In Year 8 this is timely as it allows discussions to take place before choosing options and as students begin to discuss next steps.	In Year 8 students begin to explore their relationships in terms of sexuality and being to identify in different ways. Students will also become more aware of ideas in society around gender race and religion as they are more exposed online and through the media that they interact with. Students will also become more aware of their peers in terms of wealth and disability in ways they have not previously.	We know that some students at WMA become or are thinking about becoming sexually active from this point onwards so we want to equip them with the correct information to be able to keep themselves safe.	This topic is really important for students to make informed decisions with their money. It gives students the information that will enable them to understand risks that they are taking with their money and how external factors can influence spending, it highlights the importance of insurance in protecting your assets and provides advice on the dangers of gambling. It is important that they understand the associated risks of losing their hard earned money.
Safeguarding signposts	Students may have been involved in an emergency incident where they have had to administer First Aid at home or in the community.	Students may have older siblings or relatives (or themselves) who misuse substances – any student who shows a non age appropriate understanding or an outwardly in-depth understanding of drug use may need further investigation.	Students may not have experience of a parent or relative working in the home. Students may not value work. Students may see parents who are working long hours and do not have a work life balance or relatives who are unhappy in work.	Students may be unaware of other students’ gender, sexuality, race or culture or how to discuss these issues without causing offense. Students may have picked up language from home which is not appropriate to this topic or the audience of the classroom. Any concerns to be recorded on CPOMS.	We know that some students are sexually active and that some are using quite sexualised language. Any concerns to be recorded on CPOMS.	We know that low level gambling happens between students and want to make them aware of the risks involved. Looking out for any students that are talking openly about gambling or about family members they are concerned about.
Links to Statutory Guidance	Physical health and well being	Physical health and well being	Gatsby benchmarks	RSE	RSE, physical health	Economic wellbeing
Assessment and QA activities	Green pen self/peer marking Red pen live marking	Green pen self/peer marking Red pen live marking 10 mark HT1 assessment	Green pen self/peer marking Red pen live marking	Green pen self/peer marking Red pen live marking 10 mark HT2 assessment	Green pen self/peer marking Red pen live marking	Green pen self/peer marking Red pen live marking 10 mark HT3 assessment

<p>Complementary activities (eg assemblies, drop down days)</p>	<p>Safeguarding update in assembly by DSL – general overview of safeguarding concerns – what is abuse? (HT1)</p>	<p>Safeguarding update in assembly by DSL – mental health and wellbeing (HT2)</p> <p>Students in Year 8 take part in the Mental Health and Wellbeing drop down day and attend the following workshops on a carousel: BASE – substance misuse SMASHED – production around alcohol misuse PROPAGANDA – session on prevent School counsellor – session on anxiety Life coach – session on self-confidence RABC – Anti-social behaviour and knife crime session Huddersfield town – a session on making positive choices.</p> <p>Y8/9 Anna Freud research project – all students and staff to do a mental health survey. Schools will then be selected from this to take part in the project.</p>	<p>Employ me Boot Camp delivered during PD Time Next Gen Leaders for Most Able</p> <p>All years careers fair (HT4)</p>	<p>PD Time Diversity and British Values</p>	<p>Safeguarding update in assembly by DSL – exploitation (HT3)</p>	
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