

PSHE YEAR 8 LONG TERM PLAN

CYCLE	VALUES		L4L (60 MINUTES)	SIKH STUDIES (60 MINUTES)	Tutor Time 1 (20 MINUTES)	Tutor Time 2 (20 MINUTES)	Tutor Time 3(20 MINUTES)	Tutor Time 4 (20 MINUTES)	Assembly 1	Assembly 2	Drop Down AM/PM
			RSE/PSHE (DfE Statutory wording)		PD1 PSHE	PD2 PSHE	PD3 CEIAG	PD4 Spiritual			
1	DAYA - TOLERANCE	DAYA - Compassion: Reflectiveness	That there are different types of committed, stable relationships. -KS3 R9: Nature / importance of marriage, civil partnerships / other stable, long-term relationships for family life / bringing up children	Guru Arjan Dev Ji's family and Early life Well known sakhis Compilation of Adi Granth	How to talk about their emotions accurately and sensitively, using appropriate vocabulary (DfE- Mental wellbeing)	How to talk about their emotions accurately and sensitively, using appropriate vocabulary (DfE- Mental wellbeing)	Covid 19 and Lockdown - how we dealt with it / experiences	Covid 19 and Lockdown - how we dealt with it / experiences			
2		DAYA - Compassion: Equality	How these relationships might contribute to human happiness and their importance for bringing up children	Compilation of Adi Granth Construction of Harmandar Sahib Recall: Guru Ram Das Ji Martyrdom of Guru Arjan Dev Ji	Understanding resilience	Understanding resilience	That happiness is linked to being connected to others (DfE) - KS3 H4: self-esteem can change with personal circumstances: family and friendships, achievements, employment	That happiness is linked to being connected to others (DfE) - KS3 H4: self-esteem can change with personal circumstances: family and friendships, achievements, employment			
3		DAYA- Compassion: Humility	What marriage is*, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony	Introduction of Saranda Recall: other stringed instruments Indian Classical Raag System, its working and relation in Gurbani. Link between music and health	How to recognise the early signs of mental wellbeing concerns (DfE) KS3 H6: causes / triggers for unhealthy coping strategies: selfharm and eating disorders; recognising when they or others need help, sources of help / strategies for access	How to recognise the early signs of mental wellbeing concerns (DfE) KS3 H6: causes / triggers for unhealthy coping strategies: selfharm and eating disorders; recognising when they or others need help, sources of help / strategies for access		Gender equality	Gender equality		
4		DAYA- Compassion: Listening/ Forgiveness	The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting - KS3 R9: Nature / importance of marriage, civil partnerships / other stable, long-term relationships for family life / bringing up children	Guru Hargobing singh ji's family and early life Well known sakhis Recall: Guru Arjan Dev Ji Miri and Piri Akal Takhat's Historical importance	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness (DfE) - KS3 H5: the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness (DfE) - KS3 H5: the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies		Gender equality	Gender equality		
5		DHARAM- Service/Virtue	How to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed	Introduction of Taus Recall: Saranda Bandi Chor Diwas/Diwali	About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics (DfE)	About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics (DfE)	About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics (DfE) - KS3 H10: Purpose / importance of immunisation and vaccination	STEP ON - TASK A: Your beliefs (Exercise A1-2) Learning outcomes: Students can explain what is meant by beliefs and identify some of their own beliefs which are important now and for their future careers.	Historical significance of Bandi Chor Diwas. Looking into detail history and significance of the historical day and also the message we get out of it.		

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6	DHARAM - DEMOCRACY	DHARAM- Service: Planning	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship	Guru Har Rai Ji's family and early life Well known sakhis Recall: Guru Hargobind Sahib Ji	About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics (DfE) - KS3 H9: Ways / importance of taking increased responsibility own physical health and personal hygiene	About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist** (DfE)	STEP ON - TASK B: Are school and work so different? (Exercise B1) Learning outcomes: Students can list some of the similarities and differences between school and work. Students can describe some of the ways they will be expected to behave at work.	Introduction to the spirituality of Guru Nanak. Refrencing quotes from Sri Guru Grath Sahib in understanding the spiritual message written within Gurbani.			
7		DHARAM - Service: Leadership	Practical steps they can take in a range of different contexts to improve or support respectful relationships	Importance of nature in healing The effects of hunting and poaching on endangered animals	About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist (DfE) - KS3 H16: a balanced diet and its benefits	The benefits of regular self examination and screening (DfE) - KS3 H32: cancer and prevention: healthy lifestyles and testicular self examination (upper ks3), that childhood and adolescent cancers are rarely caused by lifestyle	STEP ON - TASK C: What do you want from work? (Exercise C1-2) Learning outcomes: Students can identify some of the different motivators people may have for going to work. Students explore what would motivate them when choosing a career.	Spiritual Teachings of Guru Har Gobind Ji.Looking into historical references for his contribution towards uplifting the spiritual life.			
8		DHARAM - Service: Responsibility	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) - KS3 R1: Qualities / behaviours to expect and exhibit in wide variety of positive relationships (teams, class, friendships)	Consequences of good deeds and bad deeds Gurbani quotes about Karam The role of the Eco-Sikhs foundation Their contributions to preserving and protecting Mother Earth Recall: work of Guru Har Rai Ji	The facts and science relating to immunization and vaccination (DfE)	The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn (DfE)	STEP ON - TASK D: Job Families (Exercise D1) Learning outcomes: Students know how to use careers library/ learning resource area to access information about careers.	Concept of good and bad . Refrencing quotes from Sri Guru Granth Sahib for indepth understanding about social evils such as racism, bullying, gender inequality etc.			
9		PYAAR- Love: Family/ Friendship	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs - KS3 L3: Similarities, differences /diversity amongst race, culture, ability, disability, sex, gender identity, sexual orientation, Impact of stereotyping, prejudice, bigotry, bullying, discrimination on individuals / communities	Family and early life Well known sakhis of Recall: Guru Har Rai Ji Guru Har Krishan Ji and smallpox Gurmukh and Manmukh Recall: sakhis of Guru's	The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress (DfE)	The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress (DfE) - KS3 H5: mental and emotional health, strategies for managing it; range of healthy coping strategies studied	STEP ON - TASK E: Can anyone predict the future? (Exercise E1) Learning outcomes: Students can explain that there are likely to be changes in the job market by the time they leave education, and have been introduced to the main trends.				

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10	PYAAR - MUTUAL RESPECT	PYAAR- Love: Equaity/ Respect	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help - KS3 L7: The rights all have for opportunities in learning and work, recognising / challenging stereotypes; family or cultural expectations that may limit aspirations	Guru Teg Bhadur's family and early life Well known sakhis Martyrdom of Guru Tegh Bahadur Ji Values: inclusivity and dharam Recall: martyrdom of Guru Arjan Dev ji	The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. (DfE)	The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. (DfE)	STEP ON - TASK F: Being assertive (Exercise F1-3) Learning outcomes: Students can describe the difference between 'passive', 'aggressive' and 'assertive' responses, and apply these to themselves. Students can explain some of the benefits of being assertive.				
11		PYAAR- Love: Community	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online - KS3 R35: Safe / responsible use of ICT (including management of own and others' personal data / images)	Salok Muhalla Nauvan Structure and composition of Raag Assa Recall: other Raags	As about the science relating to blood, organ and stem cell donation** (DfE)	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer (DfE) - KS3 H17: what might influence their decisions about eating a balanced diet	STEP ON - TASK G: Who does the job? (Exercise G1) Learning outcomes: Students are aware of the existence of equal opportunities legislation and the fact that ambitions should be based on ability and interest, not stereotypes.				
12		HIMMAT- Courage: Steadfast / Risk Taking	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online - KS3 R36: Having clear personal boundaries around private life, shared only with specific people, and if made public - understand right to privacy	Meaning of hukam Taking of hukamnama	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer (DfE) - KS3 H16: what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)	The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions (DfE)	STEP ON - TASK H: Are you sure that's true? (Exercise H1-3) Learning outcomes: Students recognise the difference between 'facts' and 'beliefs' and are introduced to the importance of checking the accuracy of facts. Students are encouraged to consider careers based on their interests and abilities and not because of stereotypes.				

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13	HIMMAT -	HIMMAT- Courage: Enthusiasm	What to do and where to get support to report material or manage issues online*	Key events and stories in the life of Guru Nanak Controversial aspects of movie	The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions (DfE) -KS3 H25: facts about legal / illegal substances, alcohol (including current government recommendations), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha, cannabis	Gender Equality	STEP ON- TASK I: Budgeting (Exercise I1-4) Learning outcomes: Students can explain the basic principle behind budgeting, and have an understanding of key terms such as disposable income.				
14		HIMMAT- Courage: Hard Working	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	Concept of Sangat: Importance of sangat Quotes from Gurbani Value: positive relationships Recall: Guru Amar Das Ji's concepts of sangat and pangat	The law relating to the supply and possession of illegal substances (DfE) - KS3 H26: law - supply, use and misuse of legal / illegal substances	The law relating to the supply and possession of illegal substances (DfE) - County Lines	National Careers week				
15	CHARDI KALA	CHARDI KALA - Resilience: Initiative	How information and data is generated, collected, shared and used online	Concept of Waheguru Quotes from Gurbani Objects and imagery Recall: meanings of mool mantar	The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood (DfE) - KS3 H28: personal / social risks / consequences of substance use and misuse, including benefits of not drinking / not smoking / not harming others with second-hand smoke	The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood (DfE) - KS3 H28: personal / social risks / consequences of substance use and misuse, including benefits of not drinking / not smoking / not harming others with second-hand smoke	STEP ON - TASK J: How do you make decisions? (Exercise J1-2) Learning outcomes: Students know that decision making is a complex process and they are able to identify their own areas for development.				
16		CHARDI KALA - Resilience: Optimistic	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships	Concept of Naam Japna & links to positive mental health. Definition Different forms Links to positive mental health Recall: Guru Nanak Dev Ji	The physical and psychological consequences of addiction, including alcohol dependency (DfE) -KS3 H30: risks / consequences - 'experimental' and 'occasional' substance use. Explore terms 'dependence' and 'addiction'	The physical and psychological consequences of addiction, including alcohol dependency (DfE) -KS3 H30: risks / consequences - 'experimental' and 'occasional' substance use. Explore terms 'dependence' and 'addiction'	STEP ON - TASK K: Writing an Action Plan (Exercise K1) Learning outcomes: Students understand the importance of planning, and how to set realistic goals and targets for themselves.				

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17	SANTOKH - INDIVIDUAL LIBERTY	CHARDI KALA - Resilience: Innovation / self Improving	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship	Project work: Choose a theme Music/history/Sikh scriptures Origin and development of key theme Keywords and dates Key objects and images Recall: main themes from throughout the year	Awareness of the dangers of drugs which are prescribed but still present serious health risks (DfE) - KS3 H29: Safe use of prescribed and over counter meds	Gender Equality	STEP ON - TASK L: Review my learning (Exercise L1) Learning outcomes: Students can see how they benefit from learning about careers, employability and enterprise.				
18		SANTOKH - Altruism: Thankful / Acceptance	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing - KS3 R15: Different levels of intimacy / consequences	Project work: Choose a theme Music/history/Sikh scriptures Origin and development of key theme Keywords and dates Key objects and images Recall: main themes from throughout the year	The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so (DfE)	The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so (DfE)	STEP ON - TASK M: Look ahead (Exercise M1) Learning outcomes: Students can see how they benefit from learning about careers, employability and enterprise.				
19		SANTOKH - Altruism: Contentment / Independence	That they have a choice to delay sex or to enjoy intimacy without sex	Project work: Choose a theme Music/history/Sikh scriptures	British Values	British Values	British Values	BRITISH VALUES - WHAT'S YOUR dream job? https://www.unifrog.org/long-term-planning/year-7-8-9-10/			
Week 39	SAT - RULE OF LAW	SAT- Truth: Honesty, Justice, Fairness,Citizenship	The facts about the full range of contraceptive choices, efficacy and options available	Project work: Choose a theme Music/history/Sikh scriptures Origin and development of key theme Keywords and dates Key objects and images Recall: main themes from throughout the year	British Values	British Values	UNIFROG - Recording activities. https://www.unifrog.org/long-term-planning/year-7-8-9-10/learning-activities				

PD CURRICULUM

BRITISH & SIKH VALUES
PSHE
RSE
CEIAG
SIKH STUDIES
EMERGING NEEDS
SMSC