Year 8	General Principle or Big Idea	Leanring objectives covered (What should students know? and What should students be able to do?)	Links to prior learning
Unit 1	Returning to LAB	Addressing concerns on returning to school Health & Safety in a Covid world & Road Safey Pupils are reminded of the LAB values and how we can live these, recognise these and strive for these. Pupils are exposed to LAB's behaviour expectations Pupils are introduced to the MYP Importance of reading at LAB Social Media, Privacy, PYN and Black History Month	Values Reminder to MYP and the Learner Profile Links to Online Saftey
Unit 2	Developing agency and strategies to manage influence and access support:	• Drugs and alcohol • Introduction to contraception • Resisting peer influence • Online choices and influences	• that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • how important friendships are in making us feel happy and secure, and how people choose and make friends.
Unit 3	Developing respect for beliefs, values and opinions and advocacy skills	• Stereotypes, prejudice and discrimination • Promoting diversity and equality	• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
Unit 4	Developing goal setting, motivation and self-awareness	• Aspirations for the future • Career choices • Identity and the world of work	• practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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 those in positions of authority. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive.
Unit 5	Developing communication and negotiation skills, clarifying values and strategies to manage influence	• Healthy relationships • Boundaries and consent • LGBT+ inclusivity • 'Sexting' • Managing conflict	• the importance of permission-seeking and giving in relationships with friends, peers and adults. • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
Unit 6	Developing agency and strategies to manage influence and access support	• Maintaining positive mental health • Importance of physical activity	• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.