Holy Family Catholic School PSHE Year 8 HT 2

Learning Intention	Vocab	Concept (from celebrating diversity and equality, rights responsibilities and British Values, staying safe online and offline, and life beyond school) And British Value (from Respect, Democracy, Rule of Law, Individual liberty, Tolerance)	Retrieval to prior learning	Success Criteria	Hinge Question	Red Zone – 10 minute independent writing task to assess learning from lesson. Could be scenario based, could be creative, could be straight forward.
Lesson 1 **How do we balance independence and risk?** Explore the relationship between independence and risk for young people.	Independence, risk, consequence, safety, decision-making	Staying safe online and offline Individual liberty	Recall previous lessons on personal safety and decision-making	- Explain what independence means for young people - Identify different risks associated with independence - Describe ways to balance risk and safety	Why might teenagers sometimes take more risks than adults expect? 1. They fully understand all consequences before making decisions. 2. They enjoy risk because they cannot tell the difference between safe and unsafe situations. 3. They are naturally irresponsible and do not care about safety.	Write about a time when you had to make an independent choice and how you managed the risks involved. Create a personal risk assessment for a new independent activity (e.g., going out with friends).

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					4. Changes in the developing brain can make new experiences and rewards feel especially appealing.	
Lesson 2 **How can we be responsible road users?** Learn the importance of being responsible as passengers and pedestrians; introduce responsible driving concepts.	Road safety, pedestrian, passenger, driver, responsibility	Staying safe online and offline Rule of Law	**Recall road safety rules learned in primary school or earlier**	- Identify key responsibilities for pedestrians and passengers - Explain why responsible behaviour on roads matters - Understand basic driver responsibilities	You are walking home with a friend who has been drinking alcohol. What is the safest option? 1. Get a lift from a sober, trusted driver or take a taxi. 2. Walk home, because walking is always safer than travelling in a vehicle.	Write a guide for a younger student on how to be a safe and responsible road user. Research and present on the penalties for irresponsible driving or road use in the UK.

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					3. Cycle home carefully, because you are less likely to hurt someone than if you drive. 4. Walk home while using your phone to help you stay focused on your route.	
Lesson 3 **Crime and Law in the UK** To introduce the topic of crime and law	crime, law, protected characteristics, rights, responsibilities, British Values	rights, responsibilities and British Values rule of law	Recall previous learning on rights and responsibilities and diversity	Define crime and law. Explain why we have laws and give examples. Describe the age of criminal responsibility in England and possible	What is the age of criminal responsibility in England? 1. 8 years old. 2. 12 years old. 3. 16 years old. 4. 10 years old.	**Answering in full sentences:** 1. **What is a law and why do we need laws in society?** 2. **What happens if someone breaks a law? Explain the process**

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				consequences of breaking the law.		**and possible punishments.** **Stretch: Create a new law for Keighley and explain why it is needed.**
Lesson 4 **What makes a gang, a gang?** Learn about gang culture in society today and its impact on young people.	Gang, peer pressure, influence, belonging, risk	Staying safe online and offline Respect	**Recall previous work on peer pressure and personal safety**	- Define what a gang is and common reasons young people join gangs - Describe risks associated with gang involvement - Identify ways to resist negative influences	What is the difference between a push factor and a pull factor? 1. Push factors attract people into gangs, while pull factors force them to leave. 2. Push factors are always positive, while pull factors	Write an advice letter to a young person considering joining a gang explaining the risks involved. Create an awareness campaign poster about the dangers of gangs.

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					are always negative. 3. Push factors are risks of gang involvement, while pull factors are its consequences. 4. Push factors push someone away from their current situation, while pull factors attract them towards gang membership.	
Lesson 5 **Child Criminal Exploitation: Grooming, Manipulation and County Lines** To understand how young people can	Child Criminal Exploitation (CCE), grooming, manipulation, coercion, county lines, exploitation, consent, intimidation,	Staying safe online and offline Respect	**Recall Year 7 learning on peer pressure, healthy friendships, online safety and trusted adults.** **Link to previous Year 8 lessons on gangs and crime.**	Define child criminal exploitation (CCE) and explain what grooming and coercion mean. Identify the warning signs that someone may be at	What is child criminal exploitation (CCE)? 1. When someone takes advantage of a child to control, manipulate or pressure them into criminal activity.	Write a report explaining child criminal exploitation and how young people can protect themselves. Research a recent news story involving

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be groomed and exploited, and how to stay safe and seek help. LESSON WILL NEED EDITING	trusted adult, vulnerability.			risk of exploitation. Explain how manipulation is used to control and exploit young people. Describe how to seek help safely for yourself or someone else.	2. When a young person chooses to commit a crime for fun. 3. When an adult gives a young person permission to stay out late. 4. When a young person breaks a school rule.	child criminal exploitation and present findings to the class. Stetch: Evaluate why some young people find it difficult to leave exploitative situations. Consider the role of manipulation, fear, loyalty and coercive control in your answer.
Lesson 6 **Hate Crime**	hate crime, prejudice, discrimination, protected characteristics, impact	celebrating diversity and equality respect	Recall what protected characteristics are and examples of discrimination	I can define hate crime I understand how hate crime affects victims and communities	What is a hate crime? 1. When someone disagrees with another person's opinion.	Is the incident a hate crime and why? What are the impacts on the individual and the community?

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				I know ways to report hate crime	2. When someone is targeted because of their identity or a protected characteristic. 3. When someone breaks the law for any reason. 4. When two people have an argument.	What do you think would be a fair and effective consequence for the teens, and why? STRETCH: Imagine you are a local community leader – how would you rebuild trust?
Lesson 7 Antisocial Behaviour To understand what is meant by antisocial behaviour, what the impacts are, and how to challenge it.	antisocial behaviour, impact, consequences, community	staying safe online and offline rule of law	Recall examples of behaviour that affects others negatively from previous lessons	I can define antisocial behaviour; I understand its impact on others; I know how to challenge it safely	What is a possible cause of antisocial behaviour? 1. People respecting rules and other people's feelings. 2. People being quiet and keeping to themselves.	One impact of antisocial behaviour is… One possible cause of antisocial behaviour is… We can challenge antisocial behaviour by…

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					3. Lack of opportunities, frustration or negative influences. 4. Communities working together to solve problems.	STRETCH: Why is it important for everyone in a community to challenge antisocial behaviour? Explain your answer.