

# Long Term Planning

Subject: #WorldReady

Year: 8

Week		1	2	3	4	5	6	7	8		
Half Term 1	<p>Developing risk management skills, analytical skills and strategies to identify bias:</p> <ul style="list-style-type: none"> <li>- Managing online presence</li> <li>- Digital and media literacy</li> </ul>		<p>Managing Online Presence</p> <ul style="list-style-type: none"> <li>- Understand the concept of critical thinking and apply it to examples online</li> <li>- Recognise some of the differences between fact and opinion</li> <li>- Use strategies to evaluate what is trustworthy online</li> </ul>	<p>Managing Online Presence</p> <ul style="list-style-type: none"> <li>- Understand the term propaganda and how it can impact opinions</li> <li>- Identify and understand different propaganda techniques and analyse the reasons behind them</li> <li>- Use selected criteria to critically assess different media and messages</li> </ul>	<p>Managing Online Presence</p> <ul style="list-style-type: none"> <li>- Understand why people may contact you online</li> <li>- Identify the hidden agendas or motives of why people may contact you online</li> <li>- Know how to report if you have any concerns about someone online</li> </ul>	<p>Managing Online Presence</p> <ul style="list-style-type: none"> <li>- Explain why information about you and your behaviours is valuable to companies</li> <li>- Analyse how certain types of data are used by companies</li> <li>- The difference between public and private online spaces</li> <li>- Explain three strategies for limiting individual data collection by companies</li> </ul> <p>(Print worksheet for this lesson – WR &gt; Y8 &gt; HT1)</p>	<p>Managing Online Presence</p> <ul style="list-style-type: none"> <li>- Reflect on your common online and offline activities</li> <li>- Identify ways to 'unplug', to maintain balance between online and offline activities</li> <li>- Use the "Digital Habits Check-up" routine to create a personal challenge to achieve more media balance</li> </ul>	<p>Deep fakes</p> <ul style="list-style-type: none"> <li>- Explain how artificial intelligence, such as deep fakes can be used for malicious purposes</li> <li>- Describe the legal penalties for malicious deep fakes and where to go to for help and support</li> </ul>	Bonfire night		
		Half Term 2	<p>Developing respect for beliefs, values and opinions and advocacy skills:</p> <ul style="list-style-type: none"> <li>- Stereotypes, prejudice and discrimination</li> </ul>	<p>9</p> <p>The importance of equality and diversity</p> <ul style="list-style-type: none"> <li>- Recognise that our country has a diverse population</li> </ul>	<p>10</p> <p>Anti-Bullying Week</p>	<p>11</p> <p>How to celebrate equality and diversity</p> <ul style="list-style-type: none"> <li>- Reflect on the value of diversity</li> </ul>	<p>12</p> <p>Democratic parliament system - Outreach visit</p>	<p>13</p> <p>The Equality Act</p> <ul style="list-style-type: none"> <li>- Explain what equality means and why it is important</li> <li>- Analyse the Equality Act 2010</li> </ul>	<p>14</p> <p>12 days of Christmas</p>	<p>15</p> <p>12 days of Christmas</p> <ul style="list-style-type: none"> <li>- Form Christmas Quiz</li> </ul>	

	- Promoting diversity and equality	- Explain where our diversity originates from		- Explain the benefits of diversity to society		and how it can be applied to prevent discrimination  -understand legal rights and responsibilities regarding equality and that everyone is unique and equal		
<b>Half Term 3</b>	<b>Week</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>
	<b>Developing respect for beliefs, values and opinions and advocacy skills:</b>  - Stereotypes, prejudice and discrimination  - Promoting diversity and equality	<b>What is Prejudice?</b>  - Explain what is meant by prejudice and stereotypes  - Identify stereotypical and prejudicial attitudes  - Explain the negative consequences of prejudice and stereotypes	<b>What is Discrimination?</b>  - Explain the difference between prejudice and discrimination  - Identify examples of discrimination  - Analyse the impact of discrimination	<b>What is Racism?</b>  - Differentiate between prejudice, discrimination and racism  - Explain what is meant by unconscious bias  - Consider how we can reduce racism	<b>Respect and kindness</b>  - Reflect on your learning about prejudice, discrimination and racism.  - Explore the importance of respect, kindness and the power of individual actions  - Evaluate the importance of respect and the impact it can have for people in society	<b>Healthy balance (real life vs digital life)</b>  - Identify the advantages and disadvantages of using technology  - Explain how to balance your time online in a healthy way  - Evaluate the benefits of a healthy screen time balance  (Print battery template for this lesson – on PowerPoint)	<b>Recognising fake news online</b>  - Define fake news  - Explain how to identify fake news stories	<b>Sextortion</b>  - Explain what is meant by online blackmail and 'sextortion'  - Identify controlling and manipulative online behaviours  - Explain how to get help and where to find support
	<b>Developing agency and strategies to manage influence and access support:</b>  - Online choices and influences							
<b>Half Term 4</b>	<b>Week</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>		
	<b>Developing goal setting, motivation and self-awareness:</b>  - Careers / routes for the future	<b>Exploring future careers</b>  - Explore career possibilities  - Explain the pathways that can	<b>How to develop self-awareness</b>  - Identify personal and academic strengths and interests	<b>Setting aspirational goals</b>  - Identify the attributes of a SMART goal	<b>Labour market information</b>  - Explain what is meant by the labour market  - Explain how labour market trends can	<b>Managing emotions relating to the future</b>  - Identify emotions relating to decisions about your future		

	<ul style="list-style-type: none"> <li>- Aspirations for the future</li> <li>- Identity and the world of work</li> <li>- Inclusivity</li> </ul>	lead to various careers	<ul style="list-style-type: none"> <li>- Develop an understanding of potential careers that may link to your strengths and interests</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how setting SMART goals can lead to an increase in motivation</li> </ul>	change over time and the impact this can have	<ul style="list-style-type: none"> <li>- Analyse your decision making process</li> </ul>	
	<b>Week</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>32</b>	
<b>Half Term 5</b>	<b>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</b> <ul style="list-style-type: none"> <li>- Healthy relationships</li> <li>- Boundaries and consent</li> <li>- Managing requests for intimate images</li> </ul>	Protected characteristics <ul style="list-style-type: none"> <li>- Identify the protected characteristics</li> <li>- Explain the importance of the protected characteristics and their relevance to the Equality Act 2010</li> </ul>	<b>How to assertively communicate and negotiate boundaries in relationships</b> <ul style="list-style-type: none"> <li>- Explain what it means to assertively communicate and negotiate healthy boundaries in relationships</li> <li>- Explain the importance of assertive communication and negotiating boundaries in relationships</li> <li>- Evaluate the challenges of this and how they can be overcome</li> </ul>		<b>Consent</b> <ul style="list-style-type: none"> <li>- Explain that no one has the right to intimidate someone into giving their consent and that sexual activity following such a threat is illegal</li> <li>- Demonstrate how to ask someone for their consent without putting them under pressure</li> <li>- Demonstrate understanding of a person's right to say to no.</li> </ul>	<b>Managing requests for intimate images</b> <ul style="list-style-type: none"> <li>- Identify the manipulative behaviours used to pressure someone into sharing an image</li> <li>- Explain a range of strategies that can be used when someone doesn't want to send an image</li> <li>- Identify the possible consequences of sending a sext, including the legal consequences</li> </ul>	
	<b>Week</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>36</b>	<b>38</b>

<p><b>Half Term 6</b></p>	<p><b>Developing agency and strategies to manage influence and access support:</b></p> <ul style="list-style-type: none"> <li>- Maintaining positive mental health</li> <li>- Importance of physical activity</li> </ul>	<p><b>Explore the link between physical and mental wellbeing</b></p> <ul style="list-style-type: none"> <li>- Explain the relationship between physical and mental well-being</li> <li>- Describe strategies that can be used to improve mental well-being</li> </ul> <p><b>The risks of unhealthy weight gain including cancer, type 2 diabetes and cardiovascular disease</b></p>	<p><b>Maintaining positive mental health</b></p> <ul style="list-style-type: none"> <li>- Differentiate between healthy and unhealthy coping strategies and recognise the importance of using healthy ways to manage emotions</li> <li>- Evaluate a range of ways to promote mental and emotional wellbeing</li> </ul>	<p><b>Attitudes towards mental health</b></p> <ul style="list-style-type: none"> <li>- Define the terms stigma and discrimination</li> <li>- Describe the impact that stigma could have on those with issues</li> <li>- Explain how to tackle mental health stigma and discrimination</li> </ul>	<p><b>Screen time and mental health</b></p> <ul style="list-style-type: none"> <li>- Explain the impact that screen time can have on your mental health</li> <li>- Identify strategies that can be used to manage the influence of screen time on your mental health</li> </ul>	<p><b>Recognising and managing influences that can impact our physical health</b></p> <ul style="list-style-type: none"> <li>- Identify factors which influence our health and behaviours</li> <li>- Explain what strategies we can use to help manage these influences</li> </ul>	<p><b>Where to seek support</b></p> <ul style="list-style-type: none"> <li>- Identify organisations that can offer support to young people</li> <li>- Explain what types of support are available and the positives of accessing support</li> </ul> <p><b>The concept of Gillick competence.</b></p>	<p><b>Water safety</b></p> <ul style="list-style-type: none"> <li>- Identify the causes of drowning.</li> <li>- Explain the dangers of cold water, and jumping in from cliffs, bridges, quarries and docks.</li> <li>- Explain the dangers of a rip current and what to do if you find yourself caught in one</li> </ul>
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Extra:

Apprenticeships

University