

THE HIGHEST STANDARDS

Always set and deliver the highest standards; never settle for less.

INVEST TO ACHIEVE

Care about the now; create the very best for your future.

EVERYONE IS VALUED

We are unique individuals working together to be the best.

NO EXCUSES

Create solutions, not excuses.

NEVER GIVE UP

Resilience is essential; self-belief drives improvement.

CULTIVATE YOUR CHARACTER

Qualifications open doors; your character gets you through them.

Life Skills Year 8 2024-2025

	Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Half Term 1		What is Life Skills?	Rights and responsibilities	Team work	Child-on-child abuse	Peer pressure	Gangs	Knife crime	Police and their powers
Half Term 2	Week 9 E-safety	Week 10 Drugs	Week 11 Drug abuse	Week 12 Alcohol	Week 13 Home and street safety	Week 14 Health and fitness 1	Week 15 Health and fitness 2	Holiday	
Half Term 3	Week 16 First aid	Week 17 Body image	Week 18 Eating disorders	Week 19 Period management	Week 20 Mental Health Week	Week 21 Learning to learn			
Half Term 4	Week 22 START (careers)	Week 23 National Careers Week	Week 24 Career action plan 1	Week 25 Career action plan 2	Week 26 Managing money 1	Holiday			
Half Term 5	Week 27 Managing money 2	Week 28 Stereotypes	Week 29 Prejudice and discrimination	Week 30 Britishness	Week 31 British Values		Week 32 Political awareness		
Half Term 6	Week 33 Managing reactions	Week 34 Positive relationships	Week 35 Long term relationships	Week 36 Restorative justice	Week 37 Global citizenship	Week 38 Fair Trade	Week 39 Tourism		

How does this year deliver your curriculum intent?

As students progress through their KS3 Life Skills curriculum, they will explore key themes in relationships, physical and mental health and wellbeing, decision making, behaviour and social norms. This year will extend students' understanding of these key themes and provide a foundation for their next phase of study within the spiral curriculum.

The Year 8 Life Skills curriculum consistently promotes the extensive personal development of pupils by allowing them to access a wide, rich set of experiences. These rich experiences are coherently planned, including in enrichment.