

| Meden School Curriculum Planning |    |            |   |              |   |       |   |
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| Subject                          | PD | Year Group | 8 | Sequence No. | 3 | Topic | 3 |

| Retrieval  | Core Knowledge and Student Thinking  |
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| What do teachers need <b>retrieve</b> from students before they start teaching <b>new content</b> ?  | What <b>specific ambitious knowledge</b> do teachers need teach students in this sequence of learning?<br>What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'   |
| <p>What is bullying? What impact does bullying have on someone? Is bullying the same as peer pressure?</p> <p>What did we learn about friendship in Year 7 PD lessons?<br/>What are the signs of a healthy friendship?</p> <p>How are British values similar to friendship values?</p> | <p><b><u>How can we identify and manage peer pressure?</u></b></p> <ul style="list-style-type: none"> <li>• Peer pressure or influence is when you do something because you want to feel accepted and valued by your friends.</li> <li>• Peer influence can be positive or negative.</li> <li>• Coping well with peer influence is about getting the right balance between being yourself and fitting in with your group.</li> <li>• <b>What are the signs of peer pressure?</b></li> <li>• choosing the same clothes, hairstyle or jewellery as their friends, listening to the same music or watching the same TV shows as their friends, changing the way they talk or the words they use, doing risky things or breaking rules, working harder at school or not working as hard, dating or taking part in sexual activities, smoking or using alcohol or other drugs.</li> <li>• Of the above, the riskiest factors are doing risky things or breaking rules, taking part in sexual activities, smoking or using alcohol or other drugs.</li> <li>• It is important that you create a sense of confidence to say no to your peers if they are pressuring you to do something that you do not want to do.</li> <li>• <b>Say it with confidence</b> - Be assertive. Practice saying 'no' so that it's easier when someone asks. Avoid situations which make you feel unsafe or uncomfortable. You could also explain how the person who is putting pressure on you is making you feel.</li> <li>• <b>Find friends who share the same values</b> - Having friends who share your values and also don't want to do the same things as you, can make things easier. It's easier to say no to things together.</li> <li>• <b>Think of an excuse</b> - It should always be ok to say no to something you don't want to do, but if it feels too difficult then you could think of an excuse you could use, like 'I need to be home soon.'</li> </ul> |

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| <p>What is a bystander? What is an upstander? In what situations would you be a bystander? In what situations would you be an upstander?</p> <p>How does peer pressure link to online safety? What can you do to keep yourself safe online?</p> <p>How does peer pressure link to identity?</p> <p>What are the signs of a healthy relationship?</p> <p>How does the law protect us from harm? Why is British law important?</p> | <ul style="list-style-type: none"> <li>• <b>Suggest something else to do</b> - If you don't feel comfortable doing what your friends are doing, you could suggest something else instead. You can also leave the situation if you're feeling really uncomfortable.</li> <li>• <b>Avoid certain situations</b> - You could try avoiding situations where you may be under pressure to do something you don't want to do, such as not going somewhere you know people will be drinking alcohol or taking drugs.</li> <li>• <b>Stand up for others</b> - If you see someone else being pressured in to do something they aren't comfortable with, it could really help them if you stand up for them. You can persuade others to not give them a hard time, as long as you feel safe to do so.</li> <li>• <b>What to do if you are struggling with Peer pressure?</b></li> <li>• Speak to your tutor, teacher or a member of the DSL team.</li> <li>• Parent, carer or other adult in your family.</li> <li>• <a href="https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/peer-pressure/">https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/peer-pressure/</a> CHILDLINE have a brilliant website that gives young people loads of advice on a range of things, peer pressure being one of them.</li> <li>• How to start this conversation - "I want to tell you something but I don't know how." "This is hard for me to say, but I have something important to tell you." "I need some advice on something I'm stressed about."</li> </ul> <p><b><u>Managing peer pressure – sexting.</u></b></p> <ul style="list-style-type: none"> <li>• Video – highlights the major issues around sexting such as pressurising someone to do something they don't want to do. Understanding that pressure can come from a variety of different people and how friendship groups can be split on the matter. The consequences of peer pressure and sexting and the impact it can have on young people's lives.</li> <li>• <b>In some places, consensual sexting has been decriminalised.</b></li> <li>• What do we mean by consensual? Two people who have agreed to something.</li> <li>• What do we mean by decriminalised? Something that isn't a crime anymore.</li> <li>• <b>consensual sexting should be decriminalised in Britain oracy task.</b></li> <li>• I disagree as if the two people who consent fall out, those images could be shared to others</li> <li>• I agree because if it is consensual then there isn't a problem.</li> <li>• I agree because it allows couples to express their feelings for each other.</li> <li>• I disagree as it could expose young people in particular to issues in their relationships.</li> <li>• Teacher led discussion on the above, highlighting the dangers and issues that arise as a result of sexting.</li> </ul> |
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|  | <p>National themes for this sequence</p> <p><b>LGBTQ+ history month</b> – increase awareness of the history of the LGBTQ+ community in Britain and ensure awareness that there is still work to be done in creating community links.</p> <p><b>Children’s Mental Health week</b> – follow the national theme from placesforpeople.</p> |
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