

# YEAR 8 CASP

## LEARN TO LIVE

The CASP programme will enable all of our students to feel positive about who they are and to enjoy healthy, safe, responsible lives. We want to prepare students for life outside of school; for students to be inspired by the issues of the community and world around them, to be increasingly aware and knowledgeable of those issues and to develop a passion to affect those issues positively. Students will have opportunities to learn about the possibilities for their future, to aspire to higher goals and to understand the pathways to get there. Furthermore, students will have opportunities to develop themselves; to develop social skills, personal skills and learn how to get the best out of the opportunities that they can create.

AUTUMN		SPRING			SUMMER	
HEALTH AND WELLBEING	LIVING IN THE WIDER WORLD	RELATIONSHIPS	HEALTH AND WELLBEING		RELATIONSHIPS	LIVING IN THE WIDER WORLD
Safety and risk management: Alcohol and drugs	Careers and Aspirations: Option choices	Diversity, relationships, friendship and conflict resolution	Body Image	Self-esteem and sexual health	Identity and relationships: Gender and sexual orientation	Digital literacy; online safety, media reliability and gambling

UNIT	LEARNING OBJECTIVES/OUTCOMES
Safety and risk management: Drug and alcohol	<ul style="list-style-type: none"><li>• about medicinal and recreational drugs</li><li>• about the over-consumption of energy drinks</li><li>• about the relationship between habit and dependence</li><li>• how to use over the counter and prescription medications safely</li><li>• how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li><li>• how to manage influences in relation to substance use</li><li>• how to recognise and promote positive social norms and attitudes</li></ul>

<p>Careers and aspirations: Option choices</p>	<ul style="list-style-type: none"> <li>• to recognise the different pathways available throughout the school options curriculum</li> <li>• to explore different subjects at GCSE</li> <li>• to identify own strengths and aspirations in school</li> <li>• to fully investigate the GCSE options available</li> <li>• about transferable skills, abilities and interests</li> <li>• how to manage feelings relating to future employment</li> <li>• skills for decision making</li> <li>• how to work towards aspirations and set meaningful, realistic goals for the future</li> </ul>
<p>Discrimination in all its forms</p>	<ul style="list-style-type: none"> <li>• how to manage influences on beliefs and decisions</li> <li>• about group-think and persuasion</li> <li>• how to develop self-worth and confidence</li> <li>• about gender identity, transphobia and gender-based discrimination</li> <li>• how to recognise and challenge homophobia and biphobia</li> <li>• how to recognise and challenge racism and religious discrimination</li> </ul>
<p>Health and Wellbeing: Body Image</p> <p>Spectrum sexual health</p>	<ul style="list-style-type: none"> <li>• to describe how we can alter our body image</li> <li>• to explain why we may alter our body image</li> <li>• to create arguments against focus on perfect body images in the media</li> <li>• to explain whether there is a link between toys and how we view ourselves</li> <li>• to explain whether there is a link between the media and how we view ourselves</li> <li>• to create suggestions to create more realistic and positive body images in the media</li> <li>• to identify different features of male and female puberty</li> <li>• to promote the normality of puberty</li> <li>• to investigate the sharing of images on social media and the effects that this may have</li> <li>• to consider gender and sexuality</li> <li>• to promote the normality of puberty</li> </ul>

<p>Identity and relationships; gender and sexual orientation</p>	<ul style="list-style-type: none"> <li>• to investigate the sharing of images on social media and the effects that this may have</li> <li>• to consider gender and sexuality</li> <li>• the qualities of positive, healthy relationships</li> <li>• how to demonstrate positive behaviours in healthy relationships</li> <li>• about gender identity and sexual orientation</li> <li>• about forming new partnerships and developing relationships</li> <li>• about the law in relation to consent</li> <li>• that the legal and moral duty is with the seeker of consent</li> <li>• how to effectively communicate about consent in relationships</li> <li>• about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>• about basic forms of contraception, e.g. condom and pill</li> </ul>
<p>Digital literacy, online safety, media reliability and gambling hooks</p>	<ul style="list-style-type: none"> <li>• about online communication</li> <li>• how to use social networking sites safely</li> <li>• how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>• how to respond and seek support in cases of online grooming</li> <li>• how to recognise biased or misleading information online</li> <li>• how to critically assess different media sources</li> <li>• how to distinguish between content which is publicly and privately shared</li> <li>• about age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>• how to protect financial security online</li> <li>• how to assess and manage risks in relation to gambling and chance-based transactions</li> </ul>