

Focus	Students are able to:
1. Letting Go and Hanging On	<ul style="list-style-type: none"> • Identify what they like about their life • Discuss the challenges they face with moving to a new environment (albeit in the same school or a new school) • Demonstrate an ability to access and utilise appropriate support • Describe ways to deal with things that negatively affect the way they feel
2. Trying New Friendships	<ul style="list-style-type: none"> • Define the friendship groups in which they belong. • Examine factors that may challenge or enable the formation of additional friendships. • Demonstrate actions they can take to address social fears to help form new and reciprocated friendships.
3. Choices and Consequences	<ul style="list-style-type: none"> • Identify times when they are faced with choices and may find it difficult to make the best choice for everyone involved • Describe how they felt when they were faced with choices that would affect their own and others' wellbeing • Demonstrate thoughtful consideration of both positive and negative consequences when faced with difficult decision making
4. The Moral Compass	<ul style="list-style-type: none"> • Determine how we make decisions about right and wrong in our lives • Identify examples of the four areas of influence on our moral compass • Respond appropriately to given scenarios using the moral compass a guide
5. Bullying Uncut	<ul style="list-style-type: none"> • Demonstrate an understanding of how other people their age feel about bullying. • Discuss their understanding of how other people their age feel about those who help/support someone who is being bullied • Describe how other people, their age feel about why people bully.
6. Advocacy Action	<ul style="list-style-type: none"> • Identify the key components of their school's bullying policy • Describe strategies to promote their school bullying policy to specific target groups within the school community • Demonstrate an understanding of the rights and responsibilities of the school community to prevent and effectively respond to bullying.
7. Creating a bullying prevention campaign online and offline	<ul style="list-style-type: none"> • Identify online and offline formats suitable for the creation of a bullying prevention message whose target audience is students • Describe how appropriately targeted messages for students can help reduce bullying behaviour in schools • Communicate strategies to promote the school bullying prevention policy to the school community

Secondary Curriculum Overview Year 8



1. Bullying Exposed	<ul style="list-style-type: none"> • Identify the behaviours and attitudes that constitute bullying. • Identify the types of behaviours that constitute each of the different forms of bullying • Describe the most common forms of bullying; identify which cause the most harm and summarise ways of dealing with bullying
2. Responding to Bullying	<ul style="list-style-type: none"> • Plan strategies to deal with bullying situations • Demonstrate how to assess the risks in a variety of bullying situations and respond as a bystander
3. Bystanders to Bullying - The Choices We Make	<ul style="list-style-type: none"> • Identify the roles of the people involved in a bullying situation • Analyse the role of the bystander and what bystanders can do to change the outcome in a bullying situation
4. Power and Pressure	<ul style="list-style-type: none"> • Define social power. • Identify how people use power in positive and negative ways to influence others. • Explain peer influence and examine the positive and negative aspects of influence.
5. Your Digital Footprint	<ul style="list-style-type: none"> • Define areas of importance or interest now and in the future. • Analyse why a healthy online reputation is important to them and their identified areas of interest. • Plan strategies which will assist them in making positive choices online and therefore leave a positive digital footprint in cyber space.
6. Cyber Etiquette when Emailing and Texting	<ul style="list-style-type: none"> • Describe appropriate ways of communicating via emails and text messages. • Define a strategy to assist in building thinking time before responding to text messages and emails. • Plan how to draft different texts and emails for different contexts • Demonstrate ways to appropriately respond to inflammatory texts or emails.
7. Managing my Mobile	<ul style="list-style-type: none"> • Understand the power of their mobile phone to collect information about them (especially if students have 'smart phones'). • Learn how to find data on their own mobile phones. • Demonstrate how to put a password or code onto their mobile phone. • Display an understanding of metadata and geotagging, how to turn on and off this function and why this is important

<p>1. Engaging in Cyber Space – The Four C's</p>	<ul style="list-style-type: none"> • Recognise the rewards and risk factors associated with cyberspace when mapped against content, conduct, confidentiality and contacts. • Analyse the possible associated harms with each of these identified risks and map these harms on a harms scale. • Devise a plan to minimize risk in each of these four areas. • Define ways in which they can maximize the rewards of using technology in each of the key areas.
<p>2. Mapping My Life Online</p>	<ul style="list-style-type: none"> • Describe how they use technology online in their everyday lives • Explain how they make decisions online
<p>3. Traffic Lights</p>	<ul style="list-style-type: none"> • Identify risks associated with using communication technology. • Create strategies to protect themselves from being bullied or bullying others while online
<p>4. The Law's Claw</p>	<ul style="list-style-type: none"> • Better understand laws which apply to cyber space. • Define how laws may apply to them. • Discuss ways to encourage safe, responsible technology use.
<p>5. Communication Technology and Bullying</p>	<ul style="list-style-type: none"> • Define cyber bullying. • Identify reasons why most teenagers do not use technology to bully others. • Analyse the differences between face-to-face communication and online communication. • Demonstrate strategies they could use if they were bullied online.
<p>6. Knowledge is Power!</p>	<ul style="list-style-type: none"> • Describe five popular or important functions commonly used by young people when social networking. • Discuss with others appropriate ways of using these functions. • Demonstrate how to access and edit the settings associated with these social networking functions.
<p>7. Savvy Networking</p>	<ul style="list-style-type: none"> • Analyse how they network online and the possible implications of this behaviour. • Define appropriate ways of social networking. • Discuss appropriate and inappropriate social networks. • Plan to share this knowledge with others.
<p>8. Respect, Respond, Reconciliate (Part 1)</p>	<ul style="list-style-type: none"> • Analyse cyber bullying situations which regularly occur from the perspective of the person targeted, bystanders and person engaging in the bullying. • Describe ways to support themselves, should they experience one of these situations.
<p>9. Respect, Respond, Reconciliate (Part 2)</p>	<ul style="list-style-type: none"> • Analyse from the perspective of the bystander cyber bullying situations which regularly occur. • Define ways to support other students who are involved in cyber bullying situations. • Describe ways in which to work towards reconciliation in relationships, from the perspective of a bystander