



Big Question

AoLE: Health and Wellbeing	Subject: PSE	Year: 7
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
How do I fit into the world I live in?	In this big question, pupils will begin to understand the world around them. They will explore the challenges of peer pressure and its influence on decision-making. Pupils will also discover the elements that shape their identity. Lastly, pupils will learn about internet usage and online safety, and the potential consequences of their online actions.	Identity Online safety Peer pressure

What does progression look like in this 'Big Question'?

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can advocate the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.</p> <p>I can empathise with others and understand the value of demonstrating this through actions which are compassionate and kind.</p> <p>I have a developing awareness of how rules, norms and behaviours become established within groups, and at times go unchallenged.</p> <p>I can evaluate how my values, attitudes and identity are shaped by the groups and social influences with which I interact.</p>	<p>I can evaluate the risks of the internet and come to a reasoned judgement on the biggest risk online.</p> <p>I can create a self portrait that features values and traits that display my personality and values.</p> <p>I can distinguish different types of peer pressure and analyse different scenarios.</p> <p>I can argue my own and others' attitudes and values, and accept differences in others.</p> <p>I can evaluate the impact bullying, prejudice and discrimination can have on those involved, and can formulate appropriate strategies to alleviate this and support them.</p>
Advancing	<p>I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.</p> <p>I can understand how and why experiences affect me and others.</p> <p>I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions.</p> <p>I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself.</p>	<p>I can explain why I am a unique individual, and I can describe myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)</p> <p>I can explain how my online identity can affect what others think and feel about me.</p> <p>I can explain how to stay safe online and why it is important to stay safe online.</p> <p>I explain that what I say and do online can have consequences for myself and others.</p> <p>I can compare my own and others' attitudes and values, and accept differences in others.</p> <p>I can explain what bystanders are and their impact on bullying.</p> <p>I can explain some of the motivations behind bullying behaviours.</p> <p>I can interpret different stereotypes and examine the impact.</p>



<p>Securing</p>	<p>I can describe the way in which physical and emotional changes are connected in different contexts.</p> <p>I can recognise that my decisions can impact me and others, both now and in the future.</p> <p>I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences.</p> <p>I have an understanding of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me.</p> <p>I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.</p>	<p>I can describe myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)</p> <p>I can describe how the internet can be dangerous.</p> <p>I can describe my online identity.</p> <p>I can explain what can influence my behaviour online.</p> <p>I can describe how peer pressure operates within groups.</p> <p>I can explain stereotyping and its potential impact.</p> <p>I can describe what prejudice and discrimination are.</p> <p>I can describe what bullying is.</p>
<p>Beginning</p>	<p>I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.</p> <p>I can notice and communicate my feelings.</p> <p>I can pay attention to the feelings of others and I am learning to think about why they may feel that way.</p> <p>I can reflect on my experiences.</p> <p>I can identify and assess risks.</p> <p>I can recognise that there are similarities and differences between people's values and attitudes.</p>	<p>I can identify different values that I hold.</p> <p>I can identify the various dangers of the internet.</p> <p>I can define what stereotyping means.</p> <p>I can list ways to challenge discrimination and/or prejudice positively.</p> <p>I can state how to report online risks.</p> <p>I can identify internal and external influences in my life.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Authentic learning experiences: Local agencies will come into school to do sessions with pupils e.g. School Beat, Crucial Crews etc</p> <p>Local Links: Local agencies will come into school to do sessions with pupils e.g. School Beat, Crucial Crews etc</p> <p>National links: National services that link to help support pupils on topics like bullying etc</p> <p>International links: Use of statistics from different countries to compare e.g bullying statistics, crimes etc</p>	<p>Literacy: Learners develop their communication skills across the curriculum through the skills of oracy, reading, writing and wider communication. In personal and social education, learners communicate through researching, listening to others and discussing in small and large groups, and sharing information and ideas with peers about a wide variety of personal, social and community issues.</p> <p>Numeracy: Learners develop their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings. In personal and social education, learners gather, select and analyse numerical information to develop evidence to support their understanding of issues.</p> <p>DCF: In personal and social education, learners develop both their purposeful application of DCF and their understanding of the benefits and risks of using current and emerging technologies. They gain an understanding of the importance of adopting safe and legal practices which minimise risks to themselves and others when using digital communications, along with an appreciation of the need to show respect towards others.</p>



Assessment (How will we know that students have learnt what we taught them?)

Formative assessment:

- I can **evaluate** the risks of the internet and come to a reasoned judgement on the biggest risk online.
- I can **create** a self portrait that features values and traits that display my personality and values.
- I can **distinguish** different types of peer pressure and analyse different scenarios.
- I can **argue** my own and others' attitudes and values, and accept differences in others.
- I can **evaluate** the impact bullying, prejudice and discrimination can have on those involved, and can formulate appropriate strategies to alleviate this and support them.
- I can **explain** why I am a unique individual, and I can describe myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)
- I can **explain** how my online identity can affect what others think and feel about me.
- I can **explain** how to stay safe online and why it is important to stay safe online.
- I **explain** that what I say and do online can have consequences for myself and others.
- I can **compare** my own and others' attitudes and values, and accept differences in others.
- I can **explain** what bystanders are and their impact on bullying.
- I can **explain** some of the motivations behind bullying behaviours.
- I can **interpret** different stereotypes and examine the impact.
- I can **describe** myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)
- I can **describe** how the internet can be dangerous.
- I can **describe** my online identity.
- I can **explain** what can influence my behaviour online.
- I can **describe** how peer pressure operates within groups.
- I can **explain** stereotyping and its potential impact.
- I can **describe** what prejudice and discrimination are.
- I can **describe** what bullying is.
- I can **identify** different values that I hold.

Summative assessment:

- Puzzle 1 Being Me in My World (How do I fit into the world I live in?)
- Puzzle 2 Celebrating Difference (Do we need to feel 'the same as' to belong?)



<p>I can identify the various dangers of the internet.</p> <p>I can define what stereotyping means.</p> <p>I can list ways to challenge discrimination and/or prejudice positively.</p> <p>I can state how to report online risks.</p> <p>I can identify internal and external influences in my life.</p>	
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Evaluation		
Strengths	Areas for Development	Pupil Voice