



## 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
Can my choices affect my choices and dreams?	The purpose of this curriculum allows pupils to explore the importance of dreams and goals. Pupils will understand how dreams and goals are shaped and achieved. Pupils will also explore how they can be faced with both responsible and irresponsible choices and they can affect their dreams and goals. The importance of coping strategies will be learnt and the development of resilience is learners will be instilled to take mistakes and setbacks as learning opportunities.	What a dream and goal is. Being responsible. Cause and affect.

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 <b>demonstrate</b> how to respond to a situation requiring first aid.</p> <p>I can <b>explain</b> an example of when an irresponsible or unsafe choice could affect a person's dreams and goals.</p> <p>I can <b>assess</b> that the choices I make affect my relationships, health and future.</p> <p>I can <b>author</b> responsibility for my life, believe that I can influence what happens to me and make wise choices.</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 <b>explain</b> how responsible choices enable me to move towards my dreams and goals.</p> <p>I can give an <b>example</b> of when an irresponsible or unsafe choice could affect a person's dreams and goals.</p> <p>I can <b>explain</b> that an irresponsible or unsafe choice could affect my dreams and goals.</p>



Securing	<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 <b>reflect</b> and use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour.</p> <p>I can <b>describe</b> how to bring about change in myself and others.</p> <p>I can <b>anticipate</b> and <b>plan</b> to work around or overcome potential obstacles.</p>
Beginning	<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 <b>identify</b> my dreams and goals and recognise that these may change over time.</p> <p>I can <b>identify</b> some of the skills that may benefit my future, including employment.</p> <p>I can <b>set</b> goals and challenges for myself, <b>set</b> criteria for success and celebrate when I achieve them.</p> <p>I can <b>identify</b> barriers to achieving a goal and identify how I am going to overcome them.</p>



Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p><b>Authentic learning experiences:</b> Local agencies will come into school to do sessions with pupils e.g. School Beat, Crucial Crews etc</p> <p><b>Local Links:</b> Pupils to ask family members of their goals and dreams</p> <p><b>National links:</b> Looking at Welsh Icons and analysing their stories to understand their successes and failures.</p> <p><b>International links:</b> Stories from the Oscars, analysing the success stories from the 2022 Oscars.</p>	<p><b>Literacy:</b> 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><b>Numeracy:</b> 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><b>DCF:</b> 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)	
<p>Formative assessment:</p> <ul style="list-style-type: none"> <li>Oral questioning</li> <li>Mini Plenaries</li> <li>Self Assessment</li> <li>Peer-Assessment</li> <li>Misconception Checks</li> <li>Circulation</li> <li>Quizzes</li> <li>Exit Cards</li> <li>Think-Pair-Share</li> <li>Find Someone Who</li> </ul>	<p>Summative assessment:</p> <p>Can my choices affect my choices and dreams? Assessment 2</p>

Evaluation		
Strengths	Areas for Development	Pupil Voice