



Big Question

AoLE: Health & Wellbeing	Subject: PSE	Year: 8
--------------------------	--------------	---------

Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
Can I choose the world I fit in?	This topic of work builds upon the Year 7 Big question by delving deeper into the idea of identity. Pupils will explore their own identity and develop a deeper understanding of the influences that have shaped their lives so far. Pupils will also start to appreciate how religion, faith and culture can have an impact on identity.	Stereotypes Identity Building on from Year 7 Big Question

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 communicate my needs and feelings, and respect those of others.</p>	<p>I can evaluate my growing independence as a unique individual and relate this to the personal choices I make.</p> <p>I can also empathise with others who have different influences on their identity and explain why this could negatively or positively influence my thoughts about them. I can use this to explain why it is important..</p> <p>I try to interpret an accurate view of a person so that I respond to them as unique individuals themselves.</p> <p>I can analyse certain scenarios and develop a first impression based on my analysis.</p> <p>I can interpret the world from other people's viewpoints.</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 a person's identity is complex and what may influence that. I can also explain why this may change over time.</p> <p>I can compare the similarities, differences and the diversity of people's identities.</p> <p>I can explain what is important to me and what I expect from myself, taking into account the beliefs and expectations of, for example, my family.</p> <p>I can explain how a first impression can be negative and can lead to misinformation.</p> <p>I can compare accurate and inaccurate stereotypes.</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 can describe different cultures, faiths and beliefs and explain how these may shape a person's identity.</p> <p>I can describe how my own identity has changed over time.</p> <p>I can describe how my family has shaped my identity.</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 listen and actively discuss with other people.</p> <p>I can describe an example of a first impression.</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 identify factors that can influence people's identities.</p> <p>I can identify factors that have identified my own identity.</p> <p>I can define what stereotyping means.</p> <p>I can identify different faiths and beliefs.</p> <p>I can define what a first impression is.</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</p> <p>International links: Use of statistics from different countries to compare</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</p>



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

Formative assessment:

- I can identify factors that can influence people's identities.
- I can identify factors that have identified my own identity.
- I can **define** what stereotyping means.
- I can identify different faiths and beliefs.
- I can define what a first impression is.
- I can describe different cultures, faiths and beliefs and explain how these may shape a person's identity.
- I can describe how my own identity has changed over time.
- I can describe how my family has shaped my identity.
- I can listen and actively discuss with other people.
- I can describe an example of a first impression.

Summative assessment:

Can I choose how I fit into the world? Jigsaw Assessment.

Evaluation

Strengths

Areas for Development

Pupil Voice