



## 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
To what extent am I responsible for my mental and physical health?	The purpose of this curriculum allows pupils to explore the importance of physical and mental health. Pupils will understand how stress can affect the human body and the negative consequences this can lead to. Pupils will develop an understanding of how to take responsibility for their own health by being able to understand the difference in healthy and unhealthy lifestyles as well as developing their own personal strategies to cope with stress and anxiety.	Healthy lifestyles Anxiety Stress

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>summarise</b> key things I can do to sustain my wellbeing.</p> <p>I can <b>explain</b> the importance of taking responsibility for your own health and can provide examples of the benefits of a healthy lifestyle.</p> <p>I can <b>create</b> a plan to sustain a healthy lifestyle.</p> <p>I can <b>analyse</b> scenarios which lead to unhealthy lifestyles.</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> ways to help myself when I feel stressed.</p> <p>I can <b>explain</b> how health can be affected by emotions and know a range of ways to keep myself well and happy.</p> <p>I can <b>describe</b> different substances and the effects they have on the body and explain why some people use them.</p> <p>I can <b>describe</b> the role of vaccinations and can explain differing views on this.</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 <b>describe</b> how physical activity can help combat stress.</p> <p>I can <b>describe</b> different substances and the effects they have on the body.</p> <p>I can <b>describe</b> the role of vaccinations.</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>explain</b> why everyone needs to take responsibility for their health</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 <b>recognise</b> when I feel stressed and the triggers associated with this.</p> <p>I can <b>describe</b> the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind.</p> <p>I can <b>describe</b> techniques I use to manage my emotions.</p> <p>I can <b>Identify</b> what makes me feel good and know how to enjoy myself (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) - in ways that are not damaging to myself and others.</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> Local agencies will come into school to do sessions with pupils e.g. School Beat, Crucial Crews etc</p> <p><b>National links:</b> Look at national data on health statistics across Wales and analyse individual counties.</p> <p><b>International links:</b> Compare international data on health statistics and compare that to Wales.</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?)

Formative assessment:

- Oral questioning
- Mini Plenaries
- Self Assessment
- Peer-Assessment
- Misconception checks
- Circulation
- Quizzes
- Exit cards
- Think-Pair-Share
- Find Someone who

Summative assessment:

To what extent am I responsible for my mental and physical health? Assessment 3

Evaluation

Strengths

Areas for Development

Pupil Voice