



Big Question

AoLE: Health and Wellbeing	Subject: PSE	Year: 8
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
Can the choices I make now influence my future?	The purpose of this topic is for pupils to explore the value of money and the impact it can have on their lives. Pupils will appreciate the importance of budgeting and understand that budgets are important for long term success. Pupils will build on their Year 7 topic by setting short, medium and long term goals. Pupils will also assess and evaluate the impact that money and gambling can have on a person's physical and mental health.	Building on the Year 7 topic from the previous year.

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 make reasoned judgments about spending.</p> <p>I can evaluate the effect money can have on emotional and mental health, including my own.</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 it is important to keep track of spending.</p> <p>I can explain that money can be a divisive element in relationships and communities.</p> <p>I can explain why it is important to keep track of spending.</p> <p>I can explain that choices I make now can affect my future.</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</p>	<p>I can describe some of my long-term goals, how I can achieve them, and how my short- and medium-term goals might help me do that.</p> <p>I can describe some of the positive and negative roles that money can play in society.</p> <p>I can describe how my activity online can be both positive and negative.</p>



	<p>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>	
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 the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals.</p> <p>I can identify areas where I may need to expand my skills and how I might do this.</p> <p>I can Identify the steps I can take to protect my online identity and avoid anything that can negatively impact my future aspirations.</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: Compare the data of incomes from different areas across Wales.</p> <p>International links: Compare data of incomes from selected countries from around the world.</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:

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

Summative assessment:

Can I become more responsible for my health and happiness? Assessment 2

Evaluation

Strengths

Areas for Development

Pupil Voice