



## 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 I become more responsible for my health and happiness?	The purpose of this topic is for pupils to develop a real understanding of the importance of their own mental and physical wellbeing. Pupils will explore a variety of aspects covering mental and physical health and how to cope with situations. Pupils will also look at the effects of substances and the effects they have on the human body.	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 <b>interpret</b> information about decisions made on my health and <b>analyse</b> whether the information is accurate.</p> <p>I can <b>recognise</b> and <b>manage</b> stressful situations.</p> <p>I can <b>summarise</b> some key things I can do to sustain my health and happiness in the face of stress.</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> the role of medicines and can compare differing views on this.</p> <p>I <b>explain</b> how and when the influence of others could be harmful to my health and happiness.</p> <p>I can <b>explain</b> why certain substances are more dangerous than others.</p>
Securing	<p>I can describe the way in which physical and emotional changes are connected in different contexts.</p>	<p>I can describe the steps that can be taken to keep teeth and gums healthy.</p> <p>I can <b>describe</b> the actions that can be taken to support good physical health.</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>describe</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>list</b> different substances and <b>describe</b> the effects they have on the body and why some people use them.</p> <p>I can <b>describe</b> some of the links between substances and exploitation of young people.</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>list</b> some factors that help ensure good health in the longer term.</p> <p>I can <b>list</b> the factors that can impact negatively on dental health.</p> <p>I can <b>state</b> some links between dental health and physical and emotional health.</p> <p>I can <b>list</b> different substances and the effects they have on the body and why some people use 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> Local agencies will come into school to do sessions with pupils e.g. School Beat, Crucial Crews etc</p> <p><b>National links:</b> Compare data of substance misuse around Wales and the data on health effects</p> <p><b>International links:</b> Compare data of substance misuse and the international data on health effects</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><b>Formative assessment:</b></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><b>Summative assessment:</b></p> <p>Can I become more responsible for my health and happiness? Assessment 3</p>

Evaluation		
Strengths	Areas for Development	Pupil Voice



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