

### WHAT ARE THE BIG AIMS OF YEAR 7?

- To ease transition, create a cohesive group able to work productively together and to enable individuals to set personal goals.
- To understand how choices regarding diet and exercise can affect our health; how media images can influence us; to develop resilience and learn strategies to manage negative influences on lifestyle choices
- To explore different types of employment and roles at work
- To challenge stereotypes and expectations which may limit aspirations/clarify students' early aspirations for future career choice and relate this to their own skills and strengths
- To explore nature of bullying on and offline
- To recognise and manage social risks of using the internet
- To develop skills to assess risks to health from substance use
- To understand conflict resolution strategies within content of personal relationships
- To understand concepts of spending and saving, including managing a simple budget

### WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 7?

- Learners that settle well into secondary school and take advantage of opportunities available to them e.g. joining clubs/projects
- Fully aware of media and how it can mischaracterise lifestyle choices
- Resilient pupils who can work confidently in teams/groups
- Pupils that can identify bullying on and offline and are aware of strategies to manage this
- Pupils that know where to seek help/support

### WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- Understand about life in secondary school and how this differs to primary school
- Identify and evaluate new opportunities/support available at secondary school
- To know how to work effectively and safely in groups
- Identify ways to make new friends
- Identify ways in which peer influence and/or desired to be liked and fit in with peers might lead people to do something that conflicts with their values
- Identify skills and strengths as a learner
- Basic personal organisation and time management skills
- Meaning of the term 'growth mindset'
- What constitutes a balanced diet
- Potential risks of poor lifestyle choices
- Identify influences of lifestyle choices
- Recognise ways to reduce and manage unhelpful influences on lifestyle choices
- Identify exit strategies for situations where people are being asked to do something which is unsafe
- Understand impact of tobacco use
- Impact of screen and phone use late at night

### WHAT SKILLS /Attributes DO THE PUPILS NEED TO DEVELOP?

- Resilience/managing change at new school
- Self-regulation
- Developing and maintaining a healthy self-concept
- Managing risk in relation to peers – decision making
- Demonstrate ability to work effectively and safely in class groups – active listening and team working
- Confidence in ability to be resilient in difficult situations
- Demonstrate exit strategies for unsafe situations
- Assess/evaluate importance of identifying reliable sources of advice and information

- Link between mental wellbeing and physical health
- Identify strategies to provide a balance between work, leisure and exercise
- Name sources of help and support, including local health services

**WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING? (knowledge acquired inside and outside of school)**

- Comments, images and roles models in the media and their lifestyle choices
- Media may show young people's health habits inaccurately
- Risk taking – may seem that it is worth it
- Exercise has to be going to gym/running
- Food/drinks – misconception around healthy/unhealthy foods
- Cannot make healthy food choices on a budget
- Social norms around smoking/tobacco use make be inaccurate

**WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?**

It would be inappropriate for assessment in PSHE education to be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares the pupil's results against his or her previous. In order for us to measure progress that has been made we need to measure this against the pupil's own starting point, not a criteria. This gives us the following model for assessing any learning in PSHE education:

**Baseline Assessment** - we cannot make any assumptions based on pupils' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. Therefore it is vital that we carry out a baseline assessment before we teach anything new e.g. questioning, discussion, responding to a scenario, a continuum etc.

**Assessment for and of Learning** - At the end of the lesson or series of lessons, pupils should have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity. Possibly the simplest and most effective way of demonstrating progress is to either repeat, or better still revisit, the original baseline activity.