

GREAT Lives: Year 7

Year 7	HT1	HT2	HT3	HT4	HT5	HT6
Topic	Settling in to Copley Academy & Being GREAT	Learning to Learn – The Brain	Community	Democracy	Puberty And Healthy Bodies	Staying Safe
Why this and why now?	Ensure that students are prepared for life at Copley Academy and to help support them through the transition process into Year 7, with a focus on the GREAT values, which is at the heart of the Academy's expectation and the curriculum.	Learning how to learn aims to make the process of learning much more explicit by inviting students to apply various ideas and activities to their studies as a way of increasing their awareness of the way they learn.	Students will understand the value of working positively and applying the GREAT Values, as part of various communities including school, home, locally and societally. They will know the reason we have consequences for poor citizenship and discuss the importance of correcting mistakes in their own behaviour.	They will understand how democracy and the various types of government work in this country work, building on the value of community and applying how the GREAT values is relevant to the national perspective.	Students receive essential education on the ways in which we can look after our bodies in order to live a healthy lifestyle. They will also receive education on puberty and how they may change in accordance with national guidelines.	Students will be taught how to remain safe in the world around them, as they begin to expand their boundaries at home in preparation for the summer holiday. They are expected to discuss morality and the ways in which we can stay safe in real life and online, integrating the GREAT values and prior learning of community and health.
What is the essential knowledge that needs to be remembered?	Students will spend time getting to know one another and establishing the boundaries and opportunities given to them in a new environment. This unit also provides a safe environment to deal with any newly arising issues in the first instance.	Students will be able to identify what good learning looks like, when learning has occurred and how to learn effectively.	Students will learn that we are part of several communities. The importance of playing a positive role in each community we are part of.	Students will learn how the country is governed at different levels and how laws are made.	What the main components of a healthy diet are. The importance and consequences of hygiene. What puberty is, what it means for our bodies and why we begin to change.	Why staying safe online in an increasingly digital world is important for their wellbeing. Why staying safe when faced with more freedom is important. What gang culture is and why it is seen negatively. How to ask for help when it is needed in all aspects of their lives
What is the assessment intent and how will you assess?	Formative RAG at the end of each lesson to ensure their self-awareness as a learner, as well as opportunities for assessment for learning during sessions.	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions
What should the end point look like?	Students will be able to have discussions around changes they are facing	Students to discover the best ways for them to learn. Identify their	Students to be able to discuss and articulate whose responsibility it	Students to weigh up evidence, debate and make reasoned	To be able to discuss the physical and emotional effects of puberty	Students will be able to think critically and responsibly about the

		moving into a new school environment. Demonstrate resilience when faced with difficulty. Show respect to one another, the environment and themselves. Underpin their conduct in school with the GREAT values.	preferred learning styles and how to maximize their potential. Be able to communicate more effectively.	might be to protect and provide for the most vulnerable. Understand contemporary issues affecting our local community. Know how democracy works in the UK.	arguments about the laws surrounding drinks and drugs and their wider responsibility to society with regards to these issues.	(menstruation, acne, changing bodies and healthy mental development) Articulate the importance of personal hygiene and how to take care of our bodies.	social circumstances that they find themselves or others in and how to avoid being vulnerable or exploited and know how to find support and help if at risk. Students should know what this risk looks like and be proactive in avoiding it.
	How does it cover the NC?	PHSE -Health and Wellbeing & How to manage transition. PSHE Association Programme- H1, H4, H6, H9, R15, R19, R38, R42,	PHSE –about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills. PSHE Association Programme- L1, L2, L6	Citizenship- The rights and responsibilities of citizens. PSHE Association Programme- R13, R19,	Citizenship- democracy, government and the rights and responsibilities of citizens.	PSHE- RSE, Living in the Wider World, Health and Well Being PSHE Association Programme- H1, H3, H10, H13, H14, H18, H20, H31, H34	PSHE- Risk Management, Choices and Influences. Living in the Wider World PSHE Association Programme- H30, R13, R17, R41, R42, R43, R44