

**YEAR 7 GREAT LIVES.**

Year	HT1	HT2	HT3	HT4	HT5	HT6
<b>Topic</b>	Being GREAT	Healthy Body	Relationships & Puberty	Democracy	Community	Staying Safe
<b>Why this and why now?</b>	This is the start of Year 7 and this unit ensures 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.	Students receive essential education on the ways in which we can look after our bodies in order to live a healthy lifestyle. It also enables students to see that by maintaining a healthy lifestyle, it will impact positively on their wellbeing and contribute to them 'Being GREAT' as looked at in the previous unit, and which underpins our values.	Students receive essential education on puberty and how they may change in accordance with national guidelines. They are educated on relationships and how to identify positive and negative relationships	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 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.	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.
<b>What is the essential knowledge that needs to be remembered?</b>	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.	What the main components of a healthy diet are. How keeping the body healthy through physical activity can also maintain good mental health. The importance and consequences of hygiene.	What puberty is, what it means for our bodies and why we begin to change. What is a healthy/negative relationship? How to identify when things go wrong in relationships. To know what bullying/cyberbullying is and who to ask for support.	Students will learn how the country is governed at different levels and how laws are made.	Students will learn that we are part of several communities. The importance of playing a positive role in each community we are part of.	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
<b>What is the assessment intent and how will you assess?</b>	Students will begin with a baseline test, which they will revisit at the end of the academic year to test what they know and what they have learned.	Formative assessment in the Do Nows that recall and consolidate prior learning as well as formative RAG at the end of each lesson to ensure	Formative assessment in the Do Nows that recall and consolidate prior learning as well as formative RAG at the end of each lesson to ensure	Formative assessment in the Do Nows that recall and consolidate prior learning as well as formative RAG at the end of each lesson to ensure	Formative assessment in the Do Nows that recall and consolidate prior learning as well as formative RAG at the end of each lesson to ensure	End of year assessment that revisits the baseline as well as including additional questions based on what they have learned throughout the

	Formative assessment in the Do Nows that recall and consolidate prior learning as well as 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. Cumulative assessments throughout the year to allow for a holistic result.	their self-awareness as a learner, as well as opportunities for assessment for learning during sessions. Cumulative assessments throughout the year to allow for a holistic result	their self-awareness as a learner, as well as opportunities for assessment for learning during sessions. Cumulative assessments throughout the year to allow for a holistic result	their self-awareness as a learner, as well as opportunities for assessment for learning during sessions. Cumulative assessments throughout the year to allow for a holistic result	their self-awareness as a learner, as well as opportunities for assessment for learning during sessions. Cumulative assessments throughout the year to allow for a holistic result	year. Formative assessment in the Do Nows that recall and consolidate prior learning as well as 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. Cumulative assessments throughout the year to allow for a holistic result
<b>What does the end point look like?</b>	Students will be able to have discussions around changes they are facing 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.	To be able to discuss the importance of maintaining a healthy body. Articulate the importance of personal hygiene and how to take care of their bodies through exercise, diet, sleep etc. .	To be able to discuss the physical and emotional effects of puberty (menstruation, acne, changing bodies and healthy mental development). To know how to identify different types of relationships (including healthy and unhealthy relationships) and who to turn to for support if things go wrong.	Students to weigh up evidence, debate and make reasoned arguments about the laws surrounding drinks and drugs and their wider responsibility to society with regards to these issues.	Students to be able to discuss and articulate whose responsibility it might be to protect and provide for the most vulnerable in society. Understand contemporary issues affecting our local community. Know how democracy works in the UK, such as first past the post.	Students will be able to think critically and responsibly about the 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
<b>How does it cover the NC?</b>	PHSE -Health and Wellbeing & How to manage transition. PSHE Association Programme- H1, H4, H6, H9, R15, R19, R38, R42,	PSHE- RSE, Living in the Wider World, Health and Well Being PSHE Association Programme- H1, H3, H10, H13, H14, H18, H20, H31, H34	PSHE- RSE, Living in the Wider World PSHE Association Programme-, H14, H18, H20, H31, H34	Citizenship - democracy, government and the rights and responsibilities of citizens.	Citizenship - The rights and responsibilities of citizens. PSHE Association Programme- R13, R19,	PSHE- Risk Management, Choices and Influences. Living in the Wider World PSHE Association Programme- H30, R13, R17, R41, R42, R43, R44