

**Airedale Academy's KS3 Assessment Overview Student Wellbeing**

At Airedale Academy, assessment is embedded into lessons in a coherent manner. Key Assessment Pieces will follow a sequence of 6-8 lessons, using a mastery-approach to teaching and learning, by which Key Assessment Pieces are used to assess the extent to which students know more and can remember more of the curriculum that has been taught specific to their age and stage of education.

Written Key Assessment Pieces will be completed in 'Silent and Independent' conditions and should assess the extent to which curriculum knowledge and skills have been grasped by students and can be reapplied. However, in some subjects such as Dance, Drama, PE and Music, Key Assessment Pieces may be collaborative and of a more practical nature and may include photographic or video evidence, a record of verbal feedback, a written evaluation and/or a written reflection. The information gleaned by the teacher through diagnostic marking and feedback will be used to close specific gaps in learning and to address misconceptions, leading to improved progress over time.

The information gained from the marking and feedback of Key Assessment Pieces, will be used to assess students' progress (relative to starting point) more holistically in terms of their grasp of the curriculum at key points of the academic year, using the identified 'Expected' and 'Enhanced' knowledge and skills listed below.

Progress will be holistically reported to students and their parents/carers, relative to starting point for that particular point of their KS3 journey, as follows: 'On Track' - making expected progress; 'Working Towards' - making less than expected progress and 'Exceeding' - making enhanced progress appropriate to their age and stage of education.

<p><b>Subject:</b> Student Wellbeing</p>	<p><b>Year Group:</b> 7</p>
<p><b>Essential Knowledge and Skills to be embedded by the end of the academic year:</b></p> <p><b>Autumn Half Term 1:</b> Personal Safety and Managing Risk (Assessment Piece Problem Pages)</p> <ul style="list-style-type: none"> <li>● Knowledge and understanding of what constitutes bullying and inappropriate behaviour</li> <li>● Knowledge of some strategies that can be used to challenge this behaviour</li> <li>● Understand some of the ways bullying and inappropriate behaviour impacts the victim</li> <li>● Know some ways to access help and support if you have been bullied or subjected to inappropriate behaviour.</li> <li>● Understanding of how to assess first aid needs of people who have been hurt</li> <li>● Know how to administer basic first aid for some accidents including a basic understanding of CPR</li> </ul> <p><b>Autumn Half Term 2:</b> Online Media and the Real World (Assessment Piece - Social Media Poster)</p> <ul style="list-style-type: none"> <li>● Know some of the risks associated with online gaming including knowing some of the links to online gambling</li> <li>● Know how and why people should use social media safely</li> <li>● Know some of the ways to ensure social media accounts are safe</li> </ul>	<p><b>Enhanced Knowledge and Skills to be embedded by the end of the academic year:</b></p> <p><b>Autumn Half Term 1:</b> Personal Safety and Managing Risk (Assessment Piece - Advice Pages)</p> <ul style="list-style-type: none"> <li>● Explain what bullying and inappropriate behaviours are and give examples of different types of each behaviour</li> <li>● Understand and explain a range of strategies that can be used to challenge this behaviour</li> <li>● Explain a range of ways bullying and inappropriate behaviour impacts the victim</li> <li>● Evaluate some of the ways to access help and support and be able to explain which methods are most appropriate in different scenarios</li> <li>● Explain how to assess the first aid needs of someone who have been hurt</li> <li>● Know how to administer basic first aid for some accidents including a clear understanding of CPR</li> </ul> <p><b>Autumn Half Term 2:</b> Online Media and the Real World (Assessment Piece - Social Media Poster)</p> <ul style="list-style-type: none"> <li>● Explain the risks associated with online gaming including how they link to online gambling</li> </ul>

- Know some of the consequences of not using social media safely
- Understand where you can gain support if social media accounts become unsafe

**Spring Half Term 1: Sexual Health and Healthy Relationships**  
(Assessment Piece - Friendships creative writing/storyboard)

- Know some of the changes that happen during puberty and how these can have a physical and psychological effect on a young person
- Basic understanding of how reproduction happens including the process that happens from menstruation to reproduction
- Identify some characteristics of a good friend
- Identify some of the ways people can be a good friend
- Know some of the challenges that affect friendships and identify a few strategies to overcome these challenges.

**Spring Half Term 2: Physical Health and Mental Wellbeing**  
(Assessment Piece -Physical Activity Leaflet)

- Knowledge of some of the ways people can promote positive wellbeing including why talking about your emotions can promote positive wellbeing.
- Identify some of the benefits of having a healthy lifestyle including healthy eating, dental care, physical activity and sleep
- Briefly describe some of the physical, social and mental health benefits of physical activity, sleep and healthy eating

**Summer Half Term 1: Identity and Equality in today's society**  
(Assessment Piece -Discrimination News Report)

- Identify what is meant by having a growth mindset and why this is important when developing resilience
- Understand the key terms discrimination, respect, identities and stereotypes and why they are needed in today's society
- Know some of the different types of discrimination and give a few examples of each including how stereotypes play a part in people's prejudices.
- Identify some of the consequences of discrimination on the victim.
- Know some of the actions that could be taken by bystanders to reduce/improve discrimination

- Explain the reasons why people need to use social media safely
- Evaluate a range of strategies people can use to keep social media accounts safe
- Describe a wide range of consequences related to not using social media safely and Evaluate the types of support available if social media accounts become unsafe

**Spring Half Term 1: Sexual Health and Healthy Relationships**  
(Assessment Piece - Friendships creative writing/storyboard)

- Explain the changes that happen during puberty and evaluate how these changes can have a physical and psychological effect on a young person
- Explain how reproduction happens including the process that happens from menstruation to reproduction
- Know and explain the characteristics of a good friend
- Explain a range of ways people can be a good friend
- Identify and explain a range of the challenges that affect friendships and identify strategies friends can use to overcome these challenges.

**Spring Half Term 2: Physical Health and Mental Wellbeing**  
(Assessment Piece -Physical Activity Leaflet)

- Evaluate some of the ways people can promote positive wellbeing including why talking about your emotions can promote positive wellbeing.
- Explain a range of benefits of having a healthy lifestyle including healthy eating, dental care, physical activity and sleep
- Explain and evaluate a range of physical, social and mental health benefits of a healthy lifestyle and link these to how they improve a person's wellbeing

**Summer Half Term 1: Identity and Equality in today's society**  
(Assessment Piece -Discrimination News Report)

- Explain what is meant by having a growth mindset and why this is important when developing resilience
- Evaluate the key terms discrimination, respect, identities and stereotypes and give a reasoned explanation as to why they are needed in today's society
- Explain the different types of discrimination and give detailed examples of each including how stereotypes play a part in people's prejudices.
- Explain all the different types of discrimination and give examples of each
- Explain a range of impacts and consequences discrimination has on the victim.
- Evaluate the actions that could be taken by bystanders to reduce/improve discrimination

<p><b>Summer Half Term 2: Citizenship</b> (Assessment Piece -Letter to Government)</p> <ul style="list-style-type: none"> <li>● Knowledge of what a stereotype is and why stereotypes can be harmful</li> <li>● Know some of the reasons why people may want to emigrate from one place to another</li> <li>● Give brief descriptions of why it is beneficial to live in a diverse multicultural society</li> <li>● Understand what democracy means and why democracy is important in society</li> <li>● Know the different types of voting systems used in democratic countries.</li> <li>● Identify some of the key features of types of voting systems</li> </ul>	<p><b>Summer Half Term 2: Citizenship</b> (Assessment Piece -Letter to Government)</p> <ul style="list-style-type: none"> <li>● Explain what stereotypes are and why stereotypes can be harmful</li> <li>● Describe the reasons the UK is a multicultural society and why people may want to emigrate from one place to another</li> <li>● Evaluate why it is beneficial to live in a diverse multicultural society and give reasons why we should prevent discrimination of minority groups in the UK</li> <li>● Explain the difference between a democracy and a dictatorship and why democracy is important in society</li> <li>● Evaluate and explain the different types of voting systems used in democratic countries and explain which is better and why</li> </ul>
<p><b>Subject:</b> Student Wellbeing</p> <p><b>Essential Knowledge and Skills to be embedded by the end of the academic year:</b></p> <p><b>Autumn Half Term 1: Personal Safety and Managing Risks</b> Assessment Piece = Risks of smoking and vaping</p> <ul style="list-style-type: none"> <li>● Identify the different types of legal substances that can be harmful to health</li> <li>● Know some of the physical and psychological effects of using legal substances such as alcohol and caffeine.</li> <li>● Know some of the reasons people choose to use these substances and identify some strategies to reduce the risks of using these substances.</li> <li>● Know some of the places people can gain support if they want to stop using these substances.</li> </ul> <p><b>Autumn Half Term 2: Online Media and the Real World</b> Assessment Piece = the risks and impacts of the distribution of nudes</p> <ul style="list-style-type: none"> <li>● Know some of the risks of using the online media including the risks of viewing harmful material online and gaming/gambling online</li> <li>● Understand some of the consequences and impacts of using online media on a person's offline life</li> <li>● Know some of the ways you can reduce the risks of using online media</li> <li>● Identify some of the ways people can gain support if they have been exposed to online risks</li> </ul> <p><b>Spring Half Term 1: Sexual Health and Healthy Relationship</b> Assessment Piece = Knowledge of how to manage pressures associated with sexual consent</p>	<p><b>Year Group:</b> 8</p> <p><b>Enhanced Knowledge and Skills to be embedded by the end of the academic year:</b></p> <p><b>Autumn Half Term 1: Personal Safety and Managing Risks</b> Assessment Piece = Risks of smoking and vaping</p> <ul style="list-style-type: none"> <li>● Explain the different types of legal substances that can be harmful to health</li> <li>● Explain the physical and psychological effects of using legal substances such as alcohol and caffeine.</li> <li>● Explain the reasons people choose to use these substances and evaluate the ways to reduce the risks of using these substances.</li> <li>● Evaluate the places people can gain support if they want to stop using these substances.</li> </ul> <p><b>Autumn Half Term 2: Online Media and the Real World</b> Assessment Piece = the risks and impacts of the distribution of nudes</p> <ul style="list-style-type: none"> <li>● Explain the risks of using the online media including the risks of viewing harmful material online and gaming/gambling online</li> <li>● Evaluate the consequences and impacts of using online media on a person's offline life</li> <li>● Evaluate ways you can reduce the risks of using online media</li> <li>● Know the ways people can gain support if they have been exposed to online risks</li> </ul> <p><b>Spring Half Term 1: Sexual Health and Healthy Relationship</b> Assessment Piece = Knowledge of how to manage pressures associated with sexual consent</p> <ul style="list-style-type: none"> <li>● Explain what the term consent means and be able to identify if consent has been given in different scenarios</li> </ul>

- Know what the term consent means and be able to identify if consent has been given in different scenarios
- Understand that people do not have to participate in any type of sexual intimacy if they choose not to
- Identify different ways in which you can manage and delay sexual intimacy.
- Know the different LGBT terms and have an understanding of what it is like to live as a LGBGT person.

**Spring Half Term 2:** Physical Health and Emotional Wellbeing

Assessment Piece = Managing Anxiety - Creating an Anxiety self soothing box

- Know some of the contraception methods that can be used to prevent pregnancy and STIs
- Understand the myths and impacts of HIV
- Know some of the different types of mental health conditions and ways in which these can be managed

**Summer Half Term 1:** Identity and Equality in today's society

Assessment Piece: Diverse and multicultural Britain = Diversity Factor

- Knowledge of the different types of discrimination with the main emphasis on gender, trans and ethnicity discrimination
- Knowledge of some issues associated with a person's gender identity
- Identify some of the impacts and consequences of sexism and racism.
- Know the importance of being part of a diverse multicultural society

**Summer Half Term 2:** Citizenship

Assessment Piece = Criminal behaviours and knife crime = Knife Free Diary entry

- Identify different types of criminal behaviours including crimes associated with organised crime
- Know some of the reasons why people become involved with organised criminal gang and the risks associated with being part of gang
- Know where to gain support for people who are associated with criminal gangs.
- Identify different types of committed relationships and know some of the characteristics of different types of committed relationships including legally binding relationships

- Understand that people do not have to participate in any type of sexual intimacy if they choose not to
- Evaluate the different ways in which you can manage and delay sexual intimacy.
- Explain the different LGBT terms and have knowledge of the myths associated with being part of the LGBT community
- Understand and explain what it is like to live as a LGBGT young person.

**Spring Half Term 2:** Physical Health and Emotional Wellbeing

Assessment Piece Managing Anxiety - Creating an Anxiety self soothing box

- Evaluate and explain the different types of contraception methods that can be used to prevent pregnancy and STIs and know how to use each of these contraceptive methods effectively
- Explain and evaluate the myths and impacts of HIV including the consequences of HIV stigma
- Evaluate the different types of mental health conditions and explain the ways in which these can be managed

**Summer Half Term 1:** Identity and Equality in today's society

Assessment Piece: Diverse and multicultural Britain = Diversity Factor

- Explain the different types of discrimination with the main emphasis on gender, trans and ethnicity discrimination
- Evaluate the issues associated with a person's gender identity and explain the impacts and consequences of sexism and racism.
- Evaluate the importance of being part of a diverse multicultural society

**Summer Half Term 2:** Citizenship

Assessment Piece = Criminal behaviours and knife crime = Knife Free Diary entry

- Explain and evaluate the different types of criminal behaviours including crimes associated with organised crime
- Evaluate some of the reasons why people become involved with organised criminal gang and the risks associated with being part of gang
- Explain where to gain support for people who are associated with criminal gangs.
- Explain the different types of committed relationships and know some of the characteristics of different types of committed relationships including legally binding relationships
- Explain the responsibilities people have when they become parents and why these responsibilities are important to safeguard children

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<p><b>Subject:</b> Student Wellbeing</p>	<p><b>Year Group:</b> 9</p>
<p><b>Essential Knowledge and Skills to be embedded by the end of the academic year:</b></p> <p><b>Autumn Half Term 1:</b> Personal Safety and Managing Risks Assessment Piece = illegal drug use and self medication = Drug Road map</p> <ul style="list-style-type: none"> <li>● Identify the different types of illegal substances that can be harmful to health</li> <li>● Know some of the reasons people choose to use illegal substances and identify some strategies to reduce the risks of using these substances.</li> <li>● Know some of the places people can gain support if they want to stop using these substances.</li> <li>● Understanding of how to assess first aid needs of people who have been hurt</li> <li>● Know how to administer basic first aid for some accidents including a basic the use of defibrillators</li> </ul> <p><b>Autumn Half Term 2:</b> Online Media and the Real World Assessment Piece = Online Gambling - Debt risks and harms</p> <ul style="list-style-type: none"> <li>● Understand how the media manipulates images and information and how this manipulation can have an impact on a person's self esteem and body image</li> <li>● Know some of the risks associated with having unrealistic body goals.</li> <li>● Know some of the risks associated with online gambling and identify some of the harms associated with gambling.</li> <li>● Know some of the risks associated with criminal online behaviours and how to minimise these risks</li> </ul> <p><b>Spring Half Term 1:</b> Sexual Health and Healthy Relationship Assessment Piece = Ways people have children - family options leaflet</p> <ul style="list-style-type: none"> <li>● Identify the different types of sexually transmitted infection and how these can be treated/managed through screening and medications.</li> <li>● Know how to identify some sexually transmitted diseases by their symptoms</li> <li>● Know some of the ways a person's fertility can be affected and what people can do to help improve/maintain their fertility</li> </ul>	<p><b>Enhanced Knowledge and Skills to be embedded by the end of the academic year:</b></p> <p><b>Autumn Half Term 1:</b> Personal Safety and Managing Risks Assessment Piece = illegal drug use and self medication = Drug Road map</p> <ul style="list-style-type: none"> <li>● Know and describe all the different types of illegal substances that can be harmful to health</li> <li>● Explain the reasons people choose to use illegal substances and evaluate the strategies to reduce the risks of using these substances.</li> <li>● Evaluate the sources of support available for people who want to stop using these substances.</li> <li>● Explain and demonstrate how to provide first aid for people who have been injured</li> <li>● Demonstrate how to administer basic first aid for some injuries and know how to use a defibrillator properly</li> </ul> <p><b>Autumn Half Term 2:</b> Online Media and the Real World Assessment Piece = Online Gambling - Debt risks and harms</p> <ul style="list-style-type: none"> <li>● Explain how the media manipulates images and information and evaluate how this manipulation can have a negative impact on a person's self esteem and body image</li> <li>● Explain and evaluate the risks associated with having unrealistic body goals.</li> <li>● Explain the risks associated with online gambling and identify some of the harms associated with gambling.</li> <li>● Describe the risks associated with criminal online behaviours and describe ways you can minimise these risks</li> </ul> <p><b>Spring Half Term 1:</b> Sexual Health and Healthy Relationship Assessment Piece = Ways people have children - family options leaflet</p> <ul style="list-style-type: none"> <li>● Describe the different types of sexually transmitted infection and explain how these can be treated/managed through screening and medications.</li> <li>● Explain how to identify all sexually transmitted diseases by their symptoms and when to screen for STIs to prevent transmission</li> <li>● Explain the ways a person's fertility can be affected and what people can do to help improve/maintain their fertility</li> </ul>

- identify some of the ways people can have children when they are unable to conceive naturally and understand some of the benefits and limitations of each method

**Spring Half Term 2:** Physical Health and Emotional Wellbeing

Assessment Piece = Sedentary Lifestyle = Activity Plans

- Know some of the implications of having an unhealthy lifestyle including the risks of a poor diet and sedentary lifestyle.
- Identify some of the ways in which people can improve their lifestyle and give some benefits of making these changes.
- Know some of the ways a healthy lifestyle can improve a person's physical and mental wellbeing
- Identify some of the reasons why people may want or need organ and blood donations
- Know some of the laws associated with blood and organ donation

**Summer Half Term 1:** Identity and Equality in today's society

Assessment Piece: Transition and Change = Problem page advice

- Identify some of the links between personal connections and positive wellbeing
- Know some of the ways you can reframe negative thinking and how to deal with change.
- identify some of the issues surrounding male mental wellbeing and understand some of the reasons for these issues
- Understand some of the laws surrounding LGBT rights and the reason why these laws are in place

**Summer Half Term 2:** Citizenship

Assessment Piece = Influences Drugs and Alcohol - Talking heads and case study

- Knowledge of some of the laws surrounding illegal substances
- Know some of the mental health and social implications of using illegal substances and understand why these issues can be harmful to a person's health
- Understand how drug and alcohol can influence people's decision making skills
- Understand how and why people get involved in gangs involved in drugs
- Know how the criminal justice system works and the know some of the process that takes place when a person has committed a crime

- Evaluate the ways people can have children when they are unable to conceive naturally and describe some of the benefits and limitations of each method

**Spring Half Term 2:** Physical Health and Emotional Wellbeing

Assessment Piece = Sedentary Lifestyle = Activity Plans

- Explain the implications of having an unhealthy lifestyle and give detailed descriptions of the risks a poor diet and sedentary lifestyle has on a person's physical and mental wellbeing
- Evaluate the ways in which people can improve their lifestyle and justify the benefits of making these changes.
- justify the ways a healthy lifestyle can improve a person's physical and mental wellbeing
- Explain and evaluate the reasons why people may want or need organ and blood donations. Explain the laws associated with blood and organ donation

**Summer Half Term 1:** Identity and Equality in today's society

Assessment Piece: Transition and Change = Problem page advice

- Explain how personal connections can improve a person's mental wellbeing. Evaluate the ways in which people can deal with change and improve their wellbeing
- Explain and evaluate the ways people can reframe negative thinking to improve their sense of self
- Know and explain the issues surrounding male mental wellbeing and evaluate the reasons males can struggle mental health
- Explain the laws surrounding LGBT rights and the reason why these laws are in place

**Summer Half Term 2:** Citizenship

Assessment Piece = Influences Drugs and Alcohol - Talking heads and case study

- Explain the different laws surrounding the use, sale and distribution of illegal substances
- Explain and evaluate the mental health and social implications of using illegal substances and evaluate why these issues can be harmful to a person's health
- Describe and evaluate how drug and alcohol can influence people's decision making skills
- Describe how and why people get involved in gangs involved in drugs and the risks that are associated with being part of organised crime gangs
- Evaluate how the criminal justice system works and explain the process that is undertaken when a person has committed a crime

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