



1 MATTER

Reflection Journal
2022-2023

My School Year

Goals and Aspirations

LEARNING GOALS

CHARACTER GOALS



A LETTER TO YOUR FUTURE SELF

At the start of this academic year we all have hopes, dreams and expectations.

Write a letter to yourself which you can read throughout the year and reflect on at the end of the year.

**You may want to include -
ME NOW - MY WORLD WHAT DO-
PEOPLE IN MY LIFE - MY FUTURE**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

DEVELOPING MY ATTITUDE TO LEARNING

Highly motivated	Engaged	Passive	Disengaged
I am highly focussed	I focus well in lessons	I am sometimes distracted and off task	I am often distracted and off task
I play a proactive part in lessons	I participate fully in lessons	I am sometimes unwilling to get involved	I am reluctant to get involved
I take every opportunity to challenge myself	I respond positively to challenging activities	I avoid challenging tasks	I normally need pressure to attempt learning tasks
I seek my own solutions to problems	I seek help when needed	I sometimes ask for help when I need it	I rarely ask for help when I need it and I may refuse support
I take pride in my work and complete homework thoroughly	I can take pride in my work and complete homework to a good standard	I am sometimes unprepared for lessons and do not always complete homework	I am rarely prepared for lessons and regularly forget to do homework
I organise time effectively	I organise time well	I sometimes miss deadlines	I miss most deadlines
I approach learning with an active interest and ask questions	I answer questions and connect ideas	I require close supervision to attempt tasks and follow instructions	I do not engage unless closely monitored
I am resilient and learn from my mistakes	I can be resilient most of the time	I am not always resilient and sometimes give up easily	If I find a task difficult, I give up quickly
I invite and act on feedback to improve my work	I take action based on feedback	I sometimes attempt to act on feedback	I do not attempt to act on feedback
I respond positively to praise and critique and can take action independently	I listen to praise and critique but sometimes need help to work out how to respond	I find praise and critique difficult to respond to and rely on my teacher for guidance	I respond negatively to praise or critique
I show initiative and review my own progress and learning	I look for solutions when an issue is identified with my progress and learning	I rely on the teacher to model solutions to issues around my progress and learning	I find it difficult to solve problems or issues with my progress and learning
I help others when they need help	I work well with others	I rely on others to do the work	I distract others
I am consistently aware and considerate of others	I show kindness, consideration and respect	I sometimes disrupt the learning in the classroom	I regularly disrupt the learning in the classroom
I take responsibility and set an example	I complete work to a good standard	My work sometimes shows a lack of care or detail	My work is often incomplete or inadequate
I show consistently good leadership skills	I am developing my confidence and leadership skills	I find it difficult to demonstrate my confidence and leadership skills	I need to work on developing my confidence and leadership skills

Preparing for Progress Evening (KS3)

Positives for my presentation (from recent data, teacher feedback, events etc.)	Areas I want to improve	
Things I have done beyond the classroom (leadership roles, extra-curricular clubs, volunteering outside school etc.)	Dreams for the future:	
Planning my presentation		
Format (PowerPoint, poster, mindmap, something else?)	What time will I use to prepare?	What help might I need?

Use the rest of this space for ideas to make your presentation as creative as possible! Remember, it does not have to be a PowerPoint , the slides we share are just to give you ideas for the things to cover.....

Preparing for Progress Evening (KS4)

<p>Things I am proud of in each subject:</p> <p>English</p> <p>Maths</p> <p>Science</p> <p>Option A:</p> <p>Option B:</p> <p>Option C:</p> <p>PE</p> <p>RE</p>	<p>Areas I am trying to improve (and what I am doing differently to make these improvements):</p>
<p>AtL targets I am working on:</p>	<p>Things I have done beyond the classroom:</p>
<p>Think about questions you or your parents/carers want to ask at Progress Evening.....</p>	
<p>Subject specific questions</p>	<p>General questions (about revision techniques, learning independently, additional support etc.)</p>
<p>Use the rest of this space to note any actions that were set at your Progress Evening:</p>	

HT2; Reflecting on my Progress

Subject-specific areas to improve: English Maths Science Language History Geography ADT Computing Drama Music PE RE	Things I will do differently to achieve these improvements:	
AtL targets I was given more than once:	What will I do differently to achieve these:	
Action planning (write about what you want to achieve, when and how you will check it has happened:)		
Short-term	Medium-term	Long-term
Support needed for this action planning (who might you need to help you, and how will you ask for this help?)		

HT4; Reflecting on my progress

Improvements I have made since HT2:	Things I still want to achieve:	
Subject-specific areas for development:	Things I will do differently to achieve these:	
Action planning (write about what you want to achieve, when and how you will check it has happened:)		
Short-term	Medium-term	Long-term
Support needed for this action planning (who might you need to help you, and how will you ask for help?)		
Subjects I am confident about SSAs in:	Subjects I am concerned about SSAs in: and why	
Things I know now I didn't know at the start of this year:	Things I can do now that I couldn't do at the start of the year:	Things I am struggling to remember:
For each of the following things, rate yourself out of 10. 1 means you think you are bad at the thing, 10 means you think you are excellent at it:	Revising	Studying independently
	Sleeping	Cheering up other people
	Asking for help if I need it	Putting things off so I don't have to do them

Take a moment to Relax....



JUST ADD COLOUR!

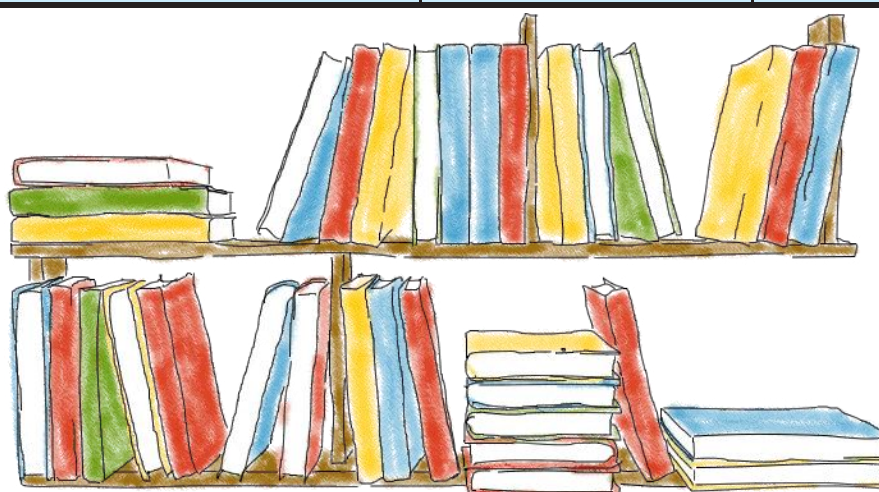
MY READING RECORD

Date	Name of Book	Author	Rating out of 10	Recommend? Y/N



MY READING RECORD

Date	Name of Book	Author	Rating out of 10	Recommend? Y/N

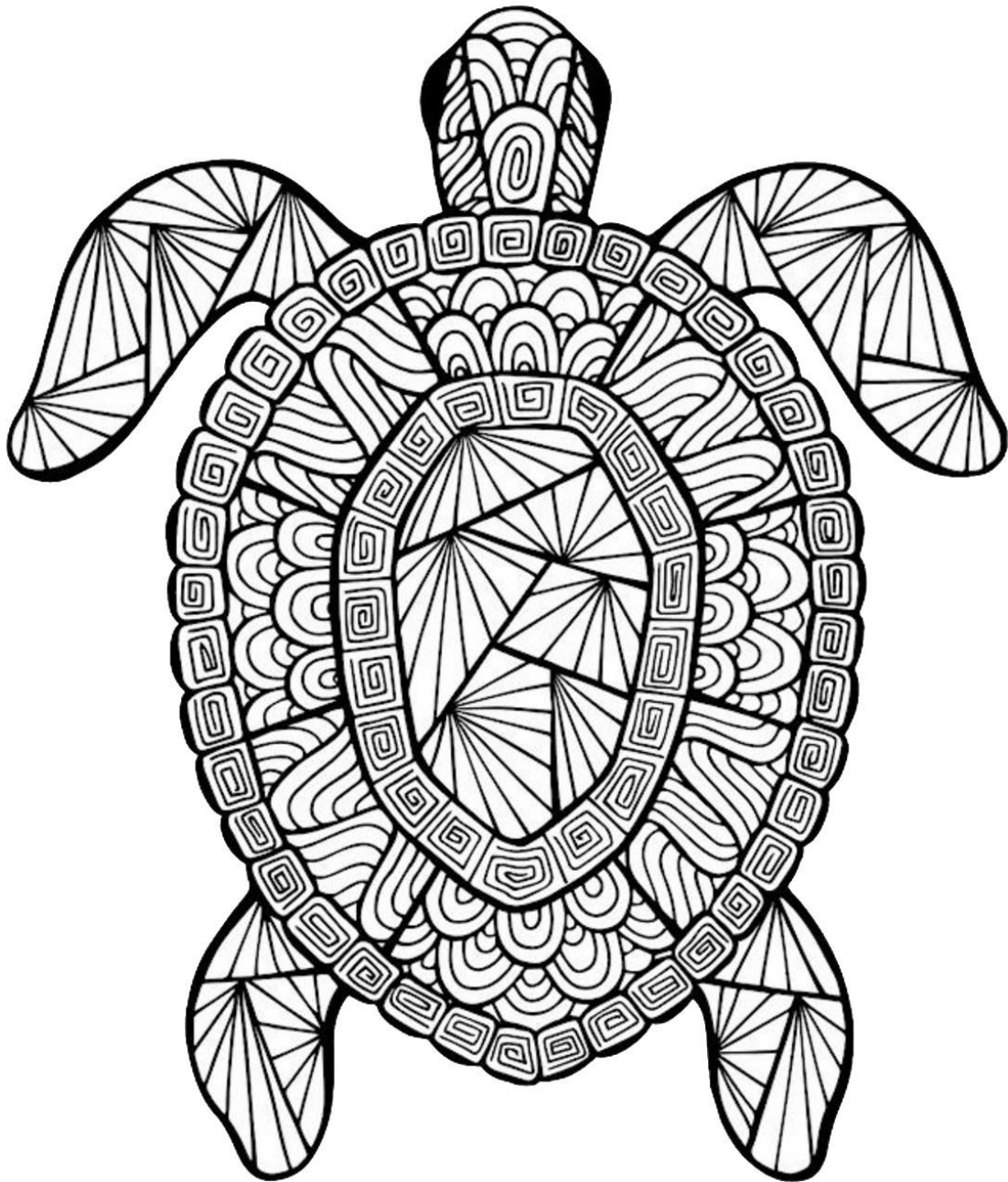


“Today a reader...tomorrow a leader!”

Focus Day Overview

	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>
Relationships (with themselves, others and with wider society)	<ul style="list-style-type: none"> • Friendship • Different Families • My Changing Body • Anti-bullying 	<ul style="list-style-type: none"> • Online Bullying • The Internet and Me • Equality • Representation 	<ul style="list-style-type: none"> • True Friendships • New Relationships • Different Relationships (LGBTQ+) • Conflict Resolution 	<ul style="list-style-type: none"> • Abuse • Respectful Relationships • Relational Power – Social Action • Body Confidence 	<ul style="list-style-type: none"> • Personal Health • Consent in Relationships • The Law and Me • Contraception
Self-Care	<ul style="list-style-type: none"> • Emotional Vocabulary • What Is Mental Health? • Injury Prevention • Healthy Habits 	<ul style="list-style-type: none"> • Healthy Body/Healthy Mind • Healthy Eating • Dental Health • A Weekly Food Shop 	<ul style="list-style-type: none"> • Mindfulness • Working With Worry • First Aid • Personal Organisation 	<ul style="list-style-type: none"> • Positive Psychology • Alcohol • Drugs • Being Vulnerable 	<ul style="list-style-type: none"> • Stress Busting • Interviews • Financial Planning • Balancing Work and Play
Planning for the Future	<ul style="list-style-type: none"> • Managing Money 	<ul style="list-style-type: none"> • Critical Consumer • Conscious Consumer • My Future Self 	<ul style="list-style-type: none"> • Financial Risk 	<ul style="list-style-type: none"> • Stepping Into The Future 	

Relationships



JUST ADD COLOUR!

Relationships					
HT1	Year 7	Year 8	Year 9	Year 10	Year 11
9.9.22	Relationships – the term ahead	Relationships – the term ahead	Relationships – the term ahead	CEIAG – Work Experience (assembly in Hall)	Relationships – the term ahead
16.9.22	Starting Secondary School	HoP Assembly (assembly in Hall)	Confidence	Relationships – the term ahead	CEIAG – Meet your Careers Advisor (assembly in canteen)
23.9.22	ICT User Agreements				
30.9.22	Mixing With Other Year Groups	Everyone Is A Leader	Peer Pressure	Women As Leaders – Fields of Work	CEIAG – Whalley Range College (assembly in canteen)
7.10.22	Respect for All	Equality	Being Assertive	Women As Leaders – Maternity Discrimination	CEIAG – Xaverian College (assembly in canteen)
14.10.22	Respect in the Community	Stereotypes	Respect and Self-Respect	Women As Leaders – Participation	CEIAG Loreto College (assembly in canteen)
21.10.22	Looking After Animals	Black History Month - Stereotypes	Black History Month – Black People in Film and Music	Women As Leaders – Representation	CEIAG – Manchester College (assembly in canteen)

Relationships					
HT2	Year 7	Year 8	Year 9	Year 10	Year 11
4.11.22	Bonfire Night	World Kindness Day - spreading kindness	World Kindness Day - the science of kindness	Positive Discrimination	Viewing Harmful Material 1 Brook on Teams
11.11.22	Different Families	Body Image	Sex and Gender	HoP Assembly	Viewing Harmful Material 2 Brook on Teams
18.11.22	AB Week				
25.11.22	Sense of Belonging	Filter Bubbles	Avoiding Loneliness – Connecting with Others	Love or Leave	Viewing Harmful Material 3 – Brook on Teams
2.12.22	Cross-Trust INSET				
9.12.22	Where and when can I get married?	Different types of long-term commitments	Being a parent	Forced and arranged marriage	Who To Talk To
16.12.22	Relationships-Reflection session	Relationships-Reflection session	Relationships-Reflection session	Relationships-Reflection session	Relationships-Reflection session

Relationships Glossary

Here are some of the key words you will encounter this term.

Abuse	To treat someone with cruelty or violence, especially regularly or repeatedly. Abuse can come in many forms, such as: physical or verbal maltreatment, injury, assault, violation, rape, unjust practices, crimes, or other types of aggression.
Adopted family	an approved person or persons who have a child in their home who is legally adopted and entitled to the same benefits as a child born into the family
Agender	Not having a gender or identifying with a gender. They may describe themselves as being gender neutral or genderless.
Arranged marriage	Arranged marriages are legal in the UK if you are choosing to marry the other person and are not forced to do so. Arranging a marriage in this sense simply means <i>suggesting a possible</i> match – there is no expectation to marry that person; it is your choice
Banter	playful and friendly exchange of teasing remarks – the person on the receiving end should be in on the joke
Blended family	also known as a step family. A family where one or both adults have children from previous relationships living with them.
Body image	a person's perception of their physical self and the thoughts and feelings, positive, negative or both.
Bullying	Repeated negative behaviour that is intended to make others feel unsafe
Cervical screening (smear test)	A medical check of a sample of cells from your cervix for certain types of human papillomavirus (HPV), which can cause damage to you, including developing into cancer. It is good to have this check every 3 years once an adult.
Cis, cisgender	A person whose gender identity and biological sex assigned at birth are the same
Class	A system of ordering society which is based on perceived social or economic status
Confidence	When we feel ready for life's experiences. When we're confident, we're more likely to move forward with people and opportunities — not back away from them. And if things don't work out at first, confidence helps us try again
Consent	Permission for something to happen or agreement to do something; Give permission for something to happen
Control (coercive)	Coercive control is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim
Cyber-bullying	Bullying that takes place online
Discrimination	unfair treatment of one particular person or group of people. Usually the different treatment is because of the person's sex, religion, nationality, ethnicity (culture), race, or other personal traits
Diversity	The inclusion of different types of people
Equality	recognising and responding fairly to the individual needs and identities of all others. It provides everyone with an opportunity to reach their full potential and have an equal chance to live their life as they choose
Extended family	grandparents, aunts, uncles, and cousins, either all living nearby or within the same household. For example, if a married couple lives with either the husband or wife's parents the family changes from a nuclear to extended household.
Female Genital Mutilation (FGM)	a procedure where the female genitals are deliberately cut, injured or changed, but there's no medical reason for this to be done
Filter bubble	a 'bubble' of information with most information/viewpoints 'filtered' out.

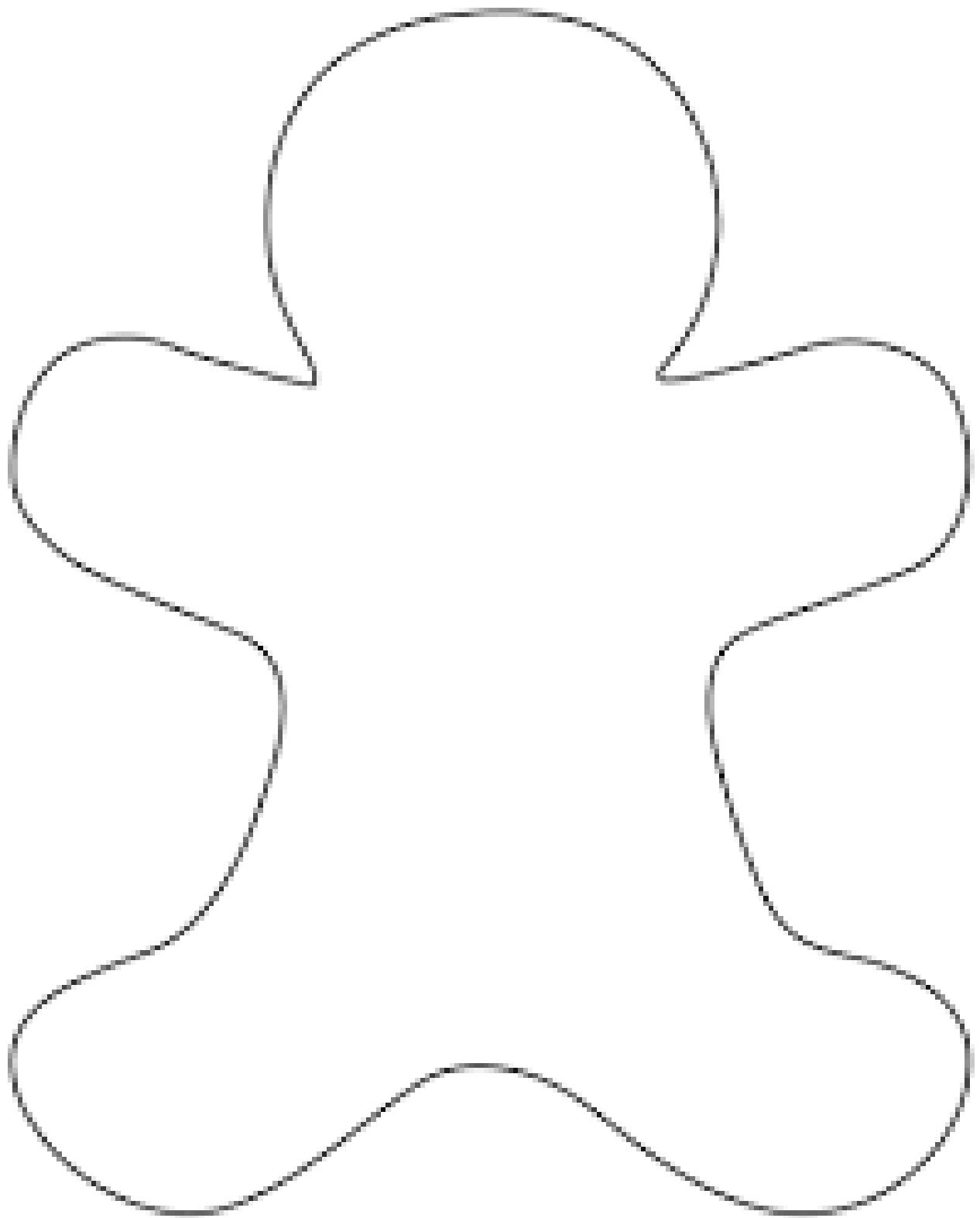
	It can be online or offline. It is not healthy
Forced marriage	Forcing someone to marry against their will. It is illegal. This also applies to UK nationals overseas who are at risk of becoming the victim of a forced marriage. Forced marriage can involve physical, psychological, emotional, financial and sexual abuse including being held unlawfully captive, assaulted and raped
Foster parents	people who officially take a child into their family for a period of time, without becoming the child's legal parents.
Gender	what you identify with, and this can be different from your sex
Gender pay gap	The difference in average hourly earnings between women and men
Genderfluid	A mix of boy and girl. A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more man some days, and more woman other days.
Glass ceiling	An unacknowledged barrier to advancement in a profession
Harassment	unwanted behaviour that offends someone or makes them feel distressed
Hate crime	
Hereditary	Something that one of your parents have that is passed on to you genetically
Hierarchy	a system of ranking and organising things, usually used when discussing who has most or least power
Identity	Identities are a set of characteristics that define a person or a thing. Your identity is 'who you are'.
Intersectionality	The interconnected nature of social categorisations such as race, class, and gender, creating overlapping systems of discrimination or disadvantage
Intersex	A person born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male. For example, a person might be born appearing to be female on the outside, but having mostly male-typical anatomy on the inside
Law	A set of rules for a country. Laws exist to protect people from criminal behaviour. Every person in Britain is answerable to British law – no other set of rules or laws override this
LGBTQIA+	an inclusive term that includes people of all genders and sexualities, such as lesbian, gay, bisexual, transgender, questioning, queer, intersex, asexual, pansexual, and allies
Masquerading	This is where a bully creates a fake identity to harass someone anonymously.
Maternity discrimination	Discrimination against someone who is pregnant or has just given birth.
Menstruation	the process in a woman of discharging blood and other material from the lining of the uterus at intervals of about one lunar month from puberty until the menopause, except during pregnancy.
Mental wellbeing	Mental wellbeing is when an individual realises his or her own potential. They can cope with the normal stresses of life.
Misogyny	the dislike of, contempt for, or ingrained prejudice against women.
Non-binary	Non-Binary is widely used to describe a gender identity that can not be categorized as masculine or feminine. Non-Binary people experience their gender in all different ways.
Nuclear family	a family unit consisting of two adults and any number of children living together. The children might be biological, step or adopted.
Outing	This is when a bully shares personal and private information, pictures, or videos about someone publicly.
Patriarchy	A hierarchy where men are in charge or hold the most power, including

	when laws are more in favour of men
Peer pressure	joining in on group behaviour rather than risk being made fun of or rejected by the group
Pornography	printed or visual material containing the explicit description or display of sexual organs or activity
Puberty	the period during which adolescents reach sexual maturity and become capable of reproduction. This causes changes in our bodies.
Relationship abuse	Relationship abuse happens when one person hurts or bullies another person with whom they are in a relationship
Representation	when you watch a film or read a book (or such) and recognise that a person or character is like you (in the way that you look or the way that you identify with
Respect	a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.
Rights	something a person has which people think should not be taken away, and are usually protected by law
Same-sex family	a family where the parents are the same sex. Same-sex couples cannot have baby together, so their children may be adopted or be the biological children of one member of the couple. They may also be from a sperm donor or a surrogate birth mother.
Sanitary products	tampons, panty liners, menstrual cups, sanitary napkins, and other similar tangible personal property designed for feminine hygiene in connection with the human menstrual cycle,
Self-respect	pride and confidence in oneself
Sex	what you are labelled based on your genitals when born i.e. male, female or intersex
Single parent family	consists of a parent not living with a partner, who has most of the day-to-day responsibilities for raising the children. The children will live with this single parent for the majority of the time, but they may still have contact with their other parent.
Social wellbeing	Social wellbeing is the extent to which you feel a sense of belonging and social inclusion.
Stalking	a pattern of unwanted and persistent behaviour, motivated by a fixation or obsession, that causes someone to feel distressed or fearful
Step-parent	a parent who is married to the father or mother of a child, but who is not that child's biological father or mother
Stereotype	an idea or belief many people have about a thing or group that is based upon how they look on the outside, which may be untrue or only partly true.

KINDNESS BINGO



<p>Invite someone new to play with you</p> 	<p>Let someone go in front of you in line</p>	<p>Say something kind to a class mate</p> 	<p>Thank a grown up for helping you</p>
<p>Write a kind note for someone in your family</p>	<p>Tidy up without being asked</p> 	<p>Say hello to someone new</p>	<p>Hold a door open for someone</p> 
<p>Smile at someone</p> 	<p>Pick up some litter in the playground</p>	<p>Push a friend's chair in for them</p>	<p>Sharpen someone's pencil</p> 
<p>Write down 3 things you love about yourself</p>	<p>Tell a friend a funny joke</p> 	<p>Ask someone if they need help</p>	<p>Say sorry if you've done something wrong</p>



Relationships – Looking Ahead

Before you begin the sessions this term, it is important to look ahead at the topics you will have for Focus Days and Focus Fridays and see how they will build on knowledge you may already have, or introduce you to something completely new. It is also important to begin to be curious about these topics.

Which topics do you already know bits about?

Which topics do you not know anything about?

Which topics are you keen to learn more about? Why?

What questions do you have about any of these topics? Hopefully, these will be answered as you go through the sessions this term.

Focus Friday – Relationships – Term 1

Use these boxes to write notes on each Focus Friday session that you have. At the end of the term, you can use these notes to recap and reflect on your learning.

Name of session _____

Name of session _____

Name of session _____

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Focus Friday – Relationships – Term 1

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Focus Day Learning Passport

For the summary task at the end of each session, write your notes in the boxes below. Of course, you can write down any other notes that are useful to your learning too.

Name of session _____

Name of session _____

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Relationships – Looking Back

Now you are at the end of a theme, it is important to reflect on your learning and see how it has developed. This is also a good chance to clarify anything, but also to continue your curiosity around the theme.

Is there anything you have not understood, are confused by or need clarifying?

Which topics did you find most interesting?

Summarise what you have learnt about relationships this term

Were all of your questions from the 'looking ahead' session at the start of the term answered? Write the answers here

NOTES PAGE

Self-care



JUST ADD Colour!

Self-Care					
HT3	Year 7	Year 8	Year 9	Year 10	Year 11
13.1.23	Data Reflection	Data Reflection	Data Reflection	Data Reflection	Data Reflection
20.1.23	Self-Care – the term ahead	Self-Care – the term ahead	Self-Care – the term ahead	Self-Care – the term ahead	HoP Assembly
27.1.23	Different Sanitary Products	Screen time	Options (assembly)	Work experience (assembly)	Self-Care – the term ahead
3.2.23	Hazards Around the Home	Avoiding Loneliness – Connecting with Ourselves	Academic Tutorial preparation	Avoiding Loneliness – Connecting with the World Around Us	NCS
10.2.23	Safer Internet Day – Stop and Think	Safer Internet Day – Send or Don't Send	Safer Internet Day – Dealing With Pressure	Safer Internet Day – In the Moment	Safer Internet Day – Fun and Games
17.2.23	LGBTQ+ History Month – L - All lesbians are masculine	LGBTQ+ History Month – G - Being gay is just a phase	LGBTQ+ History Month – B - Bisexual people just can't make up their minds	LGBTQ+ History Month – T – Transgender people are so because they have a mental illness	LGBTQ+ History Month – Q - Telling someone they're queer is an insult

Self-Care					
HT4	Year 7	Year 8	Year 9	Year 10	Year 11
3.3.23	IWD – Musical Bias	IWD – Safety Bias	IWD – Tech Bias	IWD – Career Bias	IWD – Representation Bias
10.3.23	Careers Week	Careers Week	HoP Assembly	Careers Week	Careers Week
17.3.23	Water Safety	Road Safety	Shisha and Vapes	A Healthy Breakfast	Choices around Pregnancy 1 – Brook via Teams
24.3.23	Anti-Social Behaviour	Academic Tutorial preparation	The Importance of Sleep	Pupils are out on work experience	Choices around Pregnancy 2 – Brook via Teams
31.3.23	Self-Care – Reflection session	Self-Care – Reflection session	Self-Care – Reflection session	Self-Care – Reflection session	Self-Care – Reflection session

Self-Care Glossary

Here are some of the key words you will encounter this term.

Anti-social behaviour	behaviour by a person which causes, or is likely to cause, harassment, alarm or distress to persons not of the same household as the person
Cardiopulmonary resuscitation (CPR)	Cardio – heart Pulmonary – breathing Resuscitation – to revive someone
Diet	the kinds of food that a person, animal, or community habitually eats
Drug	A drug is any chemical you take that affects the way your body works. Alcohol, caffeine, aspirin and nicotine are all drugs.
Emotion	A strong feeling or mood, such as happiness, sadness or guilt.
First Aid	The first help that someone is given when they have an injury or are suddenly ill. The role of the first aider is to give someone help. Anyone can give first aid, at its most basic level i.e. getting help.
Flourishing	A type of happiness. You have the means to grow, not just enjoy what you already do and have – that includes being able to cope with difficulties and challenges that are inevitable in life.
Growth mindset	A way of thinking that allows you to overcome obstacles that are inevitable in life and therefore allows you to flourish.
Hazard	any source of potential damage, harm or adverse health effects on something or someone
Mental health	the way we think and feel about themselves and the world around us. It affects how we cope with life's challenges and stresses
Mental health problem	Would need be diagnosed by a doctor or a specialist who can support you to move back up the spectrum towards mental health. Some mental health problems: anxiety; depression; eating disorders; phobias; self-harm
Mental illness	Refers to a wide range of conditions that affect mood, thinking and behaviour. Refers to rare and more severe mental illnesses such as schizophrenia and psychosis
Mindfulness	a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique
Negativity bias	Paying more attention to the negative things, even if there are lots of positive things.
Peer pressure	joining in on group behaviour rather than risk being made fun of or rejected by the group
Personal hygiene	the way we care for our bodies. It includes many activities, such as washing hands, brushing teeth, and bathing.
Plaque	A nearly colourless film on teeth, contains acid-producing bacteria that cause decay.
Road safety	Staying safe whilst crossing or being around roads. This includes staying alert so that you are aware of dangers and hazards.
Screentime	a term used for activities done in front of a screen, such as watching TV, working on a computer, or playing video games. Screen time is sedentary activity, meaning you are being physically inactive while sitting down
Sedentary behaviour	Behaviour that does not involve a lot of movement or expenditure of energy, such as sitting down or playing on our phones. We should avoid being sedentary for long periods of time.
Stress	a state of mental or emotional strain or tension resulting from difficult or demanding circumstances
Underage drinking	drinking alcohol when not yet legally old enough to do so.
Vulnerable	exposed to the possibility of being attacked or harmed, either physically or emotionally

Developing my emotional health



It is really important to us that you are happy.

What sorts of things make you happy at school and at home?

As we approach adulthood, it's important that we learn how to manage ourselves in different situations.

What sorts of things help you manage your emotions?

When you are worried about something

When you are upset about something

When you get angry

When you are tired



**7 SECOND
MEDITATION**



WELLMIND



**5 WAYS TO BETTER
WELLBEING**



CALM



**COLOUR
THERAPY**



CFit YOGA



HEADSPACE



**AWESOME
EATS**



**SWORKIT
KIDS**



Self-Care – Looking Ahead

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Which topics do you already know bits about?

Which topics do you not know anything about?

Which topics are you keen to learn more about? Why?

What questions do you have about any of these topics? Hopefully, these will be answered as you go through the sessions this term.

Focus Friday – Self-Care – Term 2

Use these boxes to write notes on each Focus Friday session that you have. At the end of the term, you can use these notes to recap and reflect on your learning.

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Focus Friday – Self-Care – Term 2

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Self-Care – Looking Back

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Is there anything you have not understood, are confused by or need clarifying?

Which topics did you find most interesting?

Summarise what you have learnt about self-care this term

Were all of your questions from the 'looking ahead' session at the start of the term answered? Write the answers here

NOTES PAGE

Planning for the Future



JUST ADD Colour!

Planning for The Future					
HT5	Year 7	Year 8	Year 9	Year 10	Year 11
21.4.23	Data Reflection	Data Reflection	Data Reflection	Data Reflection	Data Reflection
28.4.23	Planning for the Future – the term ahead	HoP Assembly	Planning for the Future – the term ahead	School Council application (assembly in canteen)	Planning for the Future – the term ahead
5.5.23	Academic Tutorial preparation	Planning for the Future – the term ahead	What do you look like online?	Planning for the Future – the term ahead	Politics – a critical eye
12.5.23	Earth Day - Truth	Earth Day - Statistics	Earth Day - Sources	Deepfakes	Politics – the parties
19.5.23	Expressing Personality	Year 8 residential	Expressing Yourself Online	Freedom of Expression	Politics – the parties
26.5.23	International Day Against Homophobia, Biphobia and Transphobia	International Day Against Homophobia, Biphobia and Transphobia	International Day Against Homophobia, Biphobia and Transphobia	International Day Against Homophobia, Biphobia and Transphobia	International Day Against Homophobia, Biphobia and Transphobia

Planning for The Future					
HT6	Year 7	Year 8	Year 9	Year 10	Year 11
9.6.23	Using the Internet Positively	Reading A Clock	Payslips	University Life	
16.6.23	HoP Assembly	Using Public Transport	Tax	CV Writing	
23.6.23	An Open Internet	Volunteering	Public Speaking	Interview Techniques	
30.6.23	INSET				
7.7.23	Hideout Zone	Duke of Edinburgh	Income Tax	Gambling	
14.7.23	Planning for the Future – Reflection session	Planning for the Future – Reflection session	Planning for the Future – Reflection session	Planning for the Future – Reflection session	
21.7.23	Last day – form parties				

<u>Conservative Party</u>	<u>Labour Party</u>	<u>Scottish National Party</u>	<u>Liberal Democrats</u>	<u>Democratic Unionist Party (DUP)</u>
Increase the number of nurses by 50,000	Increase health budget by 4.3%	Stop Brexit	Stop Brexit	Protecting and strengthening the union of the United Kingdom
Leave the EU in January	Hold a second referendum on Brexit	Hold indyref2 in 2020	A penny income tax rise for the NHS	Keep Jeremy Corbyn out of Downing Street
No income tax, VAT or National Insurance rises	Raise minimum wage from £8.21 to £10	Increase health spending	Free childcare	Abolish the television licence fee
Pensions will rise by at least 2.5% per year	Stop state pension age rises	Bring a 'real' end to austerity	Generate 80% of electricity from renewables	Stronger energy strategy
No-one will sell their home to pay for care	Introduce a National Care Service	Scrap Trident	Tax frequent flyers	Devolution in Northern Ireland restored as soon as possible
Reach net zero by 2050	Bring forward net-zero target	Protect the NHS	Recruit 20,000 more teachers	Raise the national living wage to £10.50
Spend £6.3bn on 2.2 million disadvantaged homes	Nationalise key industries	Tackle Scotland's drugs crisis	Legalise cannabis	End the freeze on benefits
Introduce a points-based immigration system	Scrap Universal Credit	Tackle the climate emergency	Freeze train fares	No high-speed railway line between Manchester and Leeds (HS2)
Continue the roll out of universal credit	Abolish university tuition fees	Devolve control of migration	Give zero-hours workers a 20% rise	Build a third runway at Heathrow Airport
Create 250,000 extra childcare places	Free bus travel for under-25s	Increase paternity leave	Resettle 10,000 refugees a year	Increase financial support for farmers
Freeze tuition fees at £9,250	Give EU nationals the right to remain	Further devolution of work and welfare powers	Tough borrowing rules and targeted tax rises	Develop a points-based immigration system
A new Manchester to Leeds rail line	Build 100,000 council homes a year	Devolve more transport powers	Build 300,000 new homes a year	Ban all new petrol and diesel car sales by 2035

<u>Sinn Fein</u>	<u>Plaid Cymru</u>	<u>Social Democratic and Labour Party</u>	<u>The Green Party</u>	<u>Alliance Party of Northern Ireland</u>
Oppose Brexit	Back a second EU referendum	Stop Brexit	Spend £100bn a year to cut emissions	The UK to stay in the EU
A referendum on whether Northern Ireland should become part of the Republic of Ireland	Spend £20bn on 'green jobs revolution'	Bring forward emergency legislation incentivising a carbon-neutral economy by 2030	Invest £6bn in the NHS	Put tackling climate change at the heart of all policy
Northern Ireland to automatically re-enter the EU in the event of Irish unification	Electrify Wales' main rail lines by 2030	Give official status to the Irish language	Remove fossil fuels from the economy	Accelerate the switch to less polluting forms of energy
Implement an Irish Language Act	Free social care at the point of need	Upgrade the Northern Ireland road network	Plant 700 million trees by 2030	Reduce the UK's net greenhouse gas emissions to zero by 2030
Prioritise rural areas for broadband investment	Reform drug laws	Improve cycling, with more greenways, cycle lanes and cycle infrastructure	Build 100,000 zero-carbon homes	Advocating a range of alternative post-primary pathways
Create more well-paid jobs	Pay £35 a week to low-income children	Ending the sale of petrol and diesel cars by 2030	Scrap tuition fees	Giving a greater focus to Stem subjects and computer coding
Foster an open, rights-based society that a range of people want to live, work, and invest in	£300m a year for education	Oppose cuts to benefits, tax credits and pensions	Fund a basic income of £89 for everyone	Increase the tax-free allowance for income tax
Introduce a Climate Change Act with ambitious targets for reducing carbon emissions	Oppose new nuclear sites	Overturn Universal Credit	Improve energy efficiency in millions of homes	Zero tax on sanitary products and sunscreen
Establish an independent environmental protection agency	Recruit 1,600 police officers	Calls for increasing free childcare provision to 20 hours a week	Ban single-use plastic	Promoting community relations
Encourage low emission vehicles	Devolve taxation powers	Irish unification	Invest £4.5bn-a-year in social care	Lower the voting age to 16
Increase investment in public and rural transport	Give devolved parliaments a say on wars	The party's opposition to any attempts to privatise the national health service	Spend £2.5bn on cycle routes	Introduce proportional representation in elections
Ensure people born in Northern Ireland have the right to be British, Irish or both	Income tax of between 1% and 3% could be used to fund elderly social care in Wales	Prioritising the supply of broadband to rural towns and villages across Northern Ireland	Scrap first-past-the-post	Lower rates for hospitality and housing renovation

Planning For The Future Glossary

Here are some of the key words you will encounter this term.

Bank loan	A set amount of money is borrowed and a regular set amount is paid back in monthly instalments + interest.
Civil partnership	A legal recognition that two people are partners
Conscious consumer	making purchasing decisions that have a positive social, economic, and environmental impact, like buying Fair Trade or plastic-free products
Credit card	A bank card with a certain amount of money on it, paid back monthly but could be different amounts. Interest accrues if full amount is not paid back in first month.
Critical consumer	being responsible with the choices we make when spending money, particularly with more expensive items. Finding the best deal is about looking for a good quality product at a competitive price.
CV	A CV is a brief account of a person's education, qualifications, and previous jobs. It is usually sent with a job application. It gives an overview of what experience and skills you have to help the employer decide if you are well-suited to a job.
Deepfake	A video of a person in which their face or body has been digitally altered so that they appear to be someone else, typically used maliciously or to spread false information
Freedom of Thought	The right to freedom of thought, conscience and religion - the right to hold or change religious or other beliefs - the right to put your thoughts and beliefs into action ('manifestation')
General election	the election of representatives to a legislature (in the UK, to the House of Commons) from constituencies throughout the country. There are 650 constituencies in the UK.
Hate Speech	Hate speech is abusive or threatening speech or writing that expresses prejudice against a particular group, especially on the basis of race, religion, or sexual orientation
Hire purchase	Available for larger items i.e. car. Pay back in instalments but you do not own the item until final payment.
Human Rights	the basic rights and freedoms that belong to every person in the world, from birth until death
Interest	The interest in a credit account is the amount a lender will charge you every month to borrow this money. The higher the percentage i.e. 10%, 20% etc. the more money you will have to pay on top of the money borrowed.
Internet troll	An internet troll is someone who constantly harasses a person on the internet through unwanted comments, page posts, messages, response videos and replies. These responses are usually made to upset, taunt, anger or bully, in other cases, gain attention, blackmail or control.
Long-term relationship	Two people that love each other for a long time, with nothing formal to recognise it
Marriage	A legal recognition that two people are partners. It is legally recognised in all countries.
Maternity	Being or becoming a mother; the period in which a woman is pregnant or has just given birth
Maternity leave	a period of absence from work granted to a mother before and after the birth of their child. It is compulsory for mothers in the UK
Mortgage	A long-term loan (around 25-30 years) used to buy property. Generally low interest rates.
MP	Member of Parliament. A politician voted by a constituency to represent them and their views.
Overdraft	This occurs when a bank offers short term credit to customers or

	businesses allowing them to take out more money than they have in their account, which is 'paid back' once money is put into the account.
P60	a document that tells you how much money you have earned that year, how much tax you have paid.
Paternity	Becoming or being a father
Redundancy	A form of dismissal from your job. It happens when employers need to reduce their workforce
Security	Something that acts as assurance to a lender that it will get it's money back if a business is unable to pay back money it has borrowed.
Tax	a financial charge or deduction from something you get or own, or an additional cost added to something you buy.
VAT	VAT stands for 'value added tax'. It is a tax placed on most items. However, you probably don't notice it as it is already included in the cost of most things you buy, e.g. if you buy a shirt for £20, the shirt has actually cost you £16.67 + £3.33 VAT.

Planning For The Future – Looking Ahead

Before you begin the sessions this term, it is important to look ahead at the topics you will have for Focus Days and Focus Fridays and see how they will build on knowledge you may already have, or introduce you to something completely new. It is also important to begin to be curious about these topics.

Which topics do you already know bits about?

Which topics do you not know anything about?

Which topics are you keen to learn more about? Why?

What questions do you have about any of these topics? Hopefully, these will be answered as you go through the sessions this term.

Focus Friday – Planning For The Future – Term 3

Use these boxes to write notes on each Focus Friday session that you have. At the end of the term, you can use these notes to recap and reflect on your learning.

Name of session _____

Name of session _____

Name of session _____

Name of session _____

Focus Friday – Planning For The Future – Term 3

Use these boxes to write notes on each Focus Friday session that you have. At the end of the term, you can use these notes to recap and reflect on your learning.

Name of session _____

Name of session _____

Name of session _____

Name of session _____

Focus Friday – Planning For The Future – Term 3

Use these boxes to write notes on each Focus Friday session that you have. At the end of the term, you can use these notes to recap and reflect on your learning.

Name of session _____

Name of session _____

Name of session _____

Name of session _____

Focus Day Learning Passport

For the summary task at the end of each session, write your notes in the boxes below. Of course, you can write down any other notes that are useful to your learning too.

Name of session _____

Name of session _____

Name of session _____

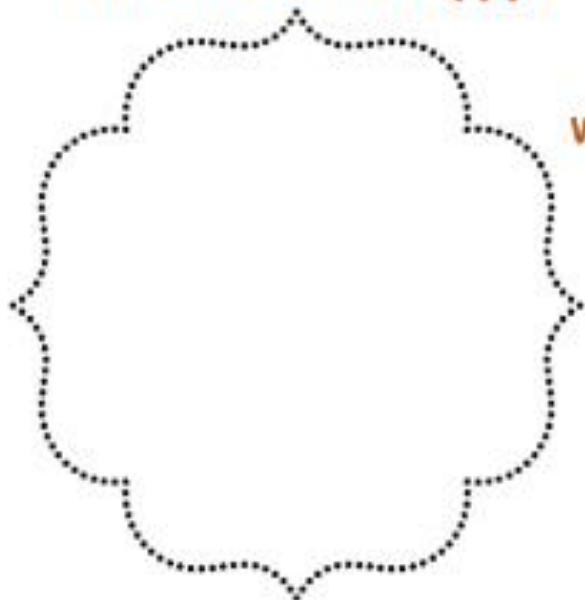
Name of session _____

Name of session _____

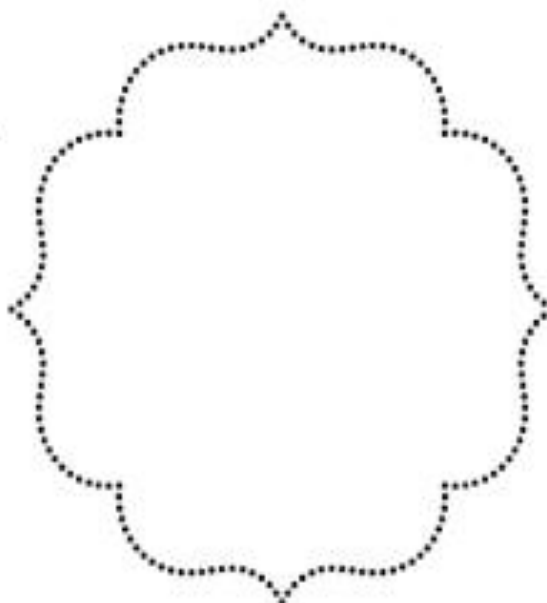
Year 8

About me

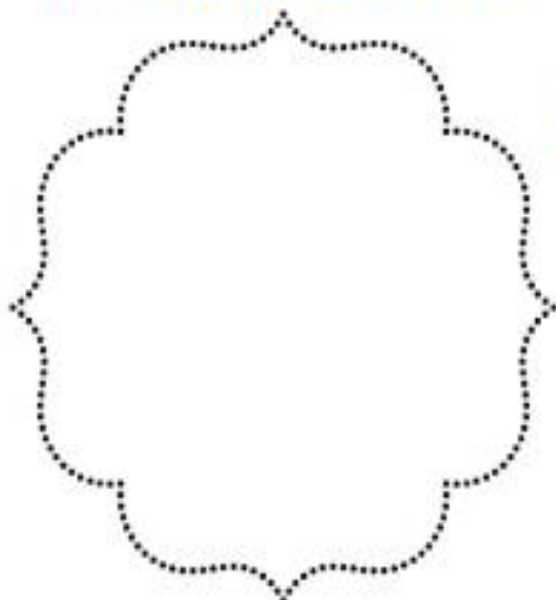
What makes me happy?



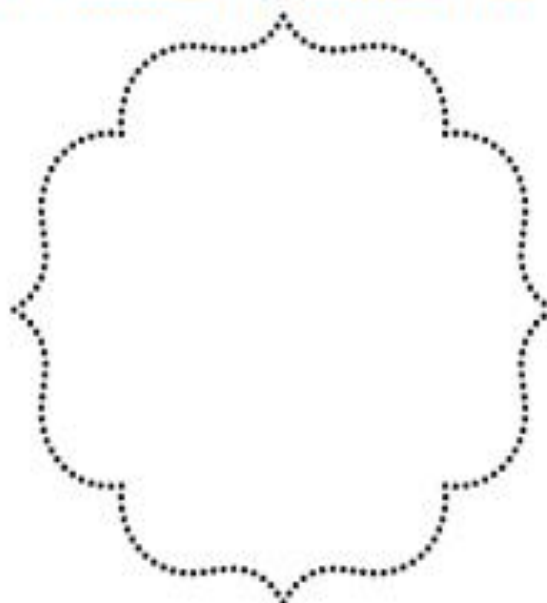
What is my proudest accomplishment?



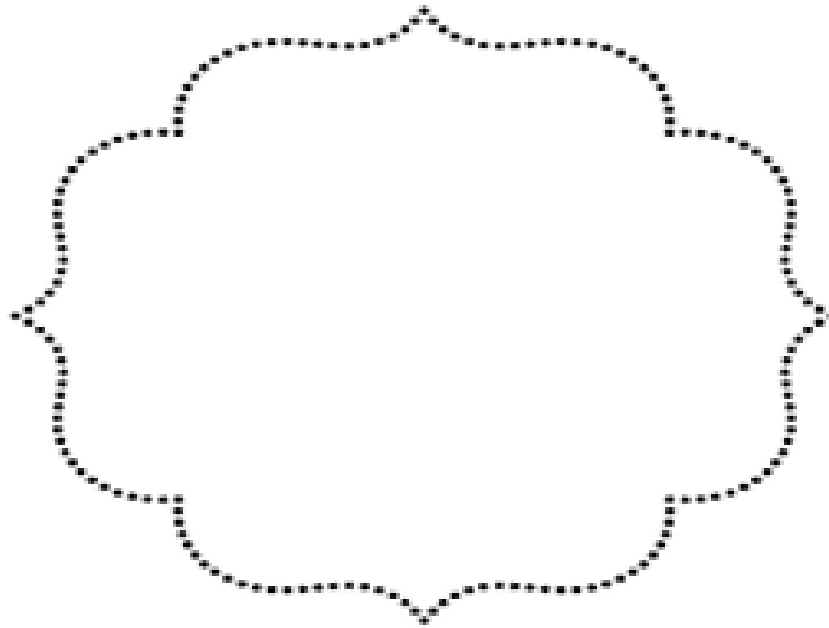
What are my strengths?



Who matters the most to me?



What are my values?



What are my short-term goals and long-term goals?	
If I could have one wish, it would be	
Where do I feel safest?	
What am I passionate about?	
What is my happiest memory?	
When I'm feeling down, I like to	
What is my favourite book? Movie? Band? Colour? Animal?	
What am I grateful for?	

Year 9 Focus Day 3 Learning Passport

For each chance card in the game, you will need to complete a box. These notes will help you with your task in period 5, so make sure they are as detailed.

My piece is _____. It earns _____ each year.

Topic of chance card:

Summarise or bullet point what you have learnt from this chance card:

Your final amount:

Topic of chance card:

Summarise or bullet point what you have learnt from this chance card:

Your final amount:

Topic of chance card:

Summarise or bullet point what you have learnt from this chance card:

Your final amount:

Topic of chance card:

Summarise or bullet point what you have learnt from this chance card:

Your final amount:

Topic of chance card:

Summarise or bullet point what you have learnt from this chance card:

Your final amount:

Topic of chance card:

Summarise or bullet point what you have learnt from this chance card:

Your final amount:

Topic of chance card:

Summarise or bullet point what you have learnt from this chance card:

Your final amount:

Topic of chance card:

Summarise or bullet point what you have learnt from this chance card:

Your final amount:

Planning For The Future – Looking Back

Now you are at the end of a theme, it is important to reflect on your learning and see how it has developed. This is also a good chance to clarify anything, but also to continue your curiosity around the theme.

Is there anything you have not understood, are confused by or need clarifying?

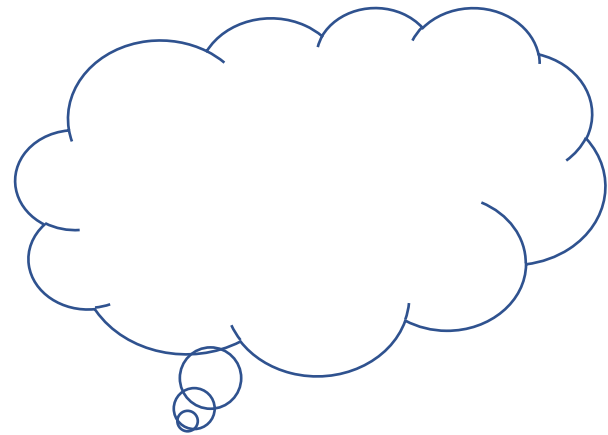
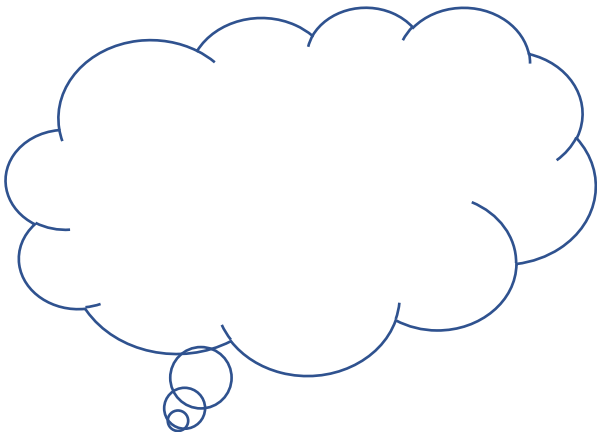
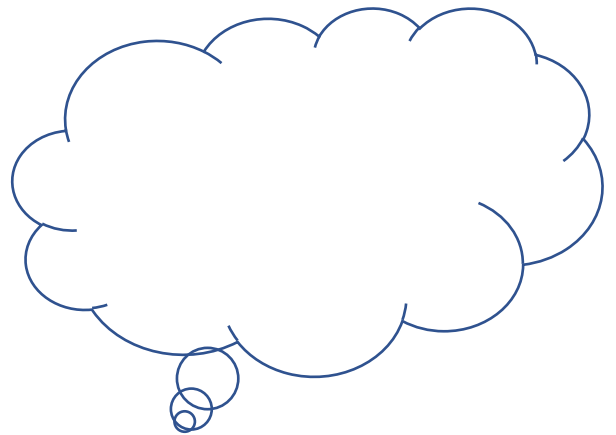
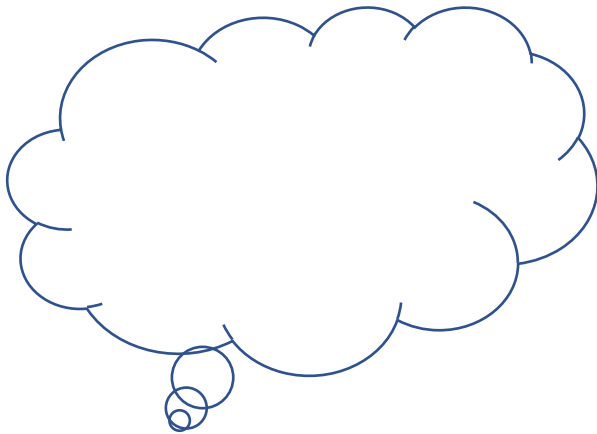
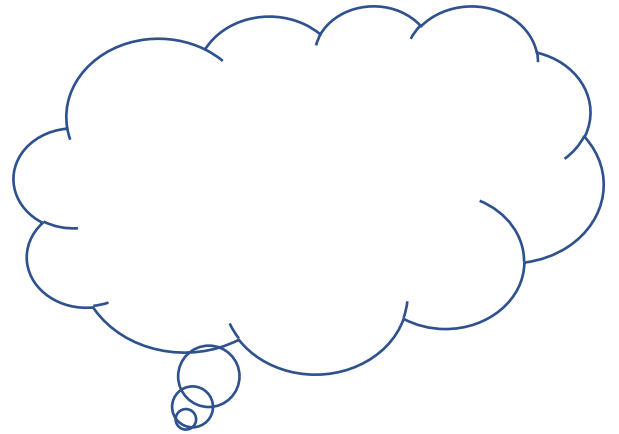
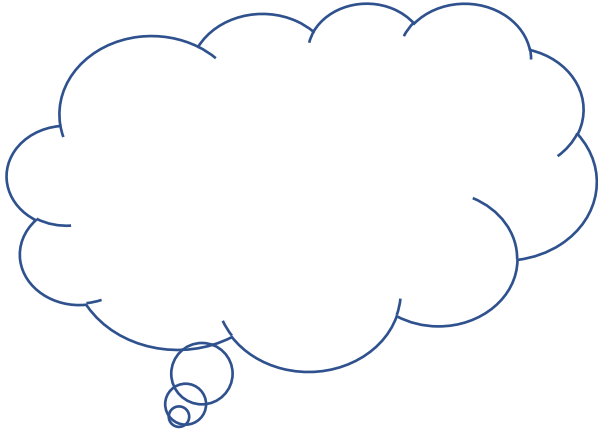
Which topics did you find most interesting?

Summarise what you have learnt about planning for the future this term

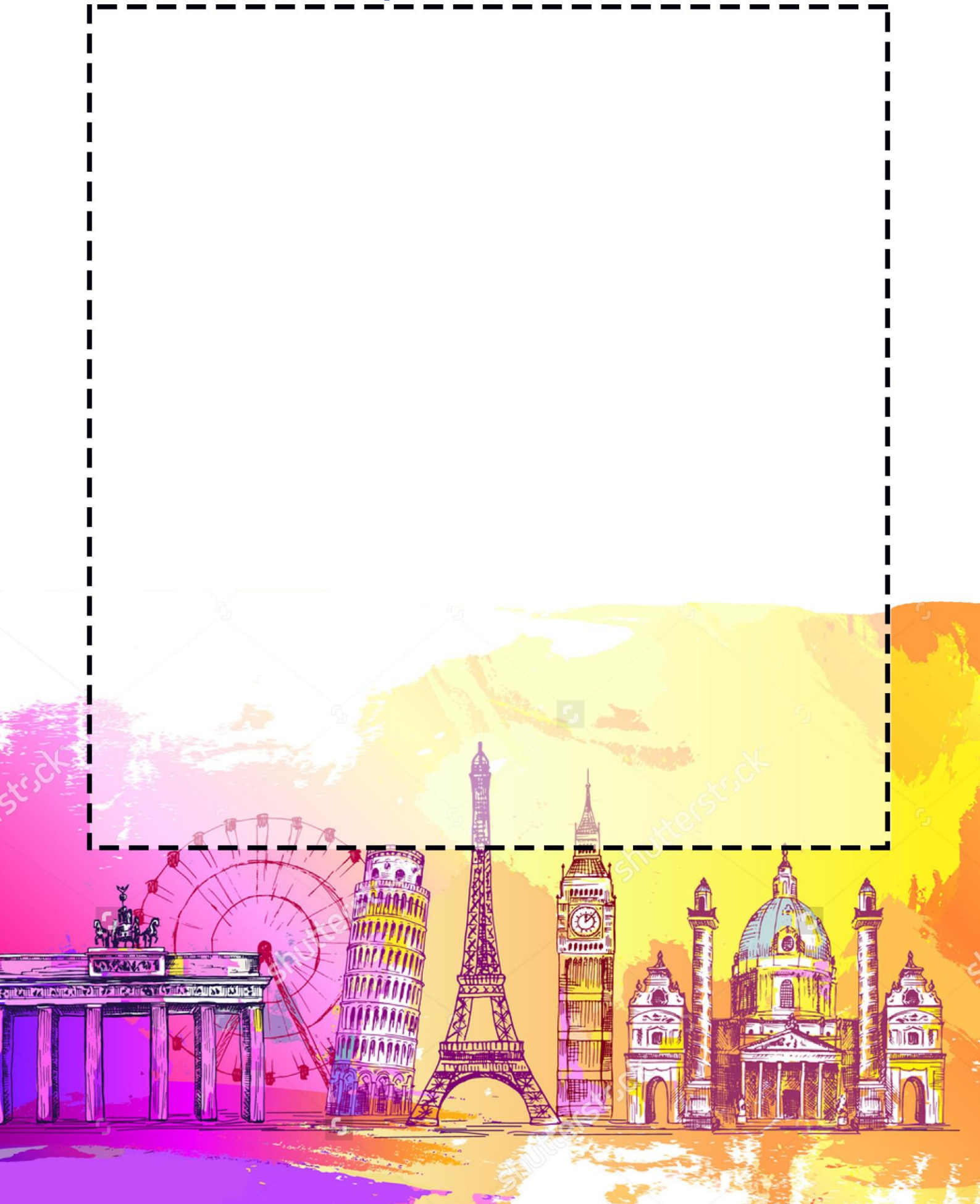
Were all of your questions from the 'looking ahead' session at the start of the term answered? Write the answers here

Trips and Visits

Use the bubbles to record memories of any trips or visits you have been part of during this year. These can be as part of your learning in different subjects or additional opportunities offered as part of the wider school experience for example as part of your year group or rewards.



A place/places I would like to visit and why....



MUSIC I LIKE TO LISTEN TO!

A large, empty rectangular box with a dashed black border, intended for a student to write the names of music they like to listen to.

SUDOKU CHALLENGE

	5		3			8		
3	9	1	5	2				
	2			7		1		3
4	6		8		2			
	3	5				6	1	
			6		3		4	7
1		2		8			3	
				4	6	5	7	1
		6			7		8	

The objective is to fill each 9×9 grid with numbers in such a way that each column, each row, and each of the nine 3×3 grids that make up the larger 9×9 grid contains all of the digits from 1 to 9.



MY WALKING RECORD

Date	Miles walked	Where have you walked to?



“Healthy body = Healthy Mind”

Term	Miles walked
HT1	
HT2	
HT3	
HT4	
HT5	
HT6	

The co-operative

The co-operative values

SELF-HELP

We help people to help themselves.



SELF-RESPONSIBILITY

We take responsibility for, and answer to our actions.



DEMOCRACY

We give our members a say in the way we run our business.



EQUALITY

No matter how much money a member invests in their share account, they still have one vote.



EQUITY

We carry our business in a way that is fair and unbiased.



SOLIDARITY

We share interests and common purposes with our members and other co-operatives.



Our school values

SELF-HELP

We help people to help themselves.

SELF-RESPONSIBILITY

We take responsibility for, and answer to our actions.

DEMOCRACY

We enable every member of our school community to have their say in the way we run our school.

EQUALITY

We ensure that every individual has an equal opportunity to make the most of their lives and talents.

EQUITY

We treat people with kindness, honesty and integrity.

SOLIDARITY

We share common interests and goals with every member of our school community.

The co-operative
good for everyone

Levenshulme
HIGH SCHOOL

Everyone Is A Leader

BRONZE

Where appropriate give examples of what it is you did

L	<ul style="list-style-type: none"> I have actively taken part in a competition 	<ul style="list-style-type: none"> I have led a starter activity in my lesson 	<ul style="list-style-type: none"> I have shown leadership when supporting a family member to make food for my family
O	<ul style="list-style-type: none"> I have handed in 3 HWs on time 	<ul style="list-style-type: none"> I have not been late to form or any of my lessons all week 	<ul style="list-style-type: none"> I set my own alarm every day to get myself out of bed without relying on any anyone else
R	<ul style="list-style-type: none"> I have attended a new club/activity during lunchtime or after school 	<ul style="list-style-type: none"> I have volunteered to answer a tricky question in lesson 	<ul style="list-style-type: none"> I have made my bed every morning for two weeks without fail.
I	<ul style="list-style-type: none"> I have volunteered to do something to help my form tutor/class teacher 	<ul style="list-style-type: none"> I have independently completed an 'extra' HW task which has helped with my learning 	<ul style="list-style-type: none"> I have volunteered to do a job for a family member so that they would not have to do it themselves.
C	<ul style="list-style-type: none"> I have delivered a tutorial activity 	<ul style="list-style-type: none"> I have supported a friend by attending their charity fair or school performance 	<ul style="list-style-type: none"> I have explained a topic that I enjoyed learning about in school a to a family member.

Everyone Is A Leader

SILVER

Where appropriate give examples of what it is you did

L	<ul style="list-style-type: none"> I have taken the lead in small group work during a lesson/tutor 	<ul style="list-style-type: none"> I have found a video on YouTube/newspaper article that links to a topic I am studying and asked my teacher if it can be shared in a lesson/form time activity. 	<ul style="list-style-type: none"> I have learnt how to make something that I couldn't make before (this can be anything from food, to knitting, to origami)
O	<ul style="list-style-type: none"> I have handed in HW for one of my core subjects on time for a whole half term. 	<ul style="list-style-type: none"> I have not been late to school more than once in a HT. 	<ul style="list-style-type: none"> I have worn the correct uniform to school every day for two weeks.
R	<ul style="list-style-type: none"> I have set myself a challenge for this week and achieved my goal <i>This week I have...</i> 	<ul style="list-style-type: none"> I have attended the same school activity for 4 weeks in a row. 	<ul style="list-style-type: none"> I have completed a job at home without having to be asked.
I	<ul style="list-style-type: none"> I have used Teams/email to ask my teacher/my peers a question related to schoolwork/homework 	<ul style="list-style-type: none"> I have read a book that I have recommended to my English teacher, giving reasons why I feel they should also read it. 	<ul style="list-style-type: none"> I have identified a something that would improve our school and passed it on the relevant people. School council, HOH, HOP, SLT
C	<ul style="list-style-type: none"> I have played an active part in at least two tutorial activities; answering questions when asked and voicing my opinion in a respectful manner 	<ul style="list-style-type: none"> I have met with a teacher to ask for the work I may have missed. 	<ul style="list-style-type: none"> I have helped with activities outside of my lessons (at an extra-curricular club in or out of school)

Everyone Is A Leader

GOLD

Where appropriate give examples of what it is you did

L	<ul style="list-style-type: none"> I have led by example, not accumulating any sanctions in a HT 	<ul style="list-style-type: none"> I have shown worked hard to accumulate 200 merits 	<ul style="list-style-type: none"> I have stepped up to be a guide for parents, new students or new staff
O	<ul style="list-style-type: none"> I have worked as part of a team to make sure that a deadline is met. 	<ul style="list-style-type: none"> I have volunteered to help with a school event. EG School production, Multicultural day 	<ul style="list-style-type: none"> I have come to school with a my own equipment (bag, pencil case) every day for two weeks.
R	<ul style="list-style-type: none"> I have set myself a challenge for this month and achieved my goal. This month I have..... 	<ul style="list-style-type: none"> I have attended the same after school or weekend activity for 4 weeks in a row. 	<ul style="list-style-type: none"> I have made my way to school independently for a whole week.
I	<ul style="list-style-type: none"> I contacted my teacher via TEAMS to ask for extra work/work I may have missed 	<ul style="list-style-type: none"> I have asked my teacher for extra work/support to help me prepare for a test. 	<ul style="list-style-type: none"> I have stepped in to help a neighbour with a job that they could not do themselves
C	<ul style="list-style-type: none"> I have volunteered to peer teach. 	<ul style="list-style-type: none"> I have volunteered to speak in an assembly. 	<ul style="list-style-type: none"> I have sent a formal email to a member of staff.

"EVERY DAY IS ANOTHER
CHANCE...

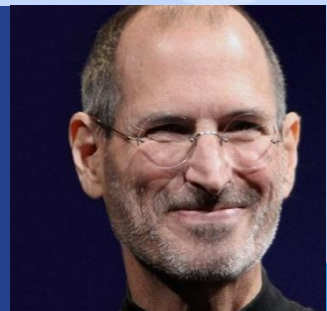
TO BECOME THE PERSON YOU
WANT TO BE"



**“ No matter who you are,
or where you come
from, you are beautiful.”**



**“ Loving what you
do is the key to
success.”**



**“ Don't ever doubt yourself or
waste a second of your life. It's
too short and you're too special”**



**“ Only in the darkness can
you see the stars”**

