

Name: _____

Focus Friday Form: _____

Focus Friday Form Room: _____



MATTER

Reflection Journal 2024-2025



The School Pledge



*Here at Levenshulme High School
We inspire others and inspire ourselves
As future leaders
As an ever-changing community,
We make a contribution to our school community and beyond.
We believe that Democracy, Equity and Equality are important
To making our voices heard.
We believe that Self-Help, Self-Responsibility and Solidarity are vital
To making our mark.*

*Here at Levenshulme High School,
We follow a proud tradition of people here before us.
Together we look forward to a bright future.
Built together.
Here at Levenshulme High School
We are dedicated to achieving dreams.
We are not alone, but together as a school.*

Responsibilities

- 1. We understand that our GMET values and our school values are important and are how our school staff make decisions.*
- 2. We are responsible for attending school and being on time. We know that we may need to be off school if unwell and will remind our parents and carers to inform school as to why.*
- 3. We are responsible for behaving in an appropriate way when in school, in lessons and during social time and when outside of the school buildings.*
- 4. We are responsible for the way that we treat other people and should always do this with respect and kindness.*
- 5. We will endeavour to contribute to the wider life of our trust and school by joining in with the clubs and activities that are on offer.*

Rights

- 1. At GMET we have the right to feel safe and supported in our school*
- 2. At GMET we have the right to have access to a broad and balanced curriculum including a personal development curriculum that will help us to lead safe and well-informed lives, when we leave school*
- 3. At GMET we have the right to access conversations and support that will allow us to make decisions about our future, after school.*
- 4. At GMET we have the right to access extracurricular activities that will help us to develop our knowledge, skills and confidence.*
- 5. At GMET we are proud of being part of a big and diverse community of young people. We should feel rightly proud of our individual identity and use this as a way of making a unique and positive contribution to our school community.*

Take a moment to Relax....



JUST ADD COLOUR

DEVELOPING MY ATTITUDE TO LEARNING

| Highly motivated | Engaged | Passive | Disengaged |
|---|--|--|---|
| I am highly focused | 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)

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

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.....



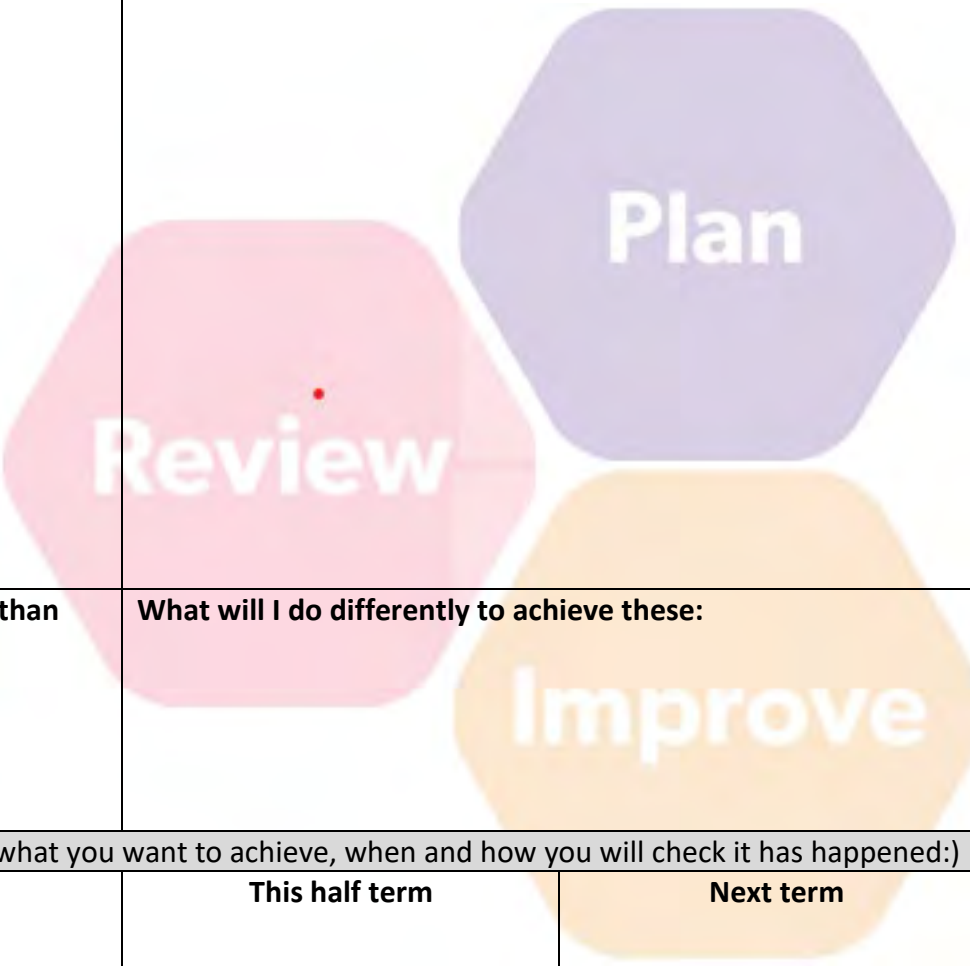
Preparing for Progress Evening (KS4)

| | |
|---|--|
| <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> |

Use the rest of this space to note any actions that were set at your Progress Evening:



First report; Reflecting on my progress.

| | | |
|--|--|-------------------------|
| <p>Subject-specific areas to improve from PPEs for Year 11):</p> <p>English</p> <p>Maths</p> <p>Science</p> <p>Language (_____)</p> <p>History</p> <p>Geography</p> <p>ADT</p> <p>Computing</p> <p>Drama</p> <p>Music</p> <p>PE</p> <p>RE</p> | <p>*</p>  | |
| <p>AtL targets I was given more than once (not Y11):</p> | <p>What will I do differently to achieve these:</p> | |
| <p>Action planning (write about what you want to achieve, when and how you will check it has happened:)</p> | | |
| <p>This week</p> | <p>This half term</p> | <p>Next term</p> |
| <p>Support needed for this action planning (who might you need to help you, and how will you ask for this help?</p> | | |

Some ideas to help you fill out the opposite page...

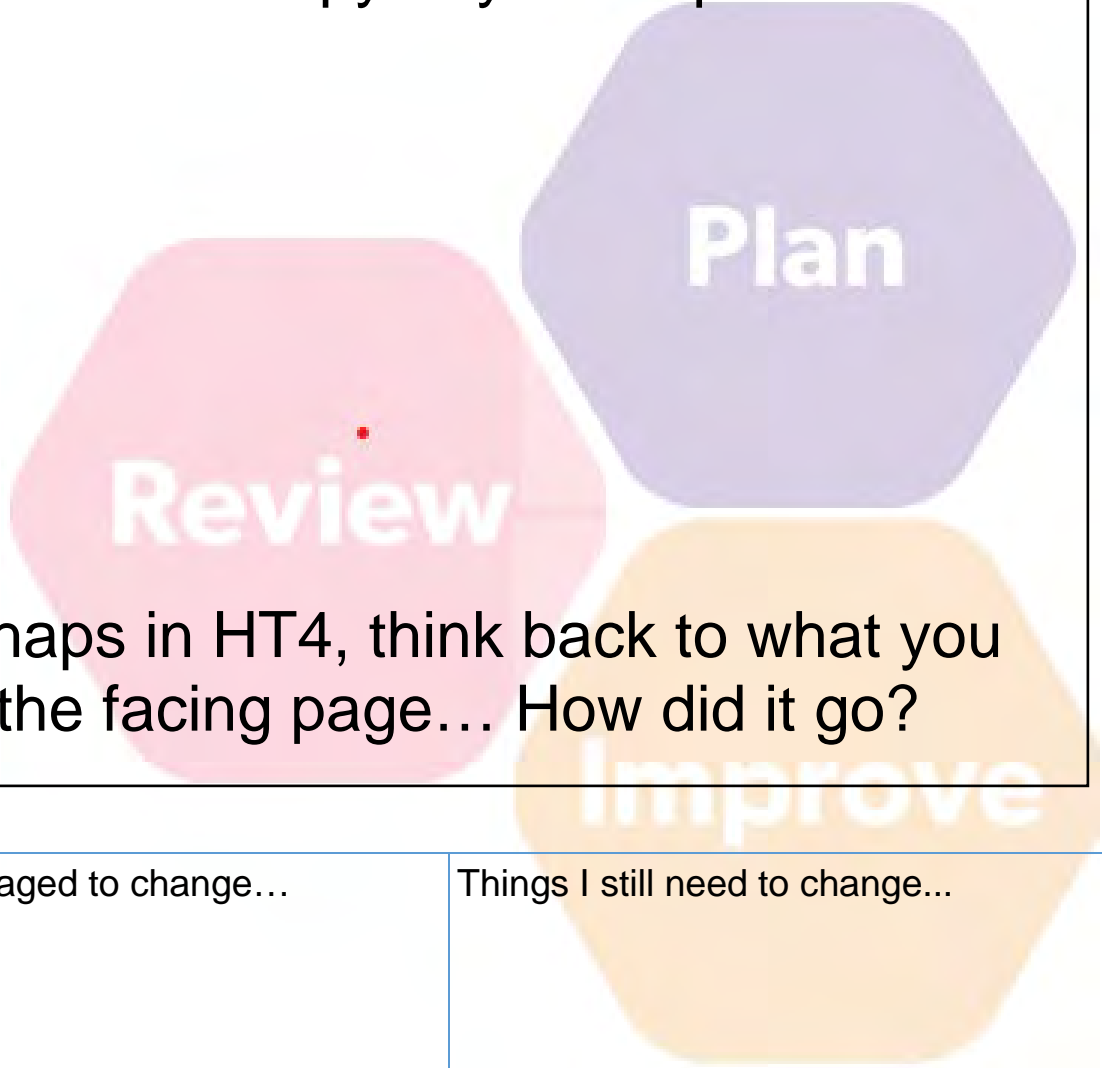
Example targets:

- Work on my _____ skills
- Be more confident with _____
- Understanding _____ better
- Linking key themes back to big idea
- More detail in my evaluations
- Complete all homework on time
- Improve _____
- Get _____% on SSA
- Complete all green sheets

Example general actions:

- Use (website? book?) to practise _____
- Get some help from a teacher / friend / family member
- Use (PEEL or similar) to help me remember _____
- Make sure all evaluations include _____ key points
- Revise ahead of assessments, for 30 minutes per day
- Create a revision timetable to organise my time
- Spend _____ minutes per week checking through books
- Make a revision timetable for next SSAs

Fold and stick the copy of your report here



Now, perhaps in HT4, think back to what you wrote on the facing page... How did it go?

Things I managed to change...

Things I still need to change...

Second report; Reflecting on my progress.

| | | |
|--|--|---|
| Improvements I have made since my first report: | 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:) | | |
| This week | This half term | Next 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: | Finishing things | Studying independently |
| | Relaxing with friends or family | Organising my time |
| | Asking for help if I need it | Putting things off so I don't have to do them |

Help with action planning

Set a goal for **this week** that will push you to do something different. Some examples could be:

Complete homework on the day it is set / Read every night / Revisit my work from (September) to see what I can remember / Ask a teacher a question on Teams / Make a flashcard/mindmap for a topic

When setting goals for **this half term**, remember you have about 5 weeks.

For **next term**, you could have over 10 weeks. Think what you could do and maintain for this time. Some examples could be:

Improve my attendance to ___% / Increase my merits to ___ / Spend an extra 30 minutes per week reviewing harder topics / Do 1 hour on (website) every week / Attend ___ extra-curricular clubs / Be kinder to ___ / Check every (Sunday?) that my work for the week is done

Fold and stick the copy of your report here

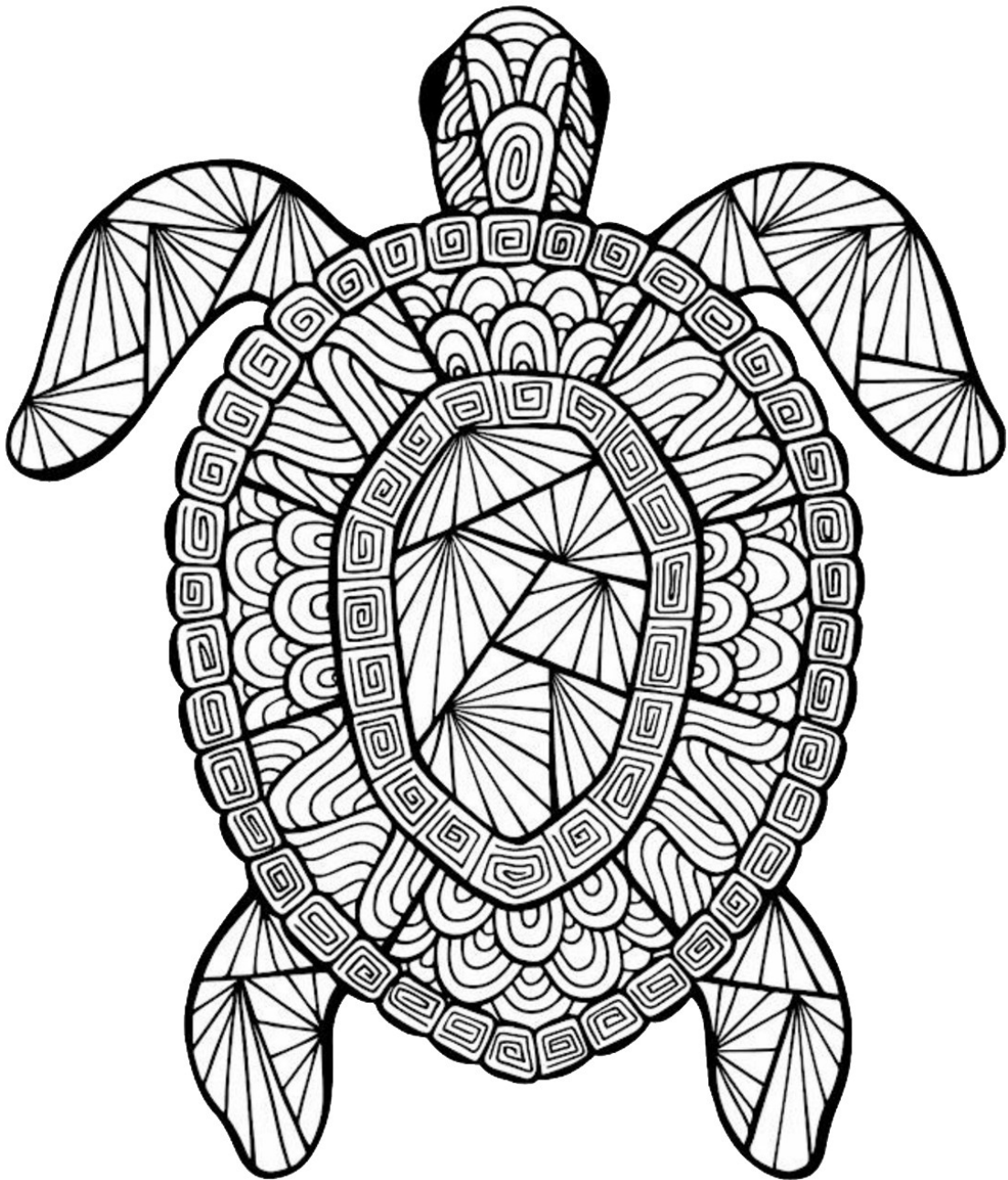


Now, perhaps in HT6, think back to what you wrote on the facing page... How did it go?

Things I managed to change...

Things I still need to change...

Relationships



JUST ADD COLOUR!

Relationship

| Relationships | | | | | |
|--|--|--|--|---|--|
| HT1 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| 6.9.24 | Relationships – looking ahead | Relationships - looking ahead | Relationships – looking ahead | Relationships – looking ahead | CEIAG – Meet your Careers Advisor (assembly in canteen) |
| 13.9.24 | Starting Secondary School | Confidence | Peer Pressure | CEIAG – Work Experience (assembly in Hall) | CEIAG – Whalley Range Sixth Form (assembly in canteen) |
| 20.9.24 | ICT User Agreements | | | | |
| 27.9.24 | Mixing With Other Year Groups | Knife Crime 1 | Being Assertive | Women As Leaders – Fields of Work | CEIAG – Loreto College (assembly in canteen) |
| 4.10.24 | Respect for All | Knife Crime 2 | Managing Emotions | Women As Leaders – Maternity Discrimination | Academic Tutorial preparation |
| Thursday 10 th October Focus Morning | <ul style="list-style-type: none"> • Friendship • My Changing Body | <ul style="list-style-type: none"> • Online Bullying • The Internet and Me | <ul style="list-style-type: none"> • Conflict Resolution • Mindfulness | <ul style="list-style-type: none"> • Respectful Relationships • Abuse | <ul style="list-style-type: none"> • Contraception • Sexually Transmitted infections |
| 11.10.24 | Respect in the Community | Stereotypes | HoP assembly (in Hall) | Positive Discrimination | Alton Towers |
| 18.10.24 Y11 Progress Evening on the Wed | Looking After Animals | Black History Month - Stereotypes | Black History Month – Black People in Film and Music | Women As Leaders – Representation | CEIAG – Xaverian college (assembly in canteen) |

| Relationships | | | | | |
|--|---|---|--|---|---|
| HT2 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| 8.11.24 | Bonfire Night | *Understanding Young Children's Brain Development | Identity at Birth and Gender | Academic Tutorial preparation | *Getting tested for STIs |
| 15.11.24 AB Week | AB Week – Kindness | HoP assembly (in Hall) | AB Week - the science of kindness | AB Week – Harassment | AB Week – Golden Rule |
| 22.11.24 Thurs 21 st – Y10 Progress Evening | Expressing Personality | *Expressing Disagreement | Expressing Yourself Online | Freedom of Expression | Being Male |
| 29.11.24 | Sense of Belonging | *Equality (taken from FD1) | Anti-Social Behaviour | Sharing of Indecent Images | Deepfakes |
| 6.12.24 | Cross-Trust INSET | | | | |
| Mon 9 th Dec Focus Time | <ul style="list-style-type: none"> Different Families *How Relationships Change Over Time Radicalisation | <ul style="list-style-type: none"> *Marriage and Long-term Commitments Representation Human Rights | <ul style="list-style-type: none"> True Friendships New Relationships *Being A Parent | <ul style="list-style-type: none"> Body Confidence The Law and Me Forced/Arranged Marriage | <ul style="list-style-type: none"> Personal Health Consent in Relationships *Viewing Harmful Materials |
| 13.12.24 | Academic Tutorial preparation | Filter Bubbles | *Different Relationships (taken from FD1) | Love or Leave | *Sexual Pressure |
| 20.12.24 Xmas parties | Co-Headteachers' message | Co-Headteachers' message | Co-Headteachers' message | Co-Headteachers' message | Co-Headteachers' message |

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. |

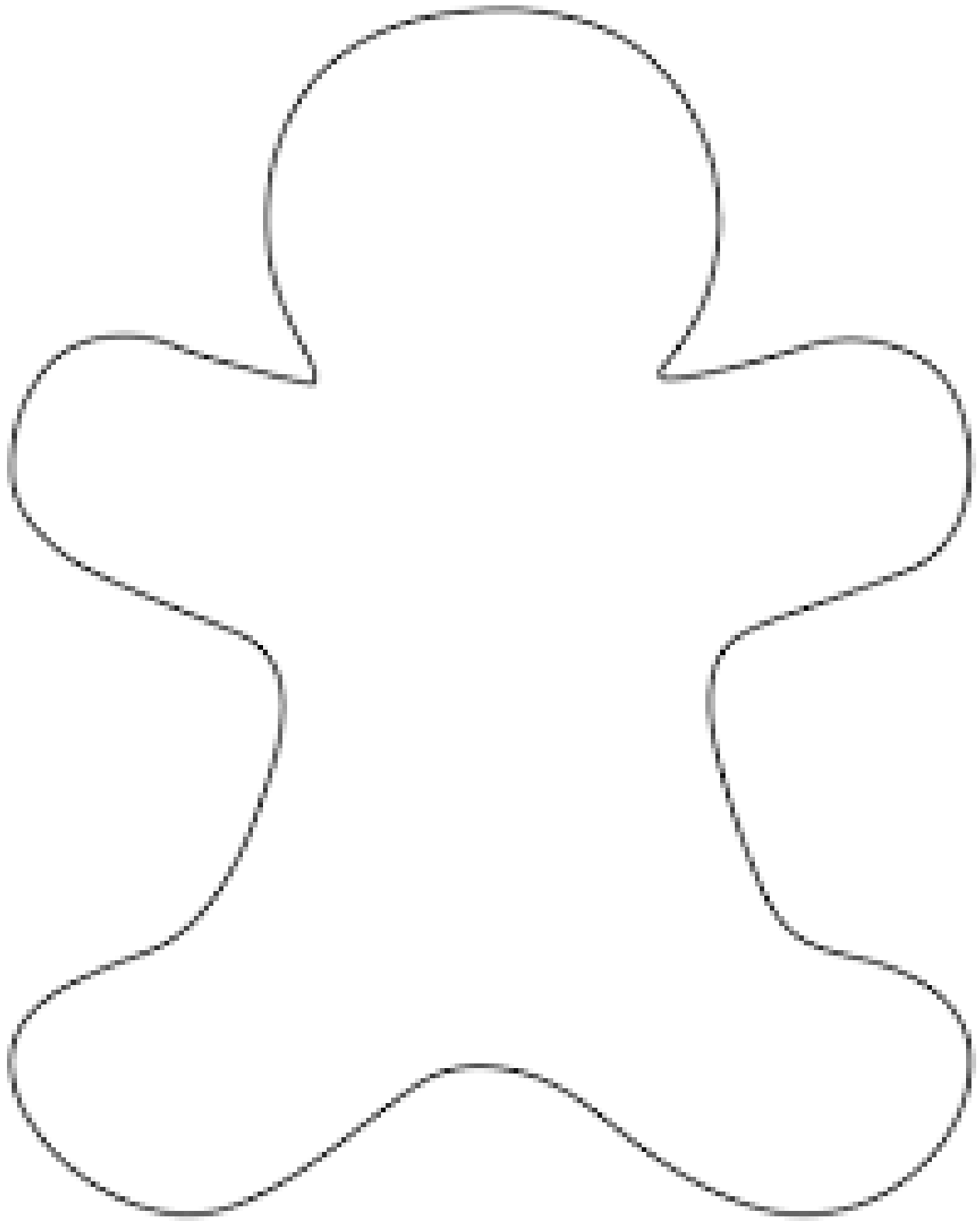
| | |
|--------------------------|---|
| | It can be online or offline. It is not healthy |
| Forced marriage | Forcing someone to marry against their will. It is illegal. This also applies to UK nationals overseas who are at risk of becoming the victim of a forced marriage. Forced marriage can involve 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 cannot 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 a 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? What do you already know?

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.

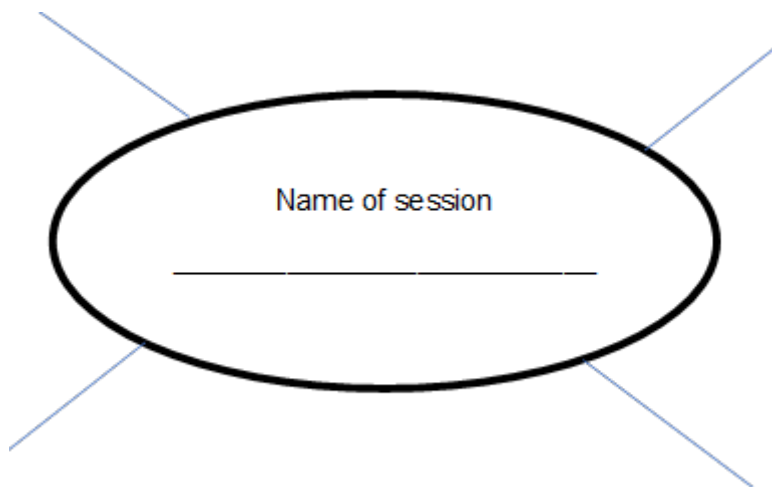
Focus Friday – Relationships – Term 1

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 _____

- 1.
- 2.
- 3.
- 4.
- 5.



This is a space to make notes in your own way or to glue in a handout.

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.

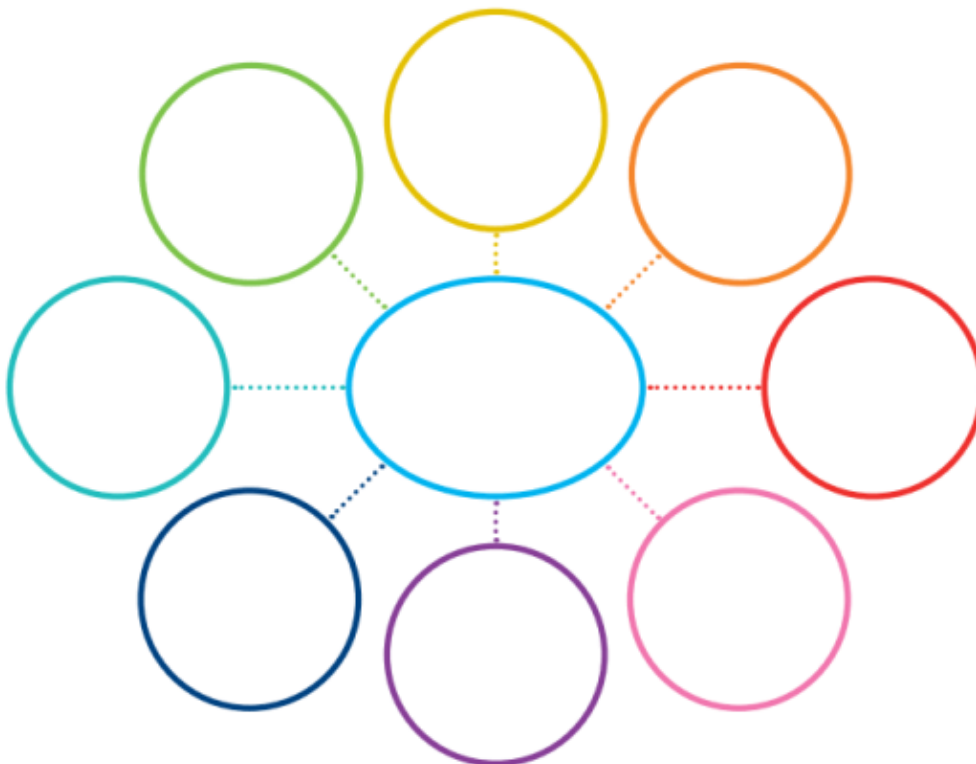
Name of session: _____

Use the space below to note the top 3 things you have learnt from a Focus Friday session.



Name of session: _____

Use the space below to add your learning from one of your Focus Friday sessions.

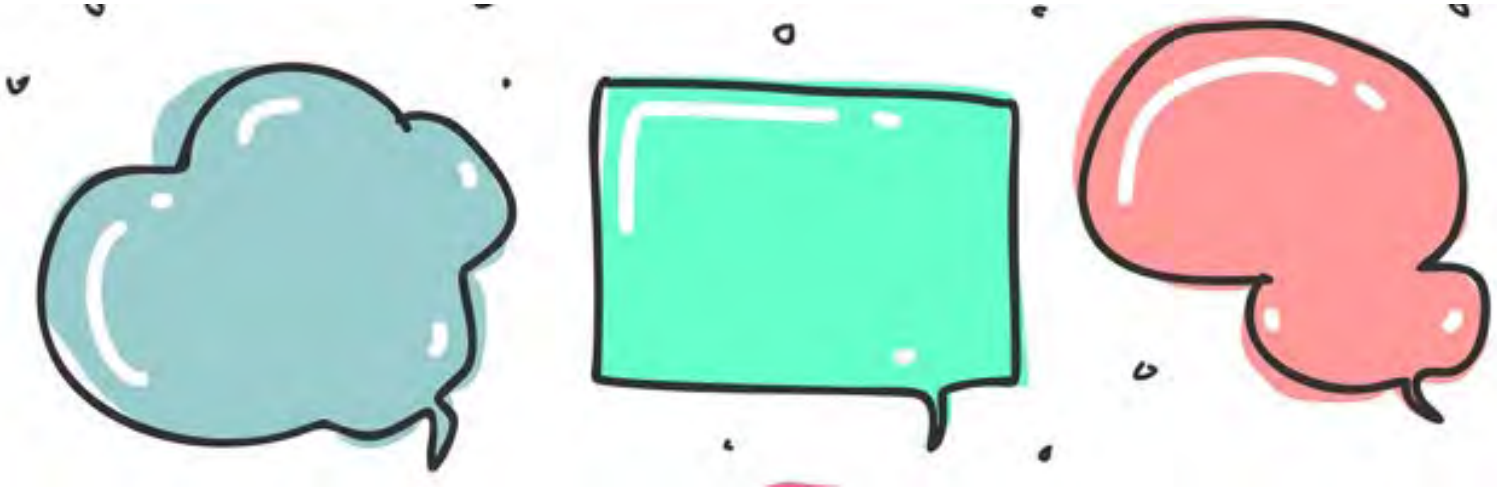


Focus Friday – Relationships – Term 1

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: _____

Use the space below to note the top 3 things you have learnt from a Focus Friday session.



Name of session: _____

Use the space below to note the most important things you have learnt from a Focus Friday session.



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.

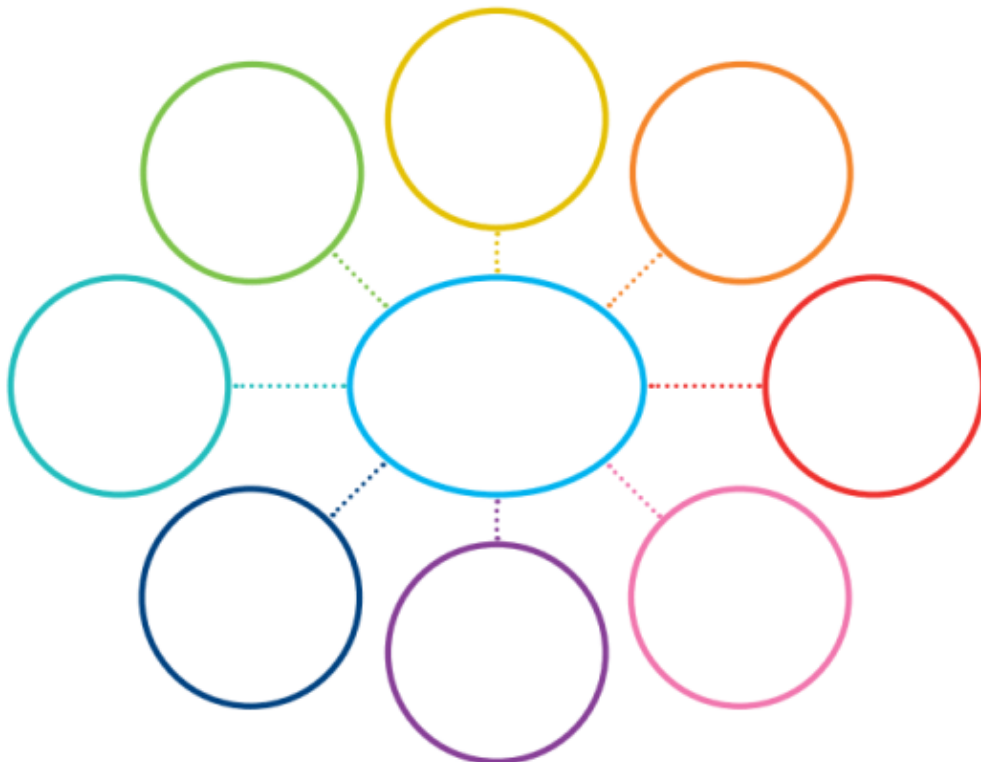
Name of session: _____

Use the space below to note the top 3 things you have learnt from a Focus Friday session.



Name of session: _____

Use the space below to add your learning from one of your Focus Friday sessions.

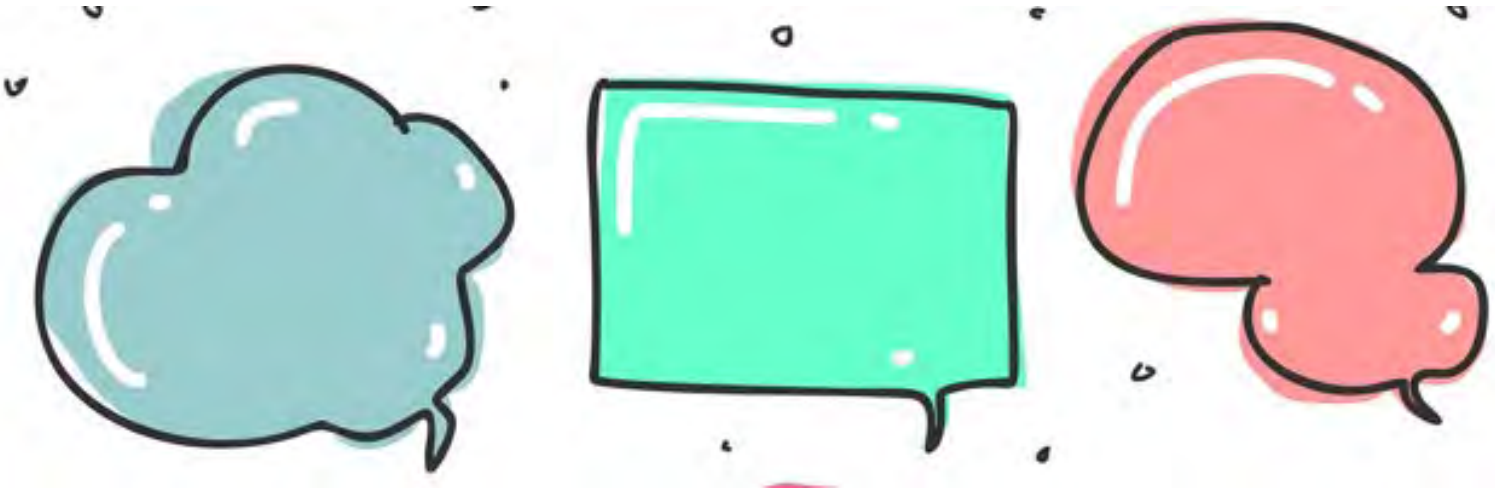


Focus Friday – Relationships – Term 1

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: _____

Use the space below to note the top 3 things you have learnt from a Focus Friday session.



Name of session: _____

Use the space below to note the most important things you have learnt from a Focus Friday session.

A yellow sticky note with a red pushpin in the top-left corner. The text "Check List..." is written in black at the top. Below the text are five empty square checkboxes arranged vertically. The bottom-right corner of the note is folded over.

Focus Time 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 _____

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.



What top tip would you give yourself about relationships based on what you have learnt this term?

Is there anything you are not sure about? _____

Is there anything you are confused by? _____

Is there anything you need explaining? _____

Were all of your questions from the 'looking ahead' session at the start of the term answered [flick back to the page if you can't remember]? (Please circle your answer)



Write down your questions that were not answered here:



What was your score? _____

How do you feel about your score? _____

NOTES PAGE

Self-care



JUST ADD Colour!

| Self-Care | | | | | |
|---|---|---|---|--|--|
| HT3 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| 10.1.25 | Self-Care – looking ahead | Self-Care – looking ahead | Self-Care – looking ahead | Self-Care – looking ahead | Self-Care – looking ahead |
| 17.1.25 Tues 14 th – Y7 Progress Evening | Data Reflection | Data Reflection | Data Reflection | Data Reflection | HoP assembly in canteen |
| 24.1.25 | Respect and Self-Respect | Screen time | Avoiding Loneliness – Connecting with the World Around Us | *Sexual Harassment | Data Reflection |
| 31.1.25 | Avoiding Loneliness – Connecting with Others | Avoiding Loneliness – Connecting with Ourselves | Options (assembly in canteen) | *Dealing with sexism | *Budgeting (taken from FD2) |
| 7.2.25 | Different Sanitary Products | A Healthy Breakfast | *Healthy Snacks | HoP assembly in canteen | *Student Finance (taken from FD2) |
| Focus Morning Tuesday 4 th Feb | <ul style="list-style-type: none"> Personal Hygiene Injury Prevention | <ul style="list-style-type: none"> *Menstrual and Gynaecological Health Dental Health | <ul style="list-style-type: none"> First Aid practical First Aid theory | <ul style="list-style-type: none"> *FGM The Law and Me | <ul style="list-style-type: none"> Pregnancy Choices *Pregnancy Health |
| 14.2.25 Tues 11 th Safer Internet Day | Safer Internet Day – Stop and Think | Academic Tutorial preparation | Safer Internet Day – Send or Don't Send | Gambling | PPE Reflection |

| Self-Care | | | | | |
|--|--|---|--|--|--|
| HT4 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| 28.2.25 | International Women's Day | International Women's Day | International Women's Day | International Women's Day | International Women's Day |
| 7.3.25 Mon 3 rd – Y8 Progress Evening | Careers Week | Careers Week | HoP assembly (in Hall) | Careers Week | Careers Week |
| 14.3.25 | The Importance of Sleep | *Healthy Body/Healthy Mind (taken from FD2) | Poo, Goo and You | Work experience (assembly in canteen) | Stress-busting |
| 21.3.25 | Hazards Around the Home | Road Safety | Water Safety | *Hazards Around the Workplace | *Hazards Around Town |
| 28.3.25 | *Online Circulation | HoP assembly in canteen | Body Image | *Risky Behaviour (taken from FD2) | *University Life |
| Wed 26 th - Focus Time | <ul style="list-style-type: none"> Emotional Vocabulary Mental Health Worry Box | <ul style="list-style-type: none"> Healthy Eating Food Fads A Weekly Food Shop | <ul style="list-style-type: none"> Positive Psychology Working With Worry Personal Organisation | <ul style="list-style-type: none"> Alcohol *Drugs (inc. prescription drugs) Smoking | <ul style="list-style-type: none"> Budgeting Balancing Work and Play Interviews |
| 4.4.25 MCD | Multicultural Day | Multicultural Day | Multicultural Day | Multicultural Day | Multicultural Day |

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 to 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

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? What do you already know?

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.

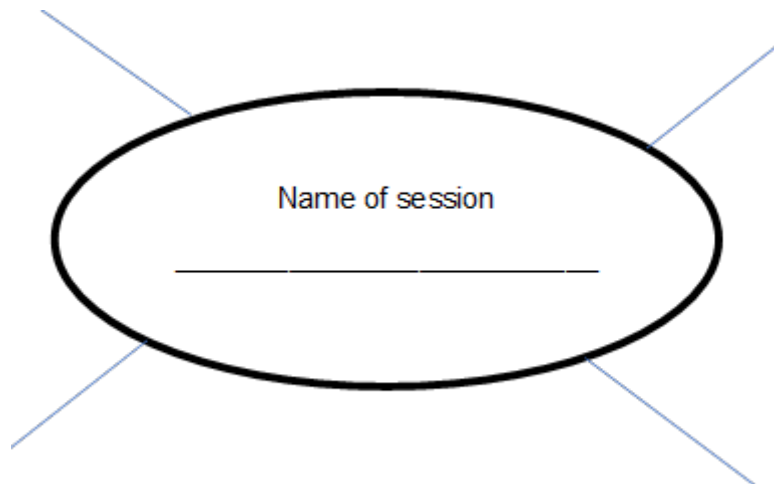
Focus Friday – Self-Care – Term 2

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.

Name of session _____

Name of session _____

- 1.
- 2.
- 3.
- 4.
- 5.



This is a space to make notes in your own way or to stick in a handout.

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.

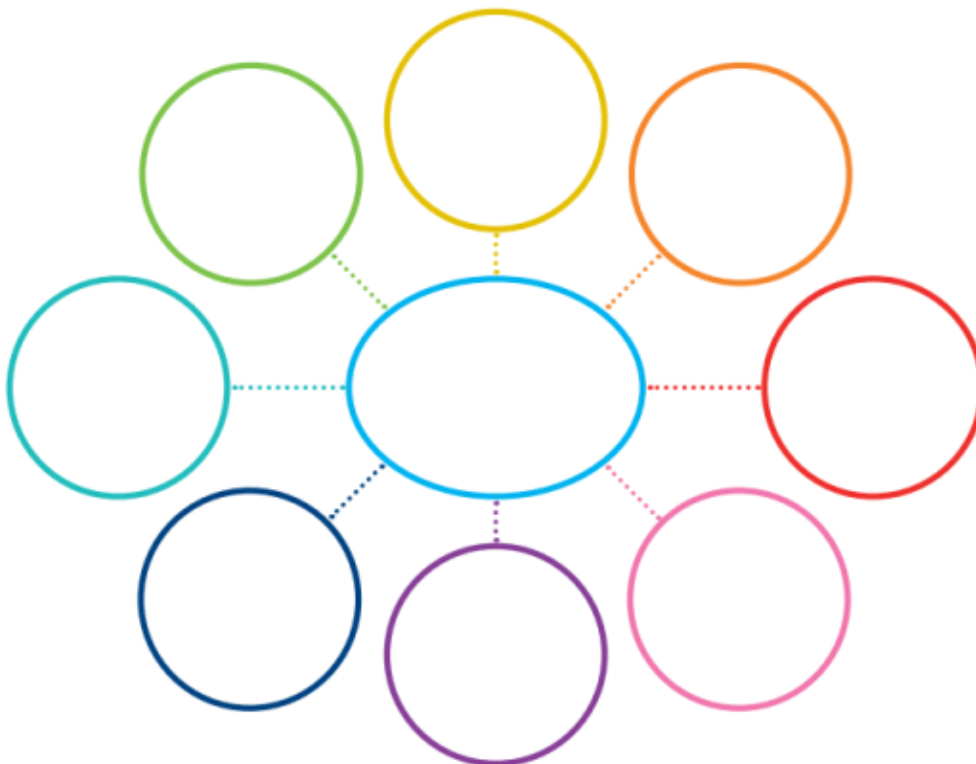
Name of session: _____

Use the space below to note the top 3 things you have learnt from a Focus Friday session.



Name of session: _____

Use the space below to add your learning from one of your Focus Friday sessions.

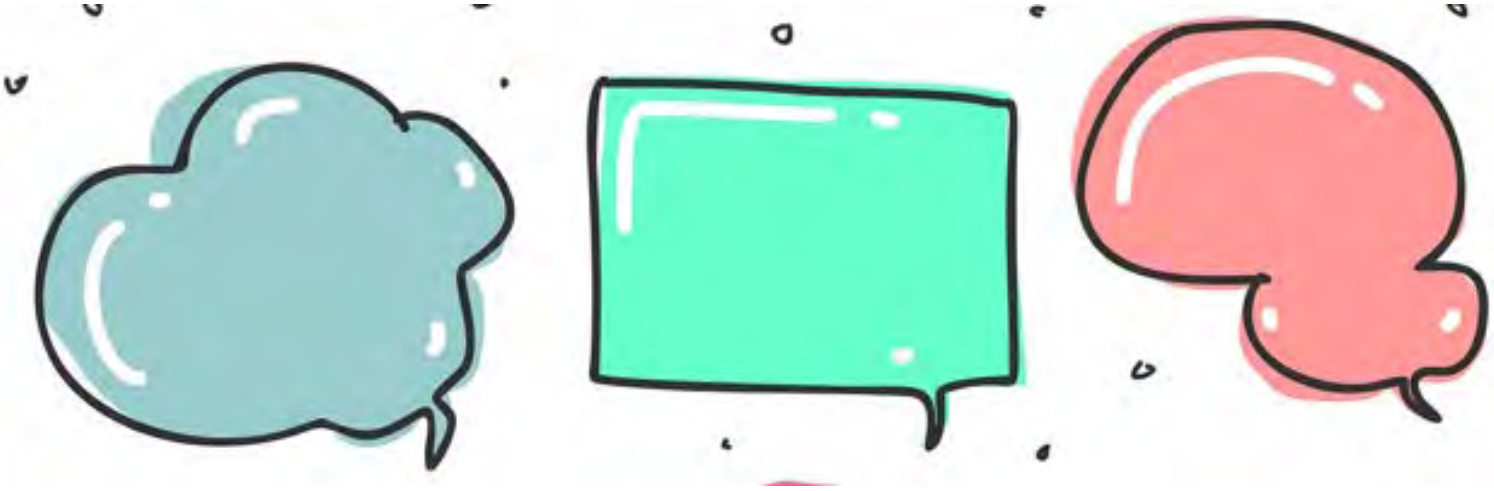


Focus Friday – Self-Care – Term 2

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.

Name of session: _____

Use the space below to note the top 3 things you have learnt from a Focus Friday session.



Name of session: _____

Use the space below to note the most important things you have learnt from a Focus Friday session.

A yellow sticky note with a red pushpin in the top left corner. The pushpin is shown as two overlapping red circles. The text "Check List..." is written in a black, handwritten-style font at the top of the note. Below the text, there are five empty square checkboxes arranged vertically. The bottom right corner of the note is folded over, showing a darker yellow shadow.

Focus Time 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 _____

Self-Care – 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.



What top tip would you give yourself about self-care based on what you have learnt this term?

Is there anything you are not sure about? _____

Is there anything you are confused by? _____

Is there anything you need explaining? _____

Were all of your questions from the 'looking ahead' session at the start of the term answered [flick back to the page if you can't remember]? (Please circle your answer)



Write down any of your questions that were not answered here:



What was your score? _____

How do you feel about your score? _____

NOTES PAGE

Planning for the Future



JUST ADD Colour!

| Planning for The Future | | | | | |
|-------------------------|---|---|---|---|---|
| HT5 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| 25.4.25 | Planning for the Future – looking ahead | Planning for the Future – looking ahead | Planning for the Future – looking ahead | Planning for the Future – looking ahead | Planning for the Future – looking ahead |
| 2.5.25 | HoP assembly (in Hall) | Data Reflection | Data Reflection | Pupils out on work experience | Data Reflection |
| 9.5.25 | Multicultural Day | Multicultural Day | Multicultural Day | Multicultural Day | Multicultural Day |
| 16.5.25 | IDAHT | IDAHT | IDAHT | IDAHT | IDAHT |
| 23.5.25 | Earth Day - Truth | Earth Day - Statistics | What do you look like online? | Data Reflection | GCSE information |

| Planning for The Future | | | | | |
|---|---|---|--|---|---------------|
| HT6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| 6.6.25 | Using the Internet Positively | Reading A Clock | My First Job | CV Writing | *Final Survey |
| 13.6.25 Thurs 12 th – Y8 Progress Evening | An Open Internet | Using Public Transport | Payslips | HoP Assembly (in hall) | |
| 20.6.25 Injury Prevention Week | Reflecting on Year 7 | Volunteering | Tax | Life Coach | |
| 27.6.25 | Good Manners | Informal and Formal Manner | Telephone Manner | Public Speaking | |
| 4.7.25 | Hideout Zone | Duke of Edinburgh | National Wage and Living Wage | Pupils at Stepping into the Future | |
| Fri 4 th - Focus Day | <ul style="list-style-type: none"> Managing Money Borrowing Money Cafe | <ul style="list-style-type: none"> Influencing Spending Critical Consumer Conscious Consumer Employment | <ul style="list-style-type: none"> Financial Risk x 2 Personal Organisation Types of Employment | <ul style="list-style-type: none"> Stepping Into <u>The</u> Future | |
| 11.7.25 | Planning for the Future – looking back | Planning for the Future – looking back | Planning for the Future – looking back | Planning for the Future – looking back | |
| 18.7.25 | Last day – form parties | | | | |

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 for 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 based on 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 its 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? What do you already know?

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.

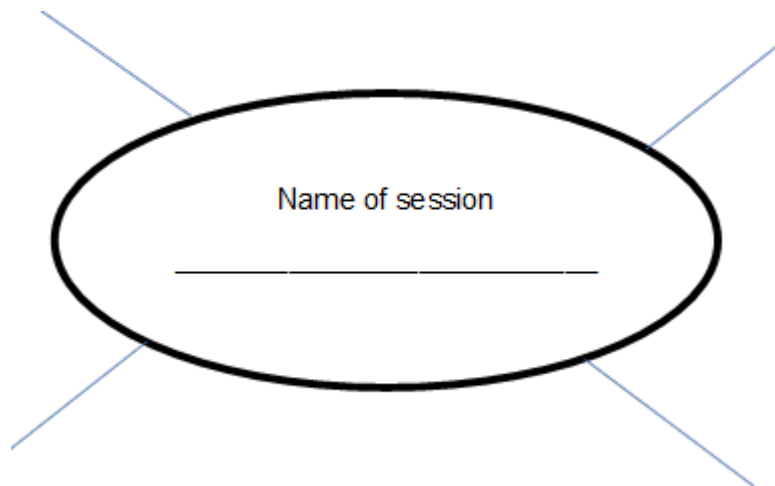
Focus Friday – Planning For The Future – Term 3

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 _____

- 1.
- 2.
- 3.
- 4.
- 5.



This is a space to make notes in your own way or to stick in a handout.

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.

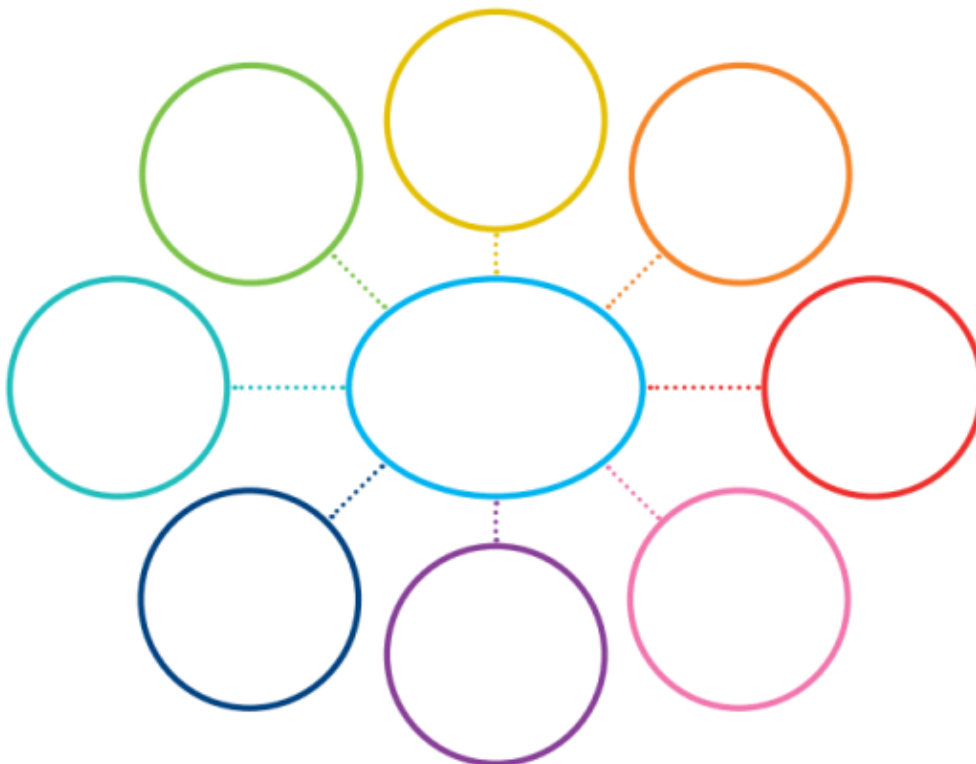
Name of session: _____

Use the space below to note the top 3 things you have learnt from a Focus Friday session.



Name of session: _____

Use the space below to add your learning from one of your Focus Friday sessions.

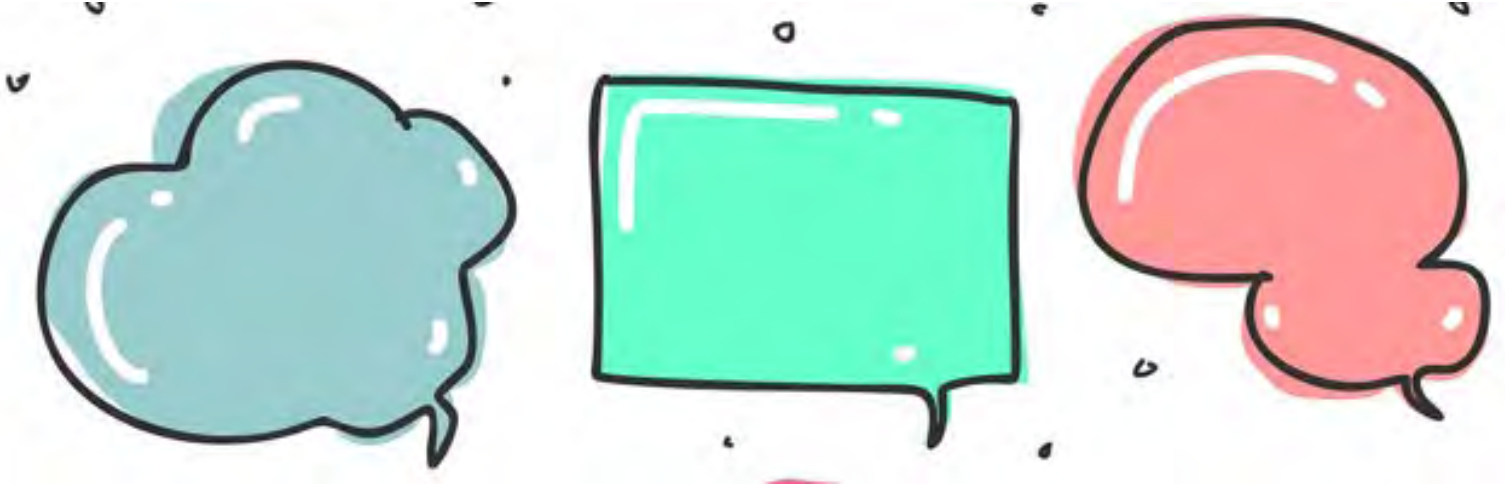


Focus Friday – Planning For The Future – Term 3

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: _____

Use the space below to note the top 3 things you have learnt from a Focus Friday session.



Name of session: _____

Use the space below to note the most important things you have learnt from a Focus Friday 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.

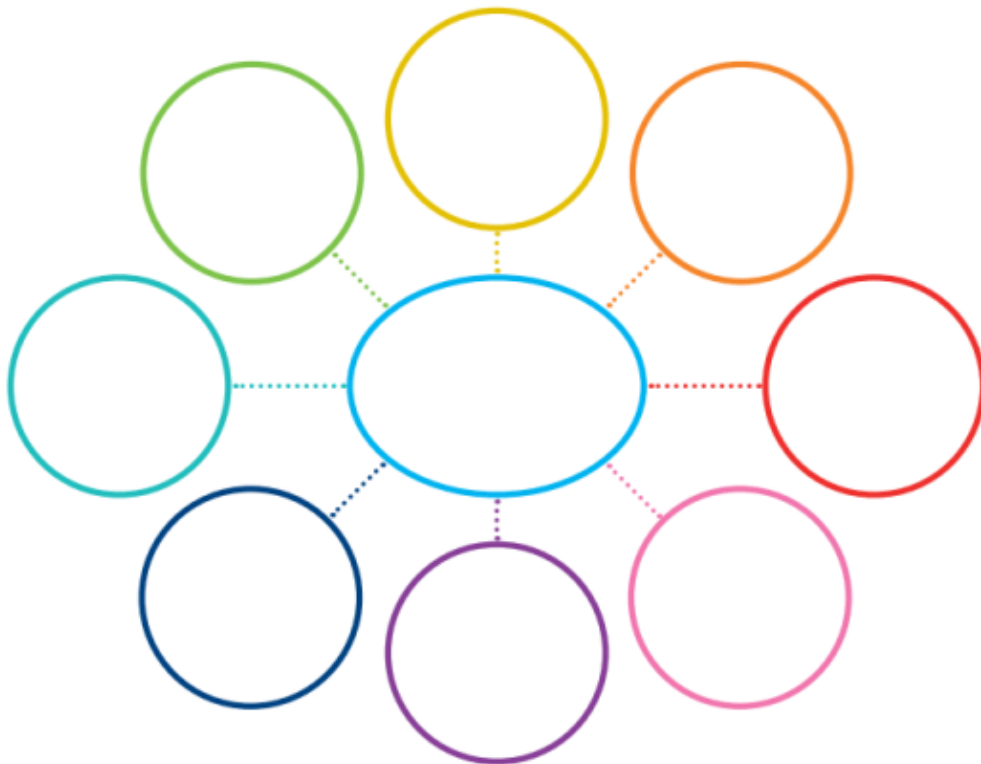
Name of session: _____

Use the space below to note the top 3 things you have learnt from a Focus Friday session.



Name of session: _____

Use the space below to add your learning from one of your Focus Friday sessions.



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 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 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.



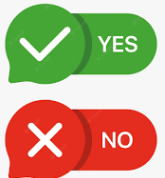
What top tip would you give yourself about planning for the future based on what you have learnt this term?

Is there anything you are not sure about? _____

Is there anything you are confused by? _____

Is there anything you need explaining? _____

Were all of your questions from the 'looking ahead' session at the start of the term answered [flick back to the page if you can't remember]? (Please circle your answer)



Write down any of your questions that were not answered here:



What was your score? _____

How do you feel about your score? _____

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.

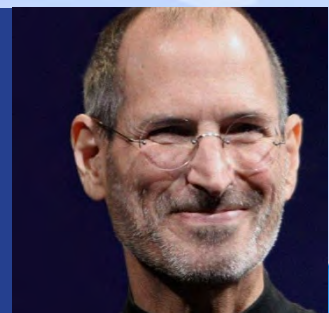
The co-operative
good for everyone

Levenshulme
HIGH SCHOOL

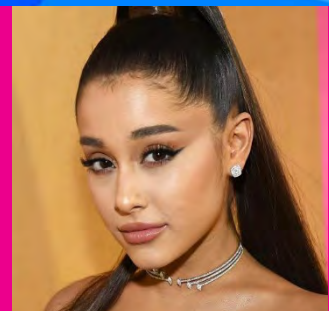
**“ No matter who you are,
or where you come
from, you are beautiful.”**



**“ 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”**

