



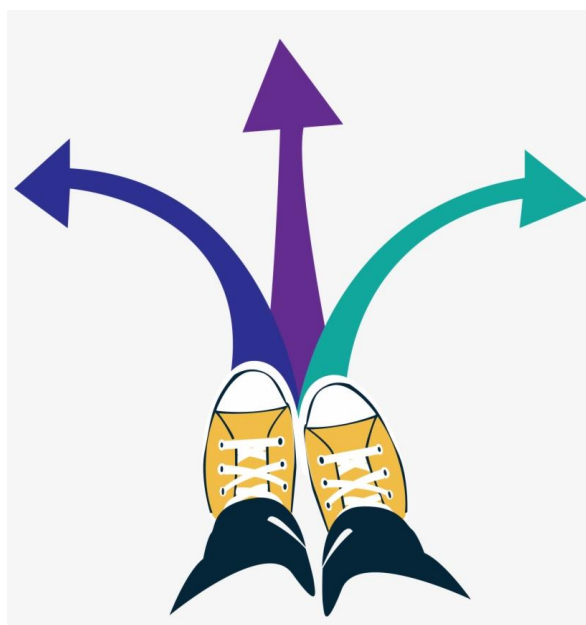
Name

Class

Tutor
Group

Year 7 – Personal Development

Health and Wellbeing: Staying safe and managing change



KEY VOCABULARY LIST

Ground Rules	Boundaries that a class sets at the start of a Personal Development lesson
Transition	The process of changing from one state or form to another.
Challenge	A task or activity that is new and exciting but also difficult.
Pedestrian	A person traveling on foot, whether walking or running
Peer Pressure	When someone feels forced to do something by their peers
Trespass	To go onto someone's land or enter their building without permission
Weir	Low barrier built across a river to control or direct the flow of water
Tombstoning	Act of jumping in a straight, upright vertical posture into a body of water from a high jumping platform, such as a bridge, cliff or harbour edge and is extremely dangerous

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EXPECTATIONS

- Always write in black or blue pen.
- Always use a ruler for straight lines.
- If you make a mistake, cross it out with a single line.
- Always draw diagrams, tables and graphs in pencil with a ruler if necessary.
- Always mark and correct your work in red pen.
- Respond to any feedback your teacher gives you in red pen.
- Take pride in your work, make it neat!
- All tasks should be completed in silence and by yourself unless your teacher tells you otherwise.

What is Personal Development?

In Personal Development lessons you will be taught about three key topics. These include:

- **Health and Wellbeing** (E.g. Healthy eating, mental health, puberty and self examination)
- **Relationships** (E.g. Healthy relationships, respect for others, consent and sexual harassment)
- **The Wider World** (E.g. The law, citizenship, anti-discrimination, finance and careers)

Sometimes these lessons are called **PSHE**. This stands for **Personal, Social, Health and Economic Education**.

In Personal Development, you will learn about **British Values**. These are:

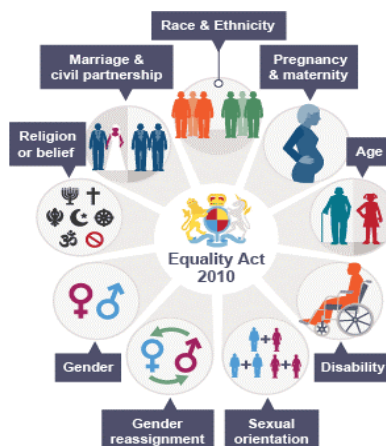


1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty

In Britain, our **British Values** are protected in the law. In Personal Development, you will learn to recognise **protected characteristics** which are part of the **Equality Act 2010**. This law helps to stop **discrimination** and ensure everyone is treated fairly. There are 9 protected characteristics, these are:



1. Race and ethnicity
2. Pregnancy and maternity
3. Age
4. Disability
5. Sexual orientation
6. Gender reassignment
7. Gender
8. Religion or belief
9. Marriage and civil partnership



Personal Development – Ground Rules

Some topics in Personal Development may be challenging depending on your own experiences. Therefore, it is important that there are clear **ground rules** for every lesson. Every scholar will follow these in lessons so everyone feels comfortable.

Class Task: As a group, agree on your ground rules for Personal Development lessons and write these below. The teacher will refer to these ground rules regularly so that all scholars feel safe and able to share ideas.



Ground Rules

1	
2	
3	
4	
5	

Subtopic 1 –Moving to secondary school

Learning Objectives

- To learn how to deal with the challenges of moving to a new school.

Do Now: Complete the mindmap with some of your feelings about moving to secondary school and then answer the questions which follow:

Thoughts and feelings
about secondary
school



Silent & Solo

1. What are you most worried about?

2. What are you most excited about?

3. What would you still like to know about secondary school?

Turn and Talk: Is the person sitting next to you feeling the same way about secondary school as you? What are you both excited or worried about?



How to deal with the transition and challenges of secondary school







The **transition** from primary to secondary school can be a daunting experience for some people. You now must navigate your way around the building for each lesson, you are with different teachers, different students, and you are in very different lessons. This can be a **challenge**. While some people find the change easy, others may really struggle with these changes. The important thing to remember is that your emotions are completely normal. There are also lots of things that you can do to make sure that you manage this change successfully.



Transition: The process of changing from one state or form to another

Task 1: Think about a time you had to manage a change in the last year. What helped you manage this change? What strategies did you use?

Task 2: These are examples of skills and qualities that can help you to manage change.

 <p>1. Organisation Being prepared, planning and finding what you need</p>	 <p>2. Honesty Talking about how you feel and being able to ask for help</p>	 <p>3. Kindness Looking out for others and supporting them</p>
 <p>4. Fun Finding time for things you enjoy</p>	 <p>5. Courage Being brave and having a go even when things are tricky</p>	 <p>6. Hope Staying positive and looking for the best in a situation</p>

Which skill or quality do you think is the most important? Why?

Task 3: Read through each scenario and offer advice on how they could deal with their issue – think about who they could talk to and what they could do.

Scenario		Your advice
I do	“I’m worried I have fallen behind from missing so much school last year. I hope the work isn’t too hard and that I get to know my new teachers quickly.”
We do	“I’m going to a different school than most of my friends, but my sister loves her new friends from secondary school, so maybe this will be the same for me.”
You do	“I have dyslexia and had brilliant support from my primary school, I hope it is the same in secondary school.”
You do	I am really worried about arriving late, getting lost, forgetting my PE kit or something else. It’s all really overwhelming!
You do	What if I don’t find any friends and I end up on my own at break and lunch?

Reflection: Return to your **Do Now** task on p5 and add some strategies you could use to deal with these feelings.

Subtopic 2 – Making friends

Learning Objectives

- To describe the qualities of positive friendships
- To explore different ways of being a good friend
- To identify ways in which someone struggling with friendship could get support.

Do Now:

1. What was **one** of the ground rules that the class decided upon last lesson?

2. Identify **two** personal strengths needed to deal with change?

3. What does the word 'challenge' mean?

4. Give an example of a challenge that you might face this year?

5. What is **one** British Value?

Baseline Task: Look at the images below then answer the questions below.



1. What can you see in these photographs?

2. How can you tell that these people are friends?

3. What do you think are the characteristics of a positive friendship?

Turn and Talk: What makes a good friend?



Stop and Jot: What does it mean to be a friend? Mind map your ideas below.

Making Friends

Often when joining a new secondary school, many young people worry about making new friends. This is entirely **normal** and it takes time to build new friendships with others who you might not know. This is often a worry for adults too when they move into new careers or jobs. There are things we can do to promote connection with others in what we say, the way we act and what we do.



Task 1: Answer the questions below about how we can make friends:



What could you say?



What body language might you use?



What could you do?

Task 2: Below are some key features of friendship and their definitions. Match the word with its meaning.

1. Trust	a. Caring about other's feelings, rights, and wishes.
2. Respect	b. Being friendly and considerate towards other people. Thinking about what makes other people happy or appreciated.
3. Honesty	c. Making sure another person agrees before doing something to them or with them.
4. Support	d. Being able to rely on and believe someone.
5. Kindness	e. Restoring relationships after conflict.
6. Generosity	f. When someone happily shares what they have with others.
7. Boundaries	g. Having a right to private thoughts, feelings, or experiences without others being aware of them.
8. Privacy	h. Being fair and telling the truth.
9. Consent	i. Standing by others, even when things get difficult.
10. Loyalty	j. What someone is or isn't comfortable with in a relationship and how they would like to be treated by others.
11. Reconciliation	k. Letting someone be who they are and encouraging them without trying to change them.



Turn and Talk: Which of these features do you think is the most important? Why?



British Values
- Respect

Stop and Jot: What does it mean to be a friend? Mind map your ideas below.

<p>.....</p> <p>.....</p>

Task 3: The table shows some typical behaviours in a friendship. Some of these behaviours can be healthy but also might be unhealthy too. Complete the table with your own ideas:

1. Spending time together		Too much time may reduce your contact with others. It could become a controlling relationship
2. Knowing each other's family and friends	Means you can take part in more social activities and get to know your friend better, whilst making new friends too	
3. Having lots in common		Might mean you don't step out and try anything new
4. Being open and honest		If that friendship breaks down, your friend might use this against you
5. Shared sense of humour		May isolate others if they don't feel part of your fun. Your friend may take this too far and upset you
6. Having a good time	Is the sign of a good friendship and means you want to spend time together.	

What if you are unhappy in a friendship?

It is perfectly normal if you do become unhappy in a friendship or relationship. Sometimes people grow apart or something might happen that changes your mind about a person. If this happens you can:

- **Speak to your friend** Be honest and open about how you are feeling. Think about what you want to say before you speak to them.
- **Speak to your family listen and offer advice** Your family might be able to support you. They will be able to
- **Speak to someone at school** School might be able to organise a meeting between you and your friend, if this might be something you can work through.

Reflection task: Complete the following sentences.

A healthy relationship is ...

An unhealthy relationship is ...

Subtopic 3 – Staying safe in the community (Roads and Buses)

Learning Objectives

- Be able to identify possible hazards on the roads and how to avoid them
- Know how to be a good pedestrian and bus passenger

Do Now:

1. What are 2 signs of a healthy relationship?

--	--

2. What are 2 signs of an unhealthy relationship?

--	--

3. Who can you speak to if you are worried about a relationship?

--	--	--

4. What does the word transition mean?

--

5. What is respect?

--

Baseline Task: Complete the mind map below using your own knowledge:



What makes a good pedestrian?

Pedestrian: A person traveling on foot, whether walking or running







Show me: How do you travel to school?

Staying safe on the roads

Starting secondary school can mean travelling to school alone for the first time, whether this is walking, on a bus, on a train or by bike. Whatever method you use to travel to school, you must know how to stay safe. In these subtopics, you will learn about safety in the community and some key risks to look out for.

Task 1: Look at the images below. Identify the risks you can see and then explain how this hazard can be avoided.



Image	What risks can you see? What might happen?	How can this be avoided?
 <p>A</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
 <p>B</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
 <p>C</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
 <p>D</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Stop, Look, Listen, Think

Choosing to walk to school can help to keep you active, but you must do this safely:

- First, find a safer place to cross, then stop.
- Stand on the pavement behind the kerb.
- Look all around for traffic and listen.
- If traffic is coming, let it pass. Look around again.
- When no traffic is near, walk straight across the road.
- Keep looking and listening for traffic as you cross.



If there is no crossing	If there is no pavement
	
<p>Choose a place where you can see clearly in all directions and where drivers can see you, with pavements on both sides. Before crossing, stop just before you get the pavement.</p>	<p>Keep back from the edge of the road but make sure you can still see approaching traffic. Give yourself time to look around for traffic and listen.</p>



Turn and Talk: What impact have electric vehicles made on road safety?

Stop and Jot: What ideas have you discussed about electric vehicles

Task 2: Thinking about travelling on a bus. How can you be safe at each stage of using a bus?



Waiting for the bus



Getting on the bus



Whilst on the bus



Getting off the bus

Reflection: Return to your baseline task and add more detail about what makes a good pedestrian using what you have learnt in this subtopic

Subtopic 4 – Staying safe in the community (Rail and Water)

Learning Objectives

- Know the dangers which exist around railways and water
- Know what to do in order to avoid risk and support others

Do Now:

1. What is resilience?

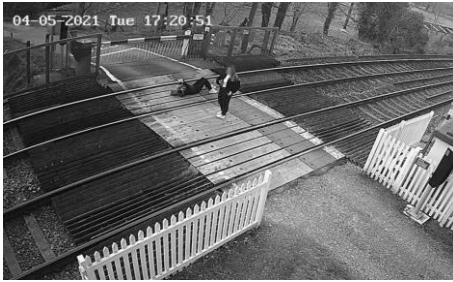
2. What are two qualities of an unhealthy relationship?

3. Who can you talk to if you are unhappy in a friendship?

4. Name 2 unsafe places to cross a road

5. Give 2 qualities of a good pedestrian

Baseline Task: Look at the images below and identify the risks in each



a.



b.



c.



d.

Staying safe near railways and water

In our last subtopic, we looked at safety on the roads and buses. These are, however, not the only risks in our local community. There are a number of railway tracks, lakes and reservoirs which can be dangerous if people don't follow the rules.



Show me: What rules exist to keep us safe near railways and water

Railways

From special journeys to everyday commutes, the rail network helps get us everywhere we need to be. Even if we are not travelling, the railways are switched on 24/7 and everyone needs to be switched on to the risks the rail environment can pose.

Task 1: Using your own knowledge, answer the questions which follow

1. Electricity powers trains and overhead lines. When is it turned off?

2. If there are no visible signs of harm to someone who has been electrocuted, they're ok

True

False

3. If you hit the emergency brakes on a train how many football pitches will it pass before it comes to a stop?

4. What is the top speed a train can travel at?

5. Wearing rubber soled shoes means you can be electrocuted.

True

False



Turn and Talk: As long as you do not touch overhead power cables you are safe

Stop and Jot: What ideas have you discussed about overhead power cables



Watch me: Listen to Harrison's story

Task 2: Using your own knowledge, answer the questions which follow:

1. When did things go wrong for Harrison? (Try isolate one decision)

2. Is someone more likely to take risks when in a group? Why

3. What risks was Harrison not aware of?

4. Can you list the dangers when someone trespasses




5. Who is likely to have been impacted by this tragedy?

6. When someone makes a choice about their behaviour, is it just about them? Explain your answer

Peer Pressure: When someone feels forced to do something by their peers

Trespass: To go onto someone's land or enter their building without permission

Task 3: Next to each picture write down the risks and how these can be avoided

Image	What risks can you see?	How might these risks be avoided?
 <p>Swimming in open water</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>
 <p>Jumping into water</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>
 <p>Swimming in a weir</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>

Weir: Low barrier built across a river to control or direct the flow of water

Tombstoning Act of jumping in a straight, upright vertical posture into a body of water from a high jumping platform, such as a bridge, cliff or harbour edge and is extremely dangerous

When you jump into open water, it is much colder than you think!

- Cold water shock is the body's involuntary response to being suddenly or unexpectedly immersed into cold water of around 15°C or lower. This will seriously affect your breathing and capability to move
- The reactions of the body may be muscle spasms and/or hyperventilation
- It drastically reduces your ability to hold your breath underwater, roughly from a minute to less than 10 seconds
- Can cause vertigo, as your ears are exposed to cold water, meaning you cannot tell the difference between up and down

What to do in an emergency

- Call 999 and ask for the Fire Service or the Coastguard if you are at the coast
- Give an accurate location, look for identifying landmarks or display boards
- If you are using an app to locate yourself, pass on the information to the Emergency Services
- Shout loudly for help - someone may be around to help you
- Shout to the person - if they can talk, it means cold water shock has passed, so can be encouraged to swim to the side
- Use a throwline / life-ring if available or a stick / scarf to pull them to the bank
- Never jump in to get them out - cold water shock affects even the best swimmers and you could become a second casualty



Reflection: Return to your baseline task and select two images. Imagine you could have spoken to these young people before they were involved in this risky behaviour, what would you want them to know?

Image selected:

I would want these young people to know:

Image selected:

I would want these young people to know:

Subtopic 5 – Letter to my future self

Learning Objectives

- Understand how we overcome change and challenges
- To explain strategies you have used to transition to secondary school

Do Now:

1. What is cold water shock?

2. Name 3 dangers of trespassing on the railways

3. Why is tombstoning dangerous?

4. Name 3 qualities in a good friend

5. Who can you talk to if you are struggling at secondary school?

Baseline Task: Think about your first half term at school. Write down:

- Changes you have experienced
- Challenges you have overcome
- Achievements
- Activities you have taken part in

My first half term



Silent & Solo

Your first half term at secondary school

During this first half term you will have used a range of qualities to help you manage your transition to secondary school.



Qualities				
Brave	Resilient	Honest	Responsible	Friendly
Kind	Determined	Assertive	Patient	Open-minded
Confident	Enthusiastic	Mature	Punctual	Polite

Skills		
Organisation	Problem-Solving	Communication
Listening	Team-work	Creativity
Adaptability	Leadership	Time-management

Task 1: Select one skill and one quality and explain how you have used them in your first half term

Quality	
<hr/> <hr/> <hr/>	
Skill	
<hr/> <hr/> <hr/>	



Turn and Talk: What is the most important skill or quality to have when starting secondary school?

Stop and Jot: What ideas have you discussed skills or qualities when starting secondary school?

<hr/> <hr/> <hr/>

A letter to your future self



It can be easy to forget how we overcome challenges and what we have achieved. In this subtopic we are going to put together a reminder for ourselves in Year 11 about what we did to manage change and overcome difficulties.

Task 2: Complete the sections below:	
Dear	
I have been at secondary school for a whole half term now and I have enjoyed..	
<hr/> <hr/> <hr/>	
When I started, I was worried about....	
<hr/> <hr/> <hr/>	
But I overcome these worries by...	
<hr/> <hr/> <hr/>	
I am proud of myself for...	
<hr/> <hr/> <hr/>	
I would like to tell myself in Year 11...	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Learning Objectives

- To understand **respect** and what this means
- To apply this to what you have learnt throughout this subtopic

Do Now:

1. Can you name the 5 British Values?

--	--	--	--	--

2. What are the signs of unhealthy relationship?

--	--

3. Name 3 places you should not cross a road

--	--	--

4. Why is it dangerous to trespass on railways?

--

5. Name 2 dangers of jumping into water

--	--

Baseline Activity: Thinking about this topic, you have been learning about **respect** for both **people** and the **rules that keep us safe where we live**. In the space below, write down as much as you can remember from this topic that links to **respect**.

Respect



Respect

Respect is when we accept someone as they are and for who they are. That means accepting them even when they are different from us in some way or differ from our opinion. Being respectful means, you care enough to think about how you impact others. At the heart of respect is caring.

- Democracy
- Rule of Law
- Tolerance
- Mutual respect
- Individual liberty



As well as showing respect for people, we can also respect the rules that are in place to keep us safe and other people safe.

Task 1: Why is it important to respect rules in the community? Give an example from either *road, water, rail or bus safety*

Task 2: Read through the scenario and answer the questions which follow:

It's the end of the day and there are crowds of students from Charlie's school filling up the pavements. A local primary school has recently finished, meaning there are even more people. The roads are busy with cars and buses. Charlie heads to the bus stop with some friends. There is already a huge crowd there – and Charlie's friends start messing around near the front of the crowd right next to the road. There are young children near Charlie too, one of which is his sister.

a. What should Charlie do?

b. Is there anything that might stop Charlie from taking action?

c. What might happen if Charlie doesn't act?

Task 3: Read through the scenario and answer the questions which follow:

Haleema and Toyah were best friends and primary. Since moving to secondary Toyah has started to spend time with other people and Haleema has been acting differently. Haleema says Toyah must spend more time with her and insists on having her timetable so she knows where she is. Toyah feels like Haleema is being controlling and, although they've been friends for a long time, they are different people now and Toyah has different interests. Haleema won't let it drop and they are now arguing all the time.

a. What should Toyah do?

b. How is Haleema not showing **respect** for Toyah?



Turn and Talk: How can we show respect for other people?

Stop and Jot: What ideas have you discussed skills or qualities when starting secondary school?

ASSESSMENT

What does the word transition mean?

1.

What are 2 skills or qualities that can help you to manage change?

2.

3.

What are 5 qualities of a good friend?

4.

5.

6.

7.

8.

3 people you can talk to if you are unhappy in a friendship

9.

10.

11.

What does the word resilient mean?

12.

3 examples of showing respect for someone

13.

14.

15.

2 examples of challenges someone might face moving to secondary school

16.

17.

2 examples of a healthy friendship

18.

19.

2 examples of an unhealthy friendship

20.

21.

What is a pedestrian?

22.

4 things you must do before crossing a road

23. S

24. L

25. L

26. T

3 places it is not safe to cross on a road

27.

28.

29.

2 ways you can be safe whilst waiting for a bus

30.

31.

If a bus is full, who might you give up your seat for?

32.

33.

When are overhead lines on railways turned off?

34.

What is the top speed of a train?

35.

What does trespass mean?			
36.			
Name 3 dangers of trespassing on railways?			
37.			
38.			
39.			
What is peer pressure?			
40.			
Give 2 examples of peer pressure			
41.			
42.			
What are 3 dangers of jumping into cold water			
43.			
44.			
45.			
If you see someone struggling in water, what 3 things could you do?			
46.			
47.			
48.			
If you see someone struggling in water, what should you never do			
49.			
Name one British Value			
50.			
Total		%	

A large rectangular area with a solid black border and horizontal dotted lines, resembling a writing template or a page for notes. The dotted lines are evenly spaced and run across the width of the page, providing a guide for writing.

A large rectangular area with a solid black border and horizontal dotted lines, resembling a writing template or a page for notes. The dotted lines are evenly spaced and run across the width of the page, providing a guide for writing.

Harrison's Story

27th June 2017

Harrison was 11, he didn't expect to die.

After school one evening Harrison was playing football with friends, when one of them kicked the ball over onto the railway tracks. Harrison decided to climb over the wall next to the tracks to see if he could see it. He climbed up onto one of the freight wagons to see if he could get a better view. At that point, tragedy struck. Despite not touching the power cables, Harrison died at the scene after he was hit by 25,000 volts of electricity which had formed an arc. There was nothing his friends or paramedics could do to save him. He died at the scene.

Superintendent Alison Evans of British Transport Police said: "Telling Harrison's tragic story highlights how, by educating ourselves and others, we can make the railway a safer place.

"High voltage electricity powers the overhead cables and the third rail 24 hours a day, seven days a week.

"You don't have to touch them to risk your life – the electricity can arc, just like it did in Harrison's case."

Where can you find support?

Remember, if you are concerned or have questions, there is always someone you can speak to

- At Longsands Academy, we are a Telling School. If you are experiencing any issues or problems either in or out of school, you can speak to your tutor, head of year or other trusted member of staff, write down the details and drop our note in one of the black postboxes or email: tellus@astrea-Longsands.org
- For accurate, reliable health information, visit www.nhs.uk
- For support around mental health, visit Young Minds at www.youngminds.org.uk For help, text SHOUT to 85258 or call
- For advice on drugs, their effects and the law, visit talktofrank.com
- For advice on a range of issues from bullying, mental health, relationships and more contact Childline www.childline.org.uk 0800 1111
- If you are worried about online abuse or the way someone is communicating, you can contact CEOP: <https://www.ceop.police.uk/Safety-Centre/>
- If you want to report a crime anonymously you can contact Crimestoppers on 0800 555 111
- You can also report concerns directly to the police by calling 101 or 999 in the case of an emergency



ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111



CrimeStoppers.

0800 555 111

100% anonymous. Always.

