

| | YEAR 7 | LEVEL 7 |
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| | Subject Focus: Intrapersonal and Interpersonal awareness | |
| 1 | I can confidently talk about myself and others. | |
| 2 | I can confidently talk about other students in my group or class. | |
| 3 | I can communicate and express, why rules and regulations are important in different social contexts. | |
| 4 | I can identify the consequences of my own and others' actions on those around me. | |
| 5 | I can contribute to a set of ground rules. | |
| 6 | I can work in a group and share my ideas. | |
| 7 | I am able to mention the different teachers in my school. | |
| 8 | I can recognise where to seek help in school, if I need it. | |
| 9 | I recognise that my words and behaviour can affect other people's feelings. | |
| 10 | I can recognise the importance of respecting other's needs, feelings and opinions. | |
| 11 | I can explain why communication is a fundamental skill in different aspects of life. | |
| 12 | I can identify what is effective communication. | |
| 13 | I can recognise between kind and unkind, right and wrong communication. | |
| 14 | I can talk about the consequences of bullying, how it feels and why it is wrong. | |
| 15 | I can recognize the different types of bullying and where to seek support. | |
| 16 | I can distinguish between passive, assertive and aggressive behaviour. | |
| 17 | I can recognise what constitutes a positive and healthy relationship. | |
| 18 | I can recognise ways in which a relationship can be unhealthy and abusive. | |
| 19 | I can express why it is important to disclose when I am being abused. | |
| 20 | I can list the trusted adults where I can seek help when I am being abused. | |
| 21 | I can write/draw or list my strengths and qualities. | |
| 22 | I can recognize those qualities that make me a unique individual. | |
| 23 | I can recognize that the way I see and value myself affects my self-confidence, self-esteem and behaviour. | |

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| 24 | I can explain why different situations cause different emotions. |
| 25 | I recognize the importance of sharing and talking about feelings. |
| 26 | I am able to explain why different situations cause different emotions. |
| 27 | I can describe why people show different feelings when faced with same situations. |
| 28 | I can talk about my preferred way of learning. |
| 29 | I can describe the different learning strategies that help me to learn and study better. |
| 30 | I can show that I am able to prepare a study plan. |
| | Subject Focus: Career Exploration and Planning |
| 1 | I can talk about the different jobs and careers carried out by people I know. |
| 2 | I can list the skills needed for a particular job/career. |
| 3 | I am able to explain why a particular job/career is important for the community. |
| 4 | I can recognize that there are different types of work such as paid employment, voluntary work and others. |
| 5 | I can describe what stereotypes and prejudice mean. |
| 6 | I can talk about the effects of stereotyping people. |
| 7 | I can recognise how media can influence my perceptions of people. |
| 8 | I can discuss how I can give a contribution in the home. |
| 9 | I can discuss how I can give a contribution in the community. |
| 10 | I can list/draw/demonstrate things I can do to help out others. |
| | Subject Focus: Health, Safety and Well being |
| 1 | I can explain the changes that occur during puberty. |
| 2 | I can identify the different sexual parts of the body. |
| 3 | I can identify and respect the differences and similarities between people. |
| 4 | I can discuss how puberty offers different challenges to different people. |
| 5 | I recognize that my feelings and reactions can change depending upon what is happening within and around me. |
| 6 | I can discuss about the importance of personal hygiene. |

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| 7 | I can talk about simple hygienic procedures that can reduce the spread of bacteria and viruses. |
| 8 | I can show that legal drugs can also hurt or effect people. |
| 9 | I can recognize that there is help for people who are addicted to alcohol. |
| 10 | I can demonstrate how to be assertive. |
| 11 | I can discuss how I manage different activities in my life. |
| 12 | I can list the type of activities that are important to me. |
| 13 | I can talk about the importance that leisure plays in my life. |
| 14 | I can explain the value of making decisions that help me to be well and stay well. |
| 15 | I can give positive feedback to the students in my group. |

BROAD LEARNING OUTCOMES

Year 7

1. I can recognise and respond to a variety of emotions in myself and others (e.g. jealousy, anger, excitement).
2. I am able to communicate effectively within the group (e.g. taking turns, not interrupting others when they are talking, accepting different opinions) and am aware of the different attitudes and skills needed for developing good relationships (e.g. respect, empathy, support, encouragement, kindness, showing care).
3. I can discuss how boys and girls can both do the same tasks and enjoy the same things even though different media dictate/encourage stereotypes.
4. I can work effectively both on my own and in a team (e.g. filling in reflective workbook, working with different students).
5. I know about bullying, why it happens, and its effects on people, how to deal with it and how to stop it happening.
6. I am aware of the changes taking place in my body and the opposite sex, and how these changes effect the emotional and psychological wellbeing of a personal.
7. I understand why people consume alcohol and talk about its effects on the person's wellbeing and on society's in general.
8. I can talk about the importance of planning in managing my time (e.g. homework habits, recreational time on the internet, extracurricular activities, and time with friends, fun and leisure).