



SPHE

Personal Development



Year 7: Advent

Name: _____

Form: _____

Contents

1. Where can I get support?
2. Protected Characteristics
3. British Values
4. Key Vocabulary
5. How do cope with change?
6. How do I make new friends?
7. How do I manage my emotions?
8. How do I stay Safe?
9. Checkpoint/knowledge check
10. Response to learning
11. How do I learn?
12. What is a career?
13. What is an entrepreneur?
14. What does it mean to aspire?
15. What careers will there be in the future?
16. Checkpoint/knowledge check
17. Response to learning

Where can I get support in school?



My Form Tutor: _____

My HOY: _____

Pastoral Managers: _____

Family Support Team: _____

Designated Safeguarding leads: _____

Where can I get support outside of school?



If you can, always try and talk to your Parents and close family members first.

Compass: Compass Changing Lives provides prevention and early intervention, emotional wellbeing and mental health support to Children, Young People and Families

Kooth: Free, safe and anonymous online counselling and mental health support.

Childline: 24/7 support from trained counsellors – online or by calling **0800 1111**. Covers everything from bullying to family issues and self-esteem.

NSPCC: Help and advice if you're being hurt or worried about someone else.

Stonewall Youth: Advice for LGBTQ+ young people on coming out, safety, and identity.

Samaritans: 24/7 free helpline: **116 123** – for anyone who needs someone to talk to, any time

Frank: Honest information and support around drugs and alcohol.

Runaway helpline: Support for young people who are thinking of running away or have already done so.

Protected characteristics

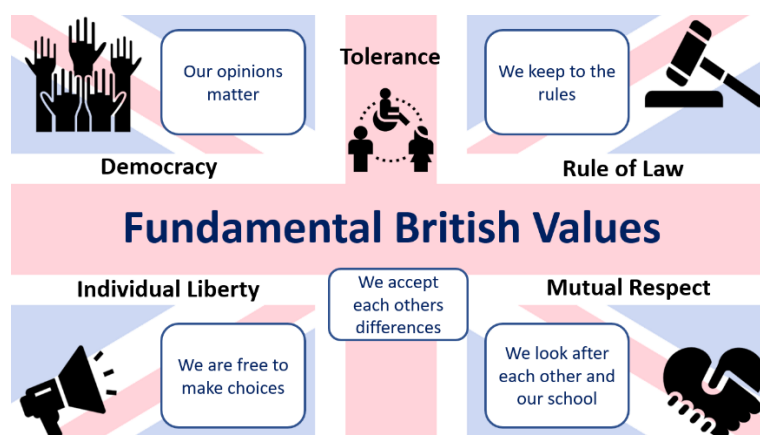
At SPH you will learn to recognise protected characteristics which are part of the Equality Act 2010. This law helps to stop discrimination and ensure everyone is treated fairly. There are 9 protected characteristics, these are:



Protected Characteristic	What It Means	SPHE Link
Age	You should not be treated unfairly because of how old you are, whether you're young or old.	Lessons on respect, valuing differences, and inclusion.
Disability	People with physical or mental conditions that affect their daily life should be treated with respect and given the support they need.	Learning about empathy, accessibility, and inclusion.
Gender Reassignment	If someone is changing or has changed the gender they were given at birth, they must be treated fairly and with kindness.	Understanding identity, respect, and preventing bullying.
Marriage and Civil Partnership	Adults who are married or in a civil partnership have the right to be treated equally, whether they are with someone of the same or opposite sex.	Discussing different types of relationships and family diversity.
Pregnancy and Maternity	People who are pregnant or have recently had a baby must not be treated unfairly	Learning about rights, responsibilities and support for others.
Race	Everyone should be treated equally no matter their skin colour, nationality, or where they are from.	Anti-racism, celebrating diversity, and respecting different cultures.
Religion or Belief	Everyone has the right to follow a religion or belief—or to have no religion at all.	Learning about worldviews, tolerance, and respectful discussion.
Sex:	Boys, girls, men and women should be treated fairly, with equal opportunities and respect.	Challenging gender stereotypes and promoting equality.
Sexual Orientation:	Whether someone is attracted to the opposite sex, the same sex, or both, they should always be treated with respect and kindness.	Celebrating difference, supporting LGBTQ+ inclusion, and promoting kindness and understanding.

British Values

At SPH we will also learn about Fundamental British Values. In Britain, our British Values are protected in the law







British Value	What It Means	SPHE Link
Democracy	Everyone has a voice and can take part in decisions.	Student voice, respectful debate, learning to express opinions and listening to others.
Rule of Law	Rules and laws help keep us safe and protect everyone equally.	Learning about safety, laws (e.g. railway safety), consent, and understanding consequences.
Individual Liberty	We all have the freedom to make our own choices.	Lessons on managing emotions, friendships, ambitions, and taking responsibility for choices.
Mutual Respect	We show kindness and respect to everyone, even if they are different from us.	Respect in relationships, inclusion, tackling bullying and prejudice.
Tolerance of Different Faiths and Beliefs	Everyone is allowed to believe different things, and that should be respected.	Celebrating diversity, learning about protected characteristics, and promoting understanding.

Key Vocabulary

Transition	The process of moving from one stage to another, like starting secondary school.
Adaptation	Adjusting to new situations or environments.
Emotion	A natural feeling such as happiness, anger, or fear.
Risk	A situation involving exposure to danger.
Personal Safety	Keeping yourself safe from harm in everyday situations.
Green Cross Code:	A guide to crossing the road safely.
Regulation Act	A law that makes it illegal to trespass on railway property.
First Aid	Help given to an injured or ill person before professional medical care is available.
Emergency	A serious or dangerous situation that needs immediate action.
Healthy Friendship	A relationship that is positive, respectful, and supportive.
Toxic Friendship	A friendship with negative or harmful behaviours.
Peer Pressure	The influence from people your age to behave in a certain way.
Manipulation	Controlling or influencing someone unfairly or dishonestly.
Respect	Treating others with kindness and understanding.
Responsibility	Being accountable for your actions and decisions.
Equality	Treating everyone fairly, regardless of differences.
Protected Characteristics	The nine characteristics protected by law (e.g., race, religion, gender).
Prejudice	Judging someone unfairly without knowing them.
Discrimination	Treating someone unfairly because of who they are.
Inclusion	Making sure everyone feels welcome and valued.
Stereotype	A fixed, oversimplified idea about a group of people.
Entrepreneur	someone who sets up their own business and takes risks to make it successful.
Aspire	To hope and work towards achieving something important to you.

KQ	How do I cope with change?
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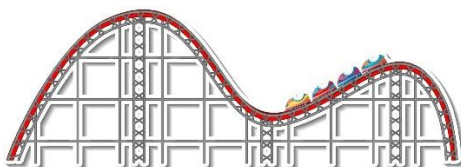
	To understand the nature of expected and unexpected change.
	To consider the challenges of transitioning to secondary school and how to manage this
	To know how to forge and manage new friendships
RRR 	

Starting secondary school is a big change, and it is normal to feel a mix of emotions. Some changes—like a new timetable or a different classroom—are expected, while others might take you by surprise. In this topic, we will explore how to handle both types of change and learn strategies to help you feel confident as you settle into school life. We will also talk about friendships—how to build new ones, manage existing ones, and recognise what makes a healthy and respectful friend. This is all part of learning how to grow, adapt, and thrive in your new school community.

Change: Sort the examples of change expected or unexpected

Example of Change	Expected/Unexpected
Getting a new timetable	
Moving to secondary school	
A teacher being off sick	
A family member becoming unwell	
Making new friends	
Falling out with a friend	
Changing classrooms between lessons	
Getting a poor mark in a test	
Someone in your year leaves school suddenly	
Getting homework for the first time	

Label the rollercoaster with the ups and downs you have experienced already and might expect to experience



Friendship Mapping

Draw yourself in the middle of the page. Around you, map out the people you have started to connect with since starting secondary school.

Next to each person:

- How did you meet them?
- What do you enjoy doing together?
- What makes this a healthy or unhealthy friendship?



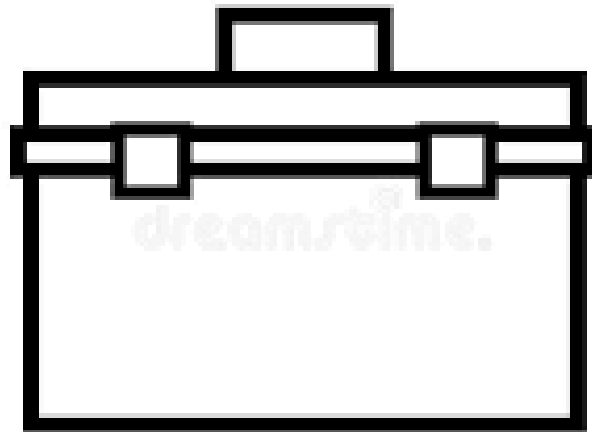
What does a healthy friendship look and feel like?





What should you do if a friendship doesn't feel respectful or kind?

Coping Toolbox

On the next design a coping toolbox filled with practical ideas to help you manage change and challenges. **Ideas to include** Talking to a trusted adult, taking deep breaths, writing down worries, taking a break outside, listening to music, spending time with friends....

My coping Toolbox



KQ	How will I make new friends
	To learn how to make friends
	To be able to identify healthy and unhealthy relationships
	To be able to manage changing friendships
RRR 	

Friendships are an important part of your life, especially as you settle into secondary school.

In this topic, we will learn how to make new friends by showing kindness, respect, and confidence. You will also explore what makes a healthy friendship and how to spot signs of an unhealthy one. Friendships can change over time, and that's okay. We will look at ways to manage those changes in a positive and respectful way, helping you feel more confident in the relationships you build.

Read the conversation below and answer the questions that follow:

Josh: When you start secondary school, you must make all new friends because everyone moves on from primary!

Mia: Yeah, and making friends is going to be hard!

Questions

1. What might people think if they overheard this conversation?

2. What would a responsible and kind response to Josh and Mia be?

Think About It

Write down as many ways as you can that people can make new friends.

(Example: joining a club, helping someone, saying hello...)

Friendship Categories

Below are some ways people make friends. Sort each one into the correct category:

Shared Interests (SI), Kind Actions (K), Communication (C), or Participation (P)

Some may fit in more than one.



Playing for the same sports team	
Asking someone to join your group in class	
Listening to someone's problems	
Volunteering together	
Saying "Hi" with a smile every day	
Sharing your pencil case if someone forgets theirs	
Talking about your favourite music or games	
Taking part in drama club	

Friendship Check

Read the sentences below.

Circle the ones that are NOT healthy or respectful ways to start a friendship.

- I laugh at their jokes, even if I don't find them funny
- I let them copy my homework, so they will like me
- I smile and ask them what they like doing
- I pretend to agree with everything they say
- I tell them about something I'm interested in and ask what they like
- I give them sweets every day, so they will hang out with me

Reflection:

A healthy relationship is _____

An Unhealthy relationship is _____

I can be a good friend by _____

Healthy and Unhealthy Friendships



When you are in a friendship It is important to know the signs of healthy and toxic friendships. It is good to think of these as a traffic light system

RED LIGHT: These are unhealthy/toxic signs in a friendship.





- You are afraid of your friend's temper.
- Your friend criticises you or people you care about.
- Your friend threatens to hurt you.
- Your friend bullies and makes fun of you or other kids at school.
- Your friend pressures you to do things you do not want to do.

YELLOW LIGHT: These are warning signs in a friendship.

- You are nervous that if you tell your friend something personal, she/he will tell other people at school.
- Your friend sometimes makes fun of you.
- You rarely get to plan what the two of you will do together.
- Your friend tells you not to hang out with certain people.
- You say that you agree with your friend, even when you really don't.
- You are afraid they won't be your friend anymore if you disagree.

GREEN LIGHT: These are healthy/good signs in a friendship.

- You usually feel happy when you are with this person.
- Your friend respects your feelings and your opinions.
- Your friend talks to you about his/her feelings.
- Your friend is happy when good things happen to you.
- You enjoy being with this person, but you also enjoy spending time with other friends.

	To understand what emotions are and recognise how change and transition can affect how I feel.
	To reflect on how I feel about starting secondary school and how my emotions impact others.
	To be able to apply strategies to manage my emotions and act respectfully towards others in school.
RRR 	

In this lesson, you will learn how to recognise and manage the emotions that come with change, especially during your transition to secondary school. You will explore both the exciting and challenging parts of starting a new school and reflect on how emotions can affect your thoughts, actions, and relationships. You will discover practical strategies—like breathing techniques, talking to trusted adults, and using routines—to help you feel calm and in control. You will also understand how showing respect for others, especially when moving around school, helps create a safe and supportive environment for everyone.

Name two emotions you have felt since starting secondary school.

1. _____
2. _____

Starting secondary school is a big change, and it is completely normal to feel a mix of emotions. You might be excited about making new friends and trying new subjects but also feel nervous about things like finding your way around or keeping up with work. That's okay!

Lots of people feel the same way. At SPH, we understand that change can feel like a rollercoaster—but you don't have to deal with it alone. Talking to a trusted adult, a friend, or someone at home can really help. You can also try things like deep breathing, going for a walk, or writing down how you feel to help you stay calm. Remember, everyone goes through changes—what matters is learning how to manage them in a healthy way. We're here to support you as you settle in and grow in confidence.

What changes have you experienced moving to secondary school?

Which emotions have you felt?

Is it okay to feel more than one emotion at once?






Write down **4 strategies** you can use when your emotions feel too strong.

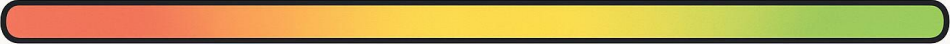
1. _____
2. _____
3. _____
4. _____

Rate your confidence. On the scale mark A-F according to how confident you feel about the different types of change.

- A. Trying new things
- B. Handling surprises
- C. Meeting new people
- D. Adjusting when plans change
- E. New timetables
- F. Being brave and giving things a go

Confidence Scale





Not at
confident

A little
confident

Somewhat
confident

Fairly
confident

Very
confident





What do you think this means?

**We suffer
more in
imagination
than in
reality.**

– Seneca

“Change is always a bad thing.”

Write down a time when you managed your emotions well. What happened and how did you respond?

	To understand how to maintain personal travel safety
	To consider what risky behavior is.
	To be able to respond in an emergency.
RRR 	

Knowing how to stay safe when you are travelling to and from school is important. In this topic, you will learn how to keep yourself safe on the road, around railways, and in other public places. We will explore what risky behaviour looks like and why it is important to avoid it. You will also learn what to do in an emergency, such as how to stay calm, get help, and keep yourself and others safe. These are all valuable life skills that help you take responsibility for your safety and the safety of others.

Put these steps from the **Green Cross Code** in the correct order:

<input checked="" type="checkbox"/> Keep looking and listening as you cross <input checked="" type="checkbox"/> Look and listen <input checked="" type="checkbox"/> Wait <input checked="" type="checkbox"/> Stop <input checked="" type="checkbox"/> Cross safely <input checked="" type="checkbox"/> Think	
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Tick <input checked="" type="checkbox"/> if the place is safe to cross the road. Cross <input checked="" type="checkbox"/> if it is unsafe	
Situation	Safe or unsafe
<ul style="list-style-type: none"> At a pedestrian crossing with lights Between parked cars On a corner or bend When the green man is showing Near a railway crossing without barriers 	



The Law: It is **illegal** to go onto railway land without permission. This is part of the **Railway Regulation Act**. If you do, the police can:

- Give you a warning
- Fine you or your parents
- Involve other authorities

This is not just about rules—it's about **keeping people alive and safe**.

First Aid Basics



First aid is the help you give someone who is sick or hurt before professional help arrives.

The **ABC** of First Aid:

- **A – Airway:** Check their mouth is clear
- **B – Breathing:** Look and listen—are they breathing?
- **C – Circulation:** If not breathing, begin chest compressions

What would you do? Match the first aid to the situation

Situation	What should you do?
<ul style="list-style-type: none">• Someone is choking• Someone has a serious allergic reaction• Someone has chest pains and is struggling to breathe• Someone is unconscious and is not breathing	<ul style="list-style-type: none">• Call 999 and help, use an EpiPen• Begin CPR and call for help• Do back blows and then abdominal thrusts• Help them sit down and call 999

Reflection

Name 2 safe places to cross a road:

1. _____
2. _____

What should you do if you see someone hurt or in danger?

Checkpoint/Knowledge quiz


Question	Answer
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How many protected characteristics are there under the Equality Act 2010?		
Match the protected characteristic to its correct example	Race	Someone is treated unfairly because of their age
	Sexual Orientation	A person is mocked for being a wheelchair user
	Disability	Someone is bullied for being gay
	Age	A student is excluded due to skin colour
Name two British Values.	1. 2.	
Which British Value is about everyone having a say and taking part in decisions?	a) Rule of Law b) Democracy c) Mutual Respect d) Individual Liberty	
True or False: It's normal to feel more than one emotion when starting secondary school.		
Name one positive way to cope with change.		
Circle the statement that shows healthy friendship behaviour:	a) Letting someone copy your homework b) Asking someone to join your group kindly c) Agreeing with everything someone says, even if you don't mean it d) Giving someone sweets every day so they will like you	
Name one safe place to cross the road:		
Which of these is an example of risky behaviour?	a) Walking with friends on the pavement b) Using a zebra crossing c) Running across the road without looking d) Wearing a seatbelt	
What should you do if someone gets seriously hurt and you're the first person there?		
What does the 'A' in the first aid ABC stand for?		
Name two ways to stay safe when travelling to or from school:	1. 2.	



Reflect on what you've learned in this unit: how has your thinking developed, and what would you still like to explore further?



KQ	How do I learn?
	To understand our own personal strengths and weaknesses

	To be able to explain how our memory works
	To consider the best way for me to learn
RRR 	




We all learn in different ways, and understanding our own strengths and weaknesses can help us make the most of our education. In this topic, you will explore what you are good at and what you find more challenging, so you can develop helpful strategies for learning. You will also learn how memory works—like how we remember things and why we sometimes forget—and how this can help you study smarter. By the end, you will be able to recognise the best ways for *you* to learn, whether that’s through writing, discussion, visual aids, or hands-on practice.

Think about a time you learned something new (a sport, game, or topic at school).

What helped you remember it?

How our memory works

Did you know your memory has two parts?

-  Short term memory is like a post it note – it holds information for a short time.
-  Long term memory is like a big storage room – it stores important things for years.
-  Retrieval practice (quizzing yourself) is like finding and reusing something in storage.

Draw your own version of the two memory systems below:

How do I learn best?

Put an X on the line to show how much you agree:

Statement	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I like to read things to help me learn.					
I remember best when I draw pictures.					
Talking to someone helps me understand.					
I prefer learning by doing practical tasks.					

Why do you think you learn differently to others?

Study Skills Challenge

Read the tips below and decide if they are good or bad study habits:

- Organise your revision materials.
- Revise with your phone notifications on.
- Use short bursts of study with breaks (Pomodoro Technique).
- Listen to music with lyrics while studying.

Write down 2 things that would help you focus better:

1. _____
2. _____

Jack's Story

Jack works hard in Geography and quizzes himself to remember key words. But in English, he doesn't ask questions when he is stuck and has stopped trying because he thinks he can't improve.

What are Jack's strengths?



What does he need to work on?



What advice would you give him?

Reflection

One thing I've learned about how my memory works is

The best way for me to learn is...

KQ	What is a career
	To Define 'what is a career?'
	To Identify a range of career sectors and jobs

	To Understand the skills required for different jobs, and the rewards and challenges they may bring in the future
RRR 	

In this lesson we will explore what a career is and how it is different from just having a job. You will learn about a range of career sectors and the types of jobs in each one, from healthcare and education to creative industries and technology. We will also think about the different skills people need to succeed in these careers, as well as the rewards and challenges they might face. This will help you reflect on your own strengths and interests as you start to think about your future."

What is a career?

Read the four definitions below. Circle, the one you think best explains what a career is and be ready to explain your choice.

1. A career is staying in the same type of job for a long time.
2. A career is when you move up a career ladder and gain more money or responsibility.
3. A career is progressing forward on a clear career path within one industry.
4. A career is a journey through life, learning and work. You can change direction into different jobs or industries.

I chose option ____ because...

Career Sectors and Jobs

Career sectors are groups of jobs or industries.

Circle the three career sectors that interest you the most:

- Healthcare
- Creative industries
- Science and Technology
- Education
- Law and Government
- Sport and Fitness
- Business and Finance
- Other: _____

For each sector you chose, write two possible jobs:

Sector	Job 1	Job2

Skills for the Future

Think about the different skills people might need for these jobs.

Write down three important skills for any job:

1. _____
2. _____
3. _____

What rewards and challenges do you think come with different careers?

Rewards (things that are positive):



Challenges (things that are difficult):



Reflection

I think I would be suited to a career in...

Because...

I can find out more about this career by...

KQ	What is an entrepreneur?
	To understand what teamwork and enterprise mean
	To consider how teamwork can develop enterprise

	To reflect on how I can be an entrepreneur
	

In this lesson we will explore what it means to be an entrepreneur and how people come up with new ideas and businesses. We will think about what teamwork and enterprise mean and how working well with others can help us develop creative and successful ideas. You will also reflect on your own skills and think about how you could be an entrepreneur in the future.

What is teamwork and enterprise?

Think of a time when you worked in a team (at school, sports, or a club).

- What worked well?
- What could have been better?

What is teamwork?

Write your own definition of teamwork:

Teamwork means...

Write 3 words to describe a great team:

1.

2.

3.

Think, Pair, Share

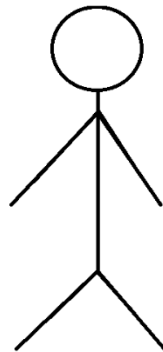
Why is teamwork important in enterprise (starting a business)?

Enterprise Skills

An entrepreneur is someone who sets up their own business and takes risks to make it successful.

Skills of an Entrepreneur

Label the stick person with skills an entrepreneur needs (e.g. creativity, problem-solving, resilience).



Copy five entrepreneurial skills from your mind map into the table below. Then, for each one, rate yourself out of three:

1 = This is a skill I'd like to develop.

2 = I sometimes use this skill.

3 = This skill is one of my strengths.

Entrepreneurial skill	Rating out of three

My Enterprise Plan

If you had your own business, what would it be?

Draw and describe your idea:

My business would...

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What teamwork skills would you need?



What challenges might you face, and how could you overcome them?

Reflection:

One thing I've learned about teamwork and enterprise is...

One skill I'd like to develop to be an entrepreneur is...

KQ	What does it mean to aspire
	To know what 'raising aspirations means'
	To consider why it is important to aspire.

	To consider our own personal values and link to possible future careers.
RRR 	

In this lesson we will explore what it means to aspire and why having goals for the future is so important. We will look at what 'raising aspirations' means and how it can help us achieve more in life. You will also think about your own personal values and how these could link to careers you might want in the future.

What do you dream about for your future?

Write down 3 things you would love to achieve in your life (big or small):

1. _____
2. _____
3. _____

Why do you think these are important to you?

What does it mean to aspire?

To **Aspire** means to hope and work towards achieving something important to you.

Write your own definition of **Aspire**

To aspire means...

Match the words:

Dream big	Your hopes for what you want to achieve.
Goals	Thinking about possibilities for your future.
Aspirations	Steps you take to get there.

Raising Aspirations

Raising aspirations means believing you can achieve more than you first thought.

Why might someone need to raise their aspirations?

Think about a role model (famous or someone you know). How have they raised their aspirations?

My Values and My Future

Tick the 3 values that are most important to you:

- Helping others
- Creativity
- Earning money
- Making a difference
- Teamwork
- Independence
- Learning new things
- Other: _____




How could these values link to a career?


I value _____ and this could link to a job in _____
because _____

Reflection

One thing I've learned about aspirations is...

One step I can take now to move towards my goals is...

KQ	What careers will there be in the future?
	To be able to identify a skill that will be important for future jobs and explain how careers have changed over time.
	To understand why it's important to keep learning new skills and to be open to change in the world of work.
	To think about how I might use these skills in my own future career.

	
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In this lesson we will explore how jobs and careers have changed over time and think about the skills that will be important for the future. You will learn about one skill that employers are predicted to value and reflect on why being adaptable and willing to learn new things matters in the world of work. We will also consider how these skills could help you in your own future career and start to think about how you can prepare for the jobs of tomorrow.

Thinking About the Future

65% of students will work in jobs that don't exist yet!

This fact makes me feel...

Digital literacy is an important skill for the future.

I think digital literacy will be important in my future career because...

Creativity, problem-solving and critical thinking will be key in the future world of work.

I think these skills are important because...

How Have Careers Changed?

Before 2020, working from home wasn't common. But now, 28% of people have hybrid jobs.

Why do you think more people work remotely today?

Predict the future: Will more people work remotely in the future?

- ☐ Less people will work remotely
- ☐ Things will stay the same
- ☐ More people will work remotely

Choose one and explain why:

Skills for the Future

In 1950 people had an average of 4 jobs in a lifetime. Today it's 12.

Why do you think this has changed?

Do you think people will have fewer or more jobs in the future?

- ☐ Fewer
- ☐ The same
- ☐ More

I think this because...

Artificial Intelligence and New Careers

In 1940 Alan Turing asked if machines could think. Today 35% of businesses use AI.

How could AI be used in a career you're interested in?

Predict the future:

Will AI create more jobs or fewer jobs?

- ☐ Fewer jobs
- ☐ Stay the same
- ☐ More jobs

Explain your answer:

My Future Career Skills

Using the table below, think of **3 skills future employers might value**.
Write how you could develop these now.

Future skill	Why it is important	How I could develop it
<i>Example-creativity</i>	<i>to solve problems in new ways-</i>	<i>Join a club or create a project</i>

Reflection

One thing I learned about future careers is...

One skill I want to develop for my future is...

Checkpoint/Knowledge quiz

Question	Answer
What does aspire mean?	
Which of these is an enterprise skill?	a) Playing a video game b) Problem-solving c) Memorising dates d) Writing in cursive
Why do people need to raise their aspirations?	
Which of these is an example of teamwork?	a) Sharing ideas to complete a project b) Revising alone in your bedroom

	c) Reading a book quietly d) Working without asking for help
Why is it important to keep learning new skills?	
What is one skill you think will be important for future jobs? Why?	
Give one example of how teamwork can help develop enterprise skills.	
What value is most important to you when thinking about your future career?	
What is short-term memory like?	a) A huge storage room b) A post it note that holds information for a short time c) A treasure chest you can keep forever d) A box that never fills up
What is long-term memory used for?	a) Storing information for just a few seconds b) Forgetting things you don't need c) Remembering important information for years d) Only used during sleep
Name one thing that helps you remember information	
What is one way you could improve how you learn in the future?	



Reflect on what you've learned in this unit: how has your thinking developed, and what would you still like to explore further?



