

## Year 7 Assembly and Tutor Time Schedule

Week Beginning	Theme	Personal Development Session
		Welcome Back!
WEEK 1	Ready	<p style="text-align: center;">The Keys to Hedingham School</p> <ul style="list-style-type: none"> <li>Finding my way to lessons</li> <li>Using my school planner</li> <li>Who to speak to if I have a worry making new friends</li> <li>Introduction of Ready, Respect, Safe and the expectations of Hedingham school to know how to achieve House Points, Subject Stars. To learn about celebration Assemblies</li> <li>Preparation for school: equipment needed, how to access your timetable, homework and how to use your planner</li> <li>What are Choices and consequences: a set of hypothetical situations and students need to consider how they would respond – links to their conduct on their way to and around school</li> </ul>
WEEK 2	Respect	<p style="text-align: center;">The Keys to Hedingham School</p> <ul style="list-style-type: none"> <li>What are CAT tests?</li> <li>Why is good attendance important?</li> <li>CATS tests and how students complete these. Information in preparation and what we do with this data.</li> <li>A deep-dive lesson into Ready, Respect, Safe and how this will affect students around the school. Making links between what our moto is and how this applies to real-life situations</li> <li>Wall of fear and garden of hope: an opportunity to look at transitioning, what worries them about secondary school and how they can combat using positive strategies and thinking</li> </ul>
WEEK 3	Safe	<p style="text-align: center;">The Keys to Hedingham School</p> <ul style="list-style-type: none"> <li>How to organise my school day</li> <li>How to be organised with homework</li> <li>What is resilience?</li> <li>Getting to know your form group.</li> <li>Have an opportunity to learn more about their form tutor and offer information about themselves too</li> <li>The positivity of transition: tasks which open up discussions about moving between primary and secondary school and the positives of this happening</li> <li>A poetry lesson dedicated to positive changes. Students to consider words associated with positive change and they will produce a poem to reflect that</li> </ul>
WEEK 4	Safe	<p style="text-align: center;"><b>e-Safety</b></p> <ul style="list-style-type: none"> <li>To know strategies for keeping safe online: the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> <li>To know how to use a mobile phone responsibly. Safe keeping (looking after it) and safe user habits (time limits, use of pass code, turning it off at night)</li> </ul>

WEEK 5	Respect – Difference & Diversity	<p>An Introduction to Black History Month 'Show Racism the Race Card.' The Red Card.Org</p> <ul style="list-style-type: none"> <li>• What is black history month? A look at why we celebrate this and how it still impacts our life in modern society</li> <li>• A case study of black footballers and how they are presented in the media. Looking at the stereotypes and impact of media on black celebrities</li> <li>• A celebration of black women and the impact they have had on society</li> </ul>
WEEK 6		<p>Careers in the Curriculum Week 1 LORIC Skills (Leadership, Organisation, Resilience, Initiative &amp; Communication) Resilience</p> <ul style="list-style-type: none"> <li>• What are gender stereotypes and how these still affect how we are in the workplace and some of the ideas which hold us back</li> <li>• How we challenge these gender stereotypes in the workplace</li> <li>• What skills will we need in the workplace?</li> </ul>
WEEK 7		<p>Human Values/ British Values/ Our Community Values</p> <ul style="list-style-type: none"> <li>• A macro view of human values which gives students an opportunity to reflect upon how we are all the same but value different aspects of the world and our lives in different ways</li> <li>• British values – how these different values affect us, how it ties into British law and how we uphold these values</li> <li>• Our Community values – how we use values on a day to day basis to help and support others in our community and what it means to be a member of Heddingham School</li> </ul>
WEEK 8		<p>Numeracy</p> <ul style="list-style-type: none"> <li>• Numeracy Ninjas- students will complete 3 tasks which increase in difficulty</li> <li>• Looking at roman numerals and how they are used</li> </ul>
WEEK 9		<p>Healthy Relationships Self Esteem</p> <ul style="list-style-type: none"> <li>• Recognise personal strengths and how this affects your self-confidence and self-esteem</li> <li>• Recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others and in turn affects confidence and self-esteem</li> <li>• To accept helpful feedback or reject unhelpful criticism</li> <li>• To understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.</li> </ul>
WEEK 10		<p>Anti-Bullying Week</p> <ul style="list-style-type: none"> <li>• To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/ via text.</li> <li>• To develop the skills and strategies to manage being targeted or witnessing others being targeted.</li> <li>• To recognise bullying and its impact in all its forms, the skills and strategies to manage being targeted or witnessing others being bullied.</li> </ul>
WEEK 11		<p>Literacy</p> <ul style="list-style-type: none"> <li>• A short story used to support comprehension and to gain interest of students through short stories</li> <li>• Genre – consideration of different types of genres, what genres they prefer and how genre is constructed</li> <li>• A construction of their own short story based on their own chosen genre and the short story used at the start of the week</li> <li>• This will build confidence and skill towards their writing abilities</li> </ul>

WEEK 12		<p>Healthy Relationships</p> <ul style="list-style-type: none"> <li>To understand the roles and responsibilities of parents, carers and children in families</li> <li>To understand and manage risk, especially accident prevention and road and cycle safety (see the bike-ability programme)</li> <li>Reflection and quiz on what they have learned to do with risk and hazards</li> </ul>
WEEK 13		<p>LORIC skills (Leadership, Organisation, Resilience, Initiative &amp; Communication) Organisation</p> <ul style="list-style-type: none"> <li>The importance of, and strategies for maintaining a balance between school, work, leisure, exercise and on-line activities</li> <li>Time management skills</li> <li>How we use downtime and strategies to relax and use our time to recover</li> <li>Students will put together a timetable to manage their time and how they can use their time at home and school to maximise their potential and to have downtime</li> </ul>
WEEK 14		<p>A Celebration of Christmas</p> <ul style="list-style-type: none"> <li>A letter to Santa: students to outline what they want from the next term at school and what they are expecting to achieve next term based upon what they put in</li> <li>The history of Christmas: looking at the Christian celebration and how Britain celebrates Christmas, including the King's speech and its importance</li> <li>A Christmas quiz dedicated to general knowledge surrounding Christmas in the past few years</li> </ul>
WEEK 15		<p>Ready Respect Safe Expectations</p>
WEEK 16		<p>Healthy Relationships What is Mental Health?</p> <ul style="list-style-type: none"> <li>How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</li> <li>To understand the characteristics of mental and emotional health and strategies for managing it – a range of health coping strategies</li> <li>To explore the link between language and mental health stigma</li> <li>To develop strategies to challenge stigma, myths and misconceptions associated with help seeking and mental health concerns</li> </ul>
WEEK 17		<p>Literacy</p> <ul style="list-style-type: none"> <li>Sensory writing: students will use the environment around them which influences their senses and record and draw attention to how they are used and how these transfer into their writing</li> <li>Using visual prompts, design and create a piece of writing which uses a stimulus of a picture only – links to GCSE creative writing, Paper 1</li> </ul>
WEEK 18		<p>Careers/ Economic Well Being Careers In the Curriculum Week</p> <ul style="list-style-type: none"> <li>Career priorities and what students will want from their careers in the future</li> <li>Which careers fit their priorities? A glance at the prospects for careers in their future</li> <li>Personality types and careers: which careers best fit who we are and how we can use our personalities and personal qualities to influence what we do in future</li> </ul>

WEEK 19		<p style="text-align: center;">LGBTQ History Month</p> <ul style="list-style-type: none"> <li>• An introduction to LGBTQ+ History month, what it is and what Stonewall's impact was on the development of rights in the 20th century</li> <li>• Through poetry, students will discuss the idea of love, subtly asking student to consider what love is and how we view other people's love</li> <li>• A reflection: an opportunity for students to use their language to express the respect we have for other people's feelings by filling a love heart with word choices</li> </ul>
WEEK 20		<p style="text-align: center;"><b>eSafety</b></p> <p style="text-align: center;">Repetition in Year 8. Year 8 will have a drop-down day on sharing 'nudes'</p> <p>To know your rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>To identify on-line risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>To know not to provide material to others that they would not want shared further and not to share personal material which is shared with them</p>
WEEK 21		<p style="text-align: center;">Healthy Relationships - A Balanced Diet?</p> <ul style="list-style-type: none"> <li>• What constitutes a balanced diet and its benefits (including the risks associated with body obesity and dieting.</li> <li>• What might influence your decisions about eating a balanced diet?</li> <li>• Recognise and manage internal and external influences on decisions which affect health and well-being</li> </ul>
WEEK 22		<p style="text-align: center;">Healthy Relationships The Media &amp; Me</p> <ul style="list-style-type: none"> <li>• What impact does the media and social media have on how I think about myself including body image and physical and mental health. How does the media portray young people? Can I recognise its possible impact on body image and health issues?</li> <li>• What factors affect my identity? Including the media</li> <li>• Do I have a positive sense of self?</li> <li>• Identify how the media portrays relationships. They may not reflect real life and it will have a possible impact on people's expectations of relationships</li> </ul>
WEEK 23		<p style="text-align: center;">Gender Equality International Woman's Day</p> <ul style="list-style-type: none"> <li>• What is International Women's Day and what does an inspirational woman look like? Strong women at a glance</li> <li>• Tackling stereotypes when it comes to gender: what do we expect and what can we do to challenge these stereotypes?</li> <li>• Gender inequality, the pay gap and the problems women face in the workplace</li> </ul>
WEEK 24		<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> <li>• Punctuation: What are the different variations of punctuations, why is it important, and how can we use it correctly?</li> <li>• Spelling: looking at some of the problems with complex spellings and how to tackle them. An opportunity to address some everyday spellings in context</li> <li>• Expanding contractions, how they work and how they can use them in their writing</li> </ul>
WEEK 25		<p style="text-align: center;">Racial Equality International Day of Elimination of Racial Discrimination</p> <ul style="list-style-type: none"> <li>• The inequality of women and how this still exists in areas around the world</li> <li>• Refugees: What creates this international crisis and what do we know about it?</li> <li>• Racial discrimination: what it is, how we can identify it, and how we can tackle it.</li> </ul>

WEEK 26		<p>Careers- Economic Well Being Broaden Horizons &amp; Breaking Down Stereotypes</p> <ul style="list-style-type: none"> <li>• What is economic wellbeing and how does it apply to our lives? ·</li> <li>• Broadening horizons: how we can help ourselves by developing skills early on to use in the wider work</li> <li>• Breaking down stereotypes: exploring how we no longer have to conform to previous ideas in the workplace</li> </ul>
WEEK 27		<p>Environmental Awareness National Earth Day</p> <ul style="list-style-type: none"> <li>• Exploring what National Earth Day is, what the history of it is and what a carbon foot print is</li> <li>• Fast fashion: what the problems are with the fashion industry and how to reduce our waste</li> <li>• A look at David Attenborough's job and what he can tell us about how to help the Earth</li> </ul>
WEEK 28		<p>Healthy Relationships</p> <ul style="list-style-type: none"> <li>• To understand the characteristics and benefits of positive, strong, supportive equal relationships. The features of positive and stable relationships (including trust, mutual respect, honesty and equality) and those of unhealth relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)</li> <li>• To understand different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power, interests)</li> </ul>
WEEK 29		<p>Literacy</p> <ul style="list-style-type: none"> <li>• Addressing spelling and punctuation through quiz work</li> <li>• Improving and expanding our vocabulary by using synonyms and carefully considering how vocabulary can be selected</li> <li>• Applying these skills and practicing our creative writing using some of the words from the previous session</li> </ul>
WEEK 30		<p>Our Identity</p> <ul style="list-style-type: none"> <li>• An exploration of our European identity</li> <li>• The UK, Great Britain and the British Isles: what are they and how are they different?</li> <li>• British values, what they are and how they apply to us</li> </ul>
WEEK 31		<p>eSafety</p> <ul style="list-style-type: none"> <li>• How to safely and responsibly form, maintain and manage positive relationships, including on line</li> <li>• To know the qualities and behaviours you should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships including online</li> <li>• To know strategies to identify and reduce risk from people online that you do not already know: when and how to access help</li> </ul>
WEEK 32		<p>LORIC Skills (Leadership, Organisation, Resilience, Initiative &amp; Communication) Communication Develop the skills of active listening, clear communication, negotiation and compromise</p>
WEEK 33		<p>Anti-Bullying <b>Step up and Speak out</b> How to empower the bystanders</p>
WEEK 34		<p>Healthy Relationships</p> <ul style="list-style-type: none"> <li>• How do I reduce risk and minimise harm?</li> <li>• What strategies should I use for help in emergency and risky situations?</li> <li>• (repeat in all years).</li> <li>• To understand how inappropriate use of mobile phones can contribute to accidents</li> </ul>

WEEK 35		<p>Careers in the Curriculum Week 3  Careers – Economic Well Being  <b>Broaden Horizons &amp; Breaking Down Stereotypes</b></p>
WEEK 36		<p>Literacy  Why reading is the gateway to the world</p>
WEEK 37		<p>Celebrating Difference &amp; Diversity</p> <ul style="list-style-type: none"> <li>• What do we mean by modern Britain?</li> <li>• Why should we celebrate difference &amp; diversity?</li> </ul>
WEEK 38		<p>LORIC (Leadership, Organisation, Resilience, Initiative &amp; Communication)  – Skills needed for the 21<sup>st</sup> Century World</p>
WEEK 39		<p>Summer Safety</p> <ul style="list-style-type: none"> <li>• How to be safe in the community</li> <li>• Sun safety</li> <li>• Who to contact</li> </ul>