

MADANI SCHOOLS SCHOOL YEAR 7 HALF TERM 1

others'

WORK/

HOBBIES

what you like to

do, what you don't like to do. where

you work, where

PRACTICES/

HABITS

dependencies

masks, responsibilities

ideas

Is your goal

SMARTIP

GROWTH

HEART FOR LIFE

Summary

Learn how to manage transitions and make

informed choices about well-being, recognise

on confidence to become resilient and more

Understand how personal qualities, attitudes,

Build aualities and behaviours for positive

relationships within teams and class aroups.

Develop skills in active listening, negotiation,

offering and receiving constructive feedback,

Develop teamwork, leadership skills, flexibility,

Focus on self-improvement, resilience, self-

healthy self-concept, empathy, and respect for

and how this impacts self-esteem.

revision and home learning.

and assertiveness.

and resilience.

independent.

Transition Unit- Key words The process or a period of changing from one state **Transition** or condition to another. Organisation The action of putting things in order. The regard that something is held to deserve: the Values importance, worth, or usefulness of something. **Growth Mindset** The belief that your skills and abilities are not set in stone. A way of thinking about your own intelligence and Fixed mindset abilities as fixed. Identity the fact of being who or what a person or thing is character the pattern of thoughts, acts, and feelings someone shows over time. Working memory A cognitive system with a limited capacity that can hold information temporarily

Physical

Are you speaking clearly, with

and volume of your voice for

Do your body language and facial

you are trying to convey?

different situations?

Are you adapting the tone, pace

What Skills will I Develop in Heart for Life?

Each lesson will have opportunities to develop your skills through a variety of learning activities, ranging from:

- Thinking skills
- Enquiry and evaluation skills
- Research skills
- Debate and communication skills
- Active learning.
- Reflective learning skills.
- Personalised learning skills.
- Revision and recall.
- Independence
- Resilience

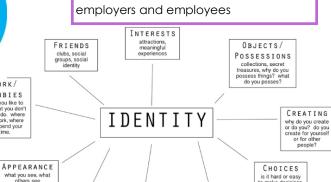
Careers Link

Benchmark 2: Learnina from career and labour market information Benchmark 3: Addressing the needs of

each pupil

Benchmark 4: Linking curriculum learning to careers Benchmark 8: Personal Guidance

Benchmark 5: Encounters with employers and employees



FAMILY

history,

relationships

tradition,

Self-Improvement organisation, clarifying values, maintaining a and Resilience

Key Topics

Managing

Self-Evaluation

Responsibility in

Learnina

Positive

Skills

Goals

Relationships

Communication

Setting SMART

Teamwork and

Leadership

Transition

Understand and develop a growth mindset, **Growth Mindset** recognising the value of learning from mistakes to progress personally and academically.

UN Convention on Learn about the rights of the child covering civil the Rights of the political, economic, social, and cultural rights.

Strategies for Showing Compassion/Car

Model empathy, discuss feelings and emotions, help out at home/community/globally, express gratitude, and respect opposing ideas during discussions and link to HEART and ethos.

Ambitious norms for talk, purposeful discussions, inclusive communication, intonation, vocabulary grammar, varied speaking opportunities, Oracy Focus community building, and prioritizing oracy and literacv.

Focus Develops HEART values, personal wellbeing and confidence, recognizing personal strengths, and understand their impact strenaths and managing changes effectively. Encourages regular discussion and communication to build community. Promotes self-awareness and

skills, and achievements are evaluated by others understanding of external evaluations' impact on self-esteem Importance of taking increased responsibility for Encourages ownership of learning and personal learning and development including personal growth, fostering independence.

Strenathens interpersonal skills and positive interactions within aroups. Models empathy and discusses feelings to build strona relationships. Enhances communication abilities for

purposeful discussions. Set realistic and challenging personal targets and Encourages goal-setting and achieving goals, especially for the transition into Key Stage personal academic milestones.

effective dialogue and feedback.

Promotes ambitious norms for talk and

Builds collaborative and leadership aualities, alona with adaptability and resilience. Encourages speaking opportunities with varying formality.

respect. Encourages empathy through helping others and being thankful. Promotes a mindset of continuous mprovement and learning from mistakes.

Fosters personal growth, resilience, and a

balanced self-concept with empathy and

Educates on children's rights and their comprehensive protection under the law and how it impacts them and other children in their local and wider community Encourages showing compassion and

care through understanding others' feelings, openly discussing emotions, participating in community service, expressing gratitude, and listening respectfully to different ideas. Enhances overall communication skills. ensuring equality of access to the curriculum through strong oracy and

literacy skills. Builds a sense of community

and ensures everyone participates in

discussions.



Key Concepts

Transitions, Relationships,

Living in the Wider World

Wellbeing. Developing a

sense of identity through the

HEART values and ethos of

Madani School Federation

principles, fostering a strong,

compassionate character in

ensures that every lesson

incorporates Islamic

confident, and

each student

and Health and

EXCELLENCE | ACCOUNTABILITY | RESPECT | TEAMWORK

BELIEFS

VALUES

personal, family,

what are your choices based

on...research, thinking, nothing?