



PSHE Booklet



Name: _____
 Class: _____
 Pastoral Teacher: _____

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GIRFEC

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curriculum for excellence



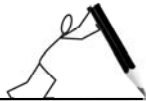
PSHE

LESSON OF THE WEEK OVERVIEW

| Date | Topic / Comment |
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|------|-----------------|

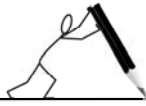
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NOTES

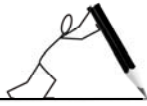


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NOTES



NOTES



A series of horizontal lines for writing notes, starting from the line below the illustration and continuing down the page.

Getting It Right For Every Child



At St Ninian's we want all our pupils to have all their needs met so that they can reach their full potential. We call this way of working 'Getting It Right For Every Child.'

This booklet will allow you to carry out self-assessment linked with the SHANARRI indicators allowing us to support you throughout your learning journey.

MY YEAR IN REVIEW

Achieving your full potential is not just about doing well academically. We need to ensure that all your needs are met because it is only then that you will be able to truly do your best and thrive. This is known as 'Getting It Right For Every Child' (GIRFEC).



These are called the SHANARRI indicators:

Safe, Healthy, Achieving, Nurtured, Active, Respected Responsible and Included.

Pastoral Support Teacher

Every pupil in St Ninian's will have a Pastoral Support Teacher, someone whose job it is to make sure you get the right help when you need it.

My Pastoral Support Teacher is _____

SHANARRI INDICATORS

I Feel Safe

Feeling safe means:

- You feel protected from harm within your home and school
- The people who care for you teach you how to protect yourself from harm
- You know when things are risky and try to stay away from danger
- The people who care for you know who you are with and where you are when you go out

I Am Healthy

Being healthy means:

- You have healthy food to eat most of the time
- You exercise regularly
- You get the chance to spend time outside
- The people who look after you make sure you get help when you feel ill
- The people who look after you help to make sure you eat and exercise to keep you healthy
- You enjoy life
- You feel able to deal with difficult things that might happen in your life

I Am Achieving

Achieving means

- You are learning new skills in school
- You are confident that you can do well
- You do the best you can
- You have hobbies and interests out of school that help you learn new skills
- The adults in your life encourage you to do your best
- If you are struggling with work someone can help you with it.
- You get the help you need to do well in school

I Feel Nurtured

Feeling nurtured means

- You feel cared for and supported by the people who live in your home
- You live in a home that is clean and warm.
- Someone at home listens when you want to tell them about things you need, like or dislike.
- You are learning to look after yourself and make decisions

I Am Active

Being active means

- You do things for fun in your spare time
- You have the chance to take part in leisure and sporting activities in your area
- The adults in your life help you find ways to do things that interest you in your spare time

I Feel Respected

Being respected means

- You feel that people listen to you before they make decisions which affect you
- You are involved in making decisions about your life
- If you need it, you have to tell people about your views and decisions

I Am Responsible

Being responsible means

- You listen to other people and try to understand their point of view
- You know the difference between right and wrong
- You can manage your behaviour
- You are caring and helpful
- Adults trust you to follow their instructions
- You are able to follow rules in school and at home
- You know what is expected from you and why
- Adults in your life behave in a way that sets a good example for you

I Feel Included

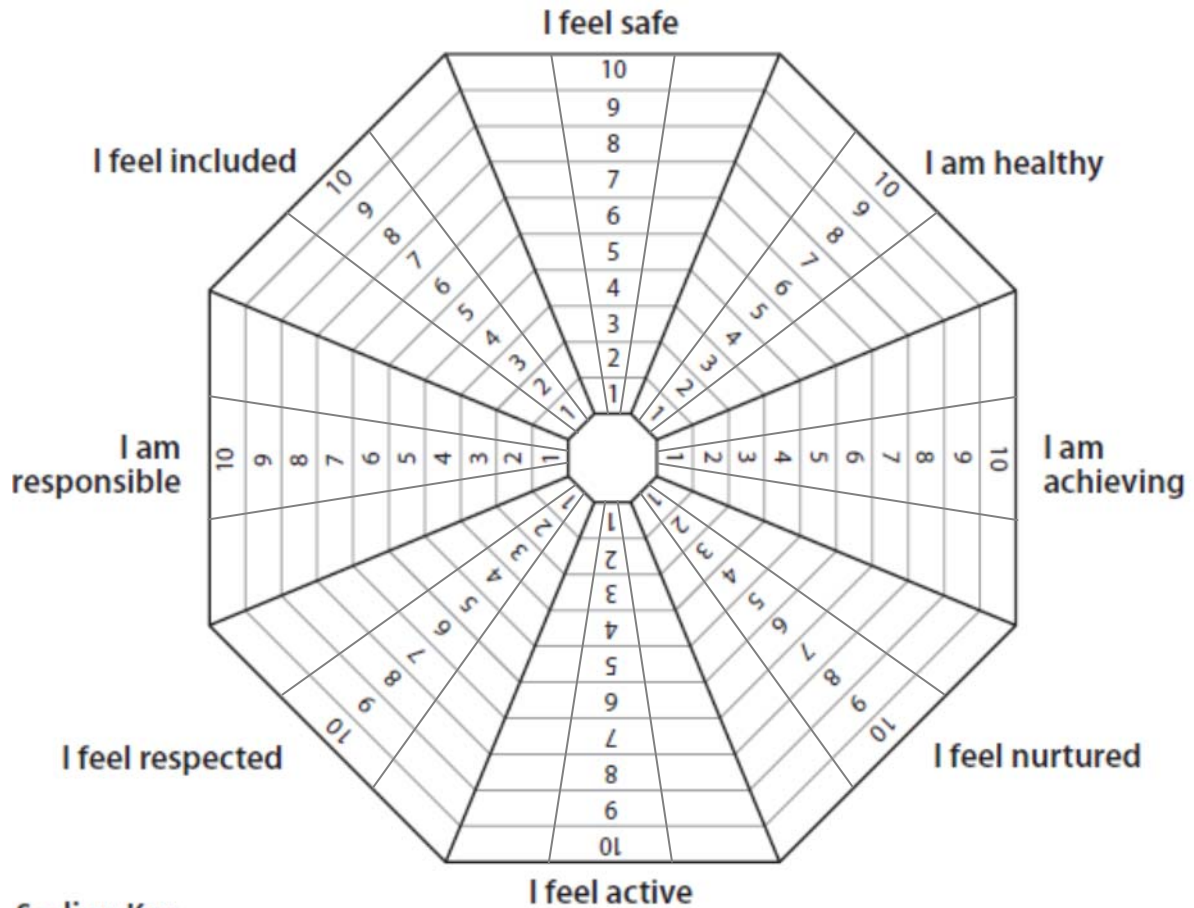
Feeling included means

- You feel that you belong when you are with your friends, family, in school and in your neighbourhood
- You are able to take part in activities which let you be with people that you need in your life
- You get to meet lots of different people
- You feel that other people want you around

THE WELLBEING WEB

Using the information on the previous page about the SHANARRI indicators, complete the web below.

Use a different colour each time you do this exercise.



Scaling Key

1 = Not at all true of me

10 = Very true of me

| | |
|--------------------|--|
| Date of completion | |
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| Date of completion | |

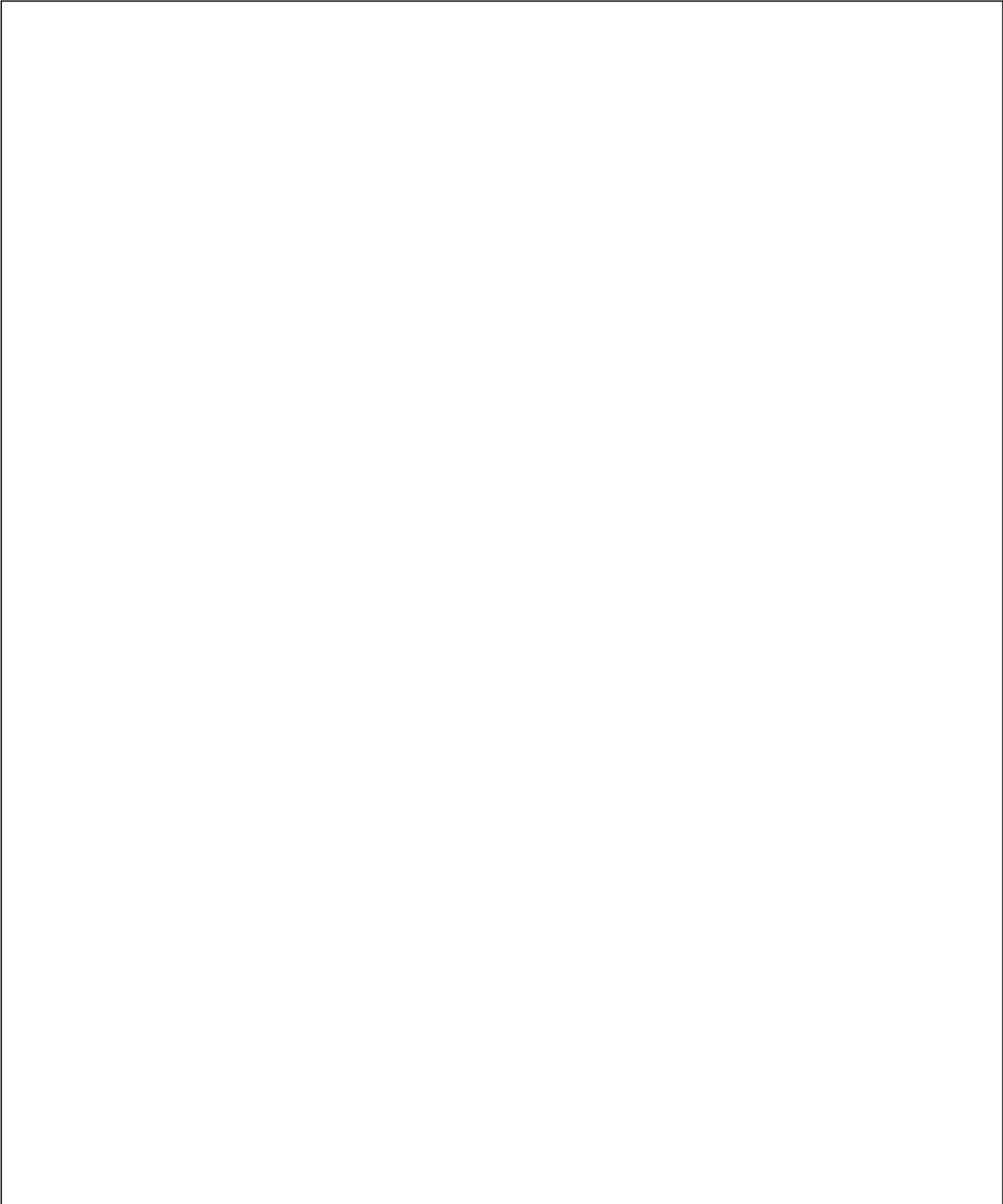
S1 HEALTH AND WELLBEING CERTIFICATE

Every subject you have undertaken this year contributes to Health and Wellbeing and will continue to do so from first to sixth year.

In the box below, write about 3 aspects of Health and Wellbeing that you have covered from your different subjects.

- Explain how these topics have contributed to your own Health and Wellbeing.
- Explain how you would promote good health and wellbeing to others

This can either be a piece of writing or a poster. Use the first page for notes if you are doing a poster.



You have successfully completed the S1 HWB Certificate. _____
(Teacher's signature)

ALL ABOUT ME

Writing about yourself is an important skill that many of us find difficult to do. However it is an important skill as when applying for College or University, you will be asked to write a personal statement which will include your strengths and interests.

Strengths

It is important to identify what you are good at and give examples of when you have used your talents. When writing your 'All About Me', look at the different strengths below and select the three that you use most often. You will need to give personal examples of why you have chosen these.

Detail

You have an eye for detail, making it easy for you to spot errors. You get a real buzz from making sure that everything is accurate and would never submit work that's messy or full of mistakes. You're most likely to say, "It's important to get things just right."

Competitive

You love to win and you want to be the best. It doesn't matter what - the best in your class, the funniest person in your group of friends or the best at sports. Whatever you take part in, you're focused on winning and being number 1. You'll often say to yourself, "It's all about winning."

Listener

You love listening to people. You pay close attention to what they say, as well as how they say it. You notice the small changes in words and emotion, picking up on the smallest details. Everything that someone says to you is important, you don't miss a thing. You're often heard saying, "I hear you."

Persuasion

You enjoy convincing others, it comes easily to you. You probably find yourself bringing others round to your way of thinking - convincing friends to watch a film that you want to see, or to eat out at your favourite place. When you're persuading people, you're likely to find yourself saying, "Come on, you know I'm right."

Problem Solver

You get a buzz from solving problems, the more difficult the better. It might be how to raise the money you need for a new mobile phone, how to get to the next level on your video game, or what to do for your friend who needs your help with a difficult situation. You'll always find a way. You'll think to yourself, "Every problem has a solution - and I'll find it."

Explainer

You have a natural talent for explaining things clearly to people so that they understand. Whether it's giving someone directions, explaining a problem, or just showing them the way something works, look for opportunities to use this strength to make a real difference. When you see someone having difficulty understanding something, step in and see what you can do to help.

Orderly

You love to follow guidelines and do things step-by-step. You have a natural focus on taking the right approach, so look for opportunities where you can do this more. In a group, you could be the person who makes sure everyone does what they are supposed to be doing.

Determined

You have the determination to stick with things and get them done, however hard it might be along the way. Whether it's keeping going through a difficult task, getting on with it when you are feeling ill, or picking yourself up after a setback, you'll do it. Use your determined strength to get to where you want to be, it will make all the difference to your success.

Interests

Whether you are a sports fanatic, avid reader, musical maestro, eco-warrior, champion volunteer or regular attendee at morning Mass, what you like to do in your spare time says just as much about you as how you perform in class.

Think about the different extra-curricular activities that you are involved in and select the three that are most important to you to include in your 'All About Me'. You will have to explain why you enjoy these activities and how they benefit you.

Writing your own All About Me

Read the example below then write your own 'All About Me' in the space provided on the following page.

All About Me

I am determined. This is shown through my timekeeping and by the way that I always meet homework deadlines. I work hard to be a successful learner in all my subjects.

I am motivated. This is shown this when I helped our class win 'class of the year' award. I make sure I always have my PE kit and attend the Friday Sports Club every week to get points for my class. I am a member of several school clubs. These help me to develop many important skills.

I am an effective listener. This is shown through my contribution during class discussions and through the way that I follow instructions accurately.

I am a member of the Friday Sports Club. This is important to me as I like to keep active. I also like spending time with my friends trying new sports. I enjoy working as part of a team and I also like taking on leadership responsibilities at times such as being team captain etc.

My faith is important to me and I am devoted to God. I show commitment to my faith by going to morning Mass. In my everyday life, I put the lessons I learn into practice.

I use my musical talents by playing in the school ceilidh band. Learning to play the violin has demonstrated commitment. This has also developed my confidence as I play in concerts in front of others.

YOUR PROFILE

Once you have completed your 'All About Me', you can begin to create your 'Profile' by posting about what you have been learning and the skills you have been developing in each of your subjects. Your profile will highlight the skills you have learned across all of the curricular areas as well as achievements both in and out of school.

TRANSFERABLE SKILLS AND ATTRIBUTES

When creating your profile, it is important that you reflect on the skills you use in each subject.

Below are a list of skills you will use throughout your subjects. Try to include these when completing your profile.

| | |
|--|--|
| <p>Literacy Skills</p> <ul style="list-style-type: none">• Reading and writing, listening and talking• Interpersonal and communications skills• Developing an effective vocabulary• Ability to make critical comments <p>Numeracy Skills</p> <ul style="list-style-type: none">• Confidence and competence using numbers• Analysing information and making decisions• Estimating, measuring, managing time and money• Developing mental agility <p>Health and Wellbeing Skills</p> <ul style="list-style-type: none">• Making informed decisions to improve mental, emotional, social and physical wellbeing• Applying mental, emotional, social and physical skills to pursue a healthy lifestyle• Developing good personal, social and working relationships• Confidence, resilience and respect for others• Motivation to face up to and learn from setbacks <p>Skills in Working with Others</p> <ul style="list-style-type: none">• Contributing ideas• Sharing roles and responsibilities• Learning collaboratively• Supporting others <p>Problem Solving Skills</p> <ul style="list-style-type: none">• Analysing• Evaluating• Assessing solutions• Making decisions | <p>Leadership Skills</p> <ul style="list-style-type: none">• Taking the initiative• Persuading and influencing• Making decisions• Leading others <p>Personal and Learning Skills</p> <ul style="list-style-type: none">• Time management• Self-evaluation• Setting targets and planning next steps in learning• Evaluating learning• Career management skills <p>Thinking Skills</p> <ul style="list-style-type: none">• Critical thinking• Classifying• Enquiring• Creative thinking <p>Interpersonal Skills</p> <ul style="list-style-type: none">• Communicating confidently• Interacting with other people, individually and in groups• Ability to listen and understand• Problem solving• Decision making• Empathy <p>Enterprise and Employability Skills</p> <ul style="list-style-type: none">• Influencing and negotiating with others• Taking the initiative and leading others• Working as part of a team• Discussing, setting and meeting roles and expectations |
|--|--|

Example posts from previous 1st year pupils

Literacy and English

In literacy we have been reading *The Boy in the Striped Pyjamas* and completing different activities on it. We are half way through chapter five and I am really enjoying it. Today [17th February 2016] we were analysing the difference between two characters in the story that I am really interested in. I am really enjoying reading *The Boy in the Striped Pyjamas* and I know it will help me with my reading skills now and in later life.

Geography

In Geography I found the Natural Disasters topic very interesting. I enjoyed learning about the different types of natural disasters, which include: volcanoes, tropical storms, earthquakes and tsunamis, in depth. My class learnt how each of the disasters are caused/formed and we did a case study for each disaster. In the case study we looked at how the disaster was predicted, how the area prepared, and how the area tried to prevent the disaster from causing too much damage. We also looked at the aftermath of the disasters. This topic made me think and reflect on my life and lifestyle, and how I could improve it, and help those in need and those who are suffering, which is one of the most valuable things I have learnt in this subject. I was really proud of my test result for this chapter which was 100%.

I learnt about the topic of natural disasters by listening to my teacher talk about the topic, watching videos and watching news reports. My teacher also created a presentation, from which we took detailed notes from. Furthermore, my class watched 'The Impossible', a movie about the 2004 Boxing day tsunami in the Indian Ocean.

These skills could help me when I am older, if I wish to do something in the area of natural disasters. I have used these skills in my test and I will also use my knowledge of natural disasters in my Geography exam.

LITERACY AND ENGLISH

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **English** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **English** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

NUMERACY AND MATHS

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Mathematics** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Mathematics** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

ART AND DESIGN

(EXPRESSIVE ARTS)

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Art and Design** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Art and Design** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

DRAMA

(EXPRESSIVE ARTS)

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Drama** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Drama** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

MUSIC

(EXPRESSIVE ARTS)

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Music** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Music** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

FRENCH

(MODERN LANGUAGES)

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **French** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **French** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Now add this as a new post in your e-portfolio and tag with '**Modern Languages**' so that it appears in your profile. Make sure you start your post with French.

SPANISH

(MODERN LANGUAGES)

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Spanish** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Spanish** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

RELIGIOUS EDUCATION

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Religious Education** is ..., I found it interesting when ... I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Religious Education** is ..., I found it interesting when ... I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

BIOLOGY

(SCIENCES)

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Biology** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Biology** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

CHEMISTRY (SCIENCES)

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Chemistry** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Chemistry** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

PHYSICS (SCIENCES)

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Physics** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Physics** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

GEOGRAPHY

(SOCIAL STUDIES)

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Geography** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Geography** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

HISTORY

(SOCIAL STUDIES)

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **History** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **History** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

MODERN STUDIES

(SOCIAL STUDIES)

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Modern Studies** is ..., I found it interesting when ... I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Modern Studies** is ..., I found it interesting when ... I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

BUSINESS STUDIES

(TECHNOLOGIES)

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Business Studies** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Business Studies** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

COMPUTING (TECHNOLOGIES)

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Computing** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Computing** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

DESIGN AND TECHNOLOGY (TECHNOLOGIES)

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Design and Technology** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Design and Technology** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

PHYSICAL EDUCATION (HEALTH AND WELLBEING)

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Physical Education** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Physical Education** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

HOME ECONOMICS

(HEALTH AND WELLBEING)

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Home Economics** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **Home Economics** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

PSHE - PERSONAL, SOCIAL AND HEALTH EDUCATION (HEALTH AND WELLBEING)

Post 1

What have you learned and how did you learn?

E.g. The most important thing I have learned in **PSHE** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

Post 2

What have you learned and how did you learn?

E.g. The most important thing I have learned in **PSHE** is ..., I found it interesting when ...I listened, watched, explained, taught others, reported, presented, modelled, filmed, challenged, attended an event....

What skills have you developed and why are they useful?

See page 25 for a list of the main skills you use in each subject. Refer to Learning Intentions and Success Criteria. E.g. I used this skill when ..., This could help me when ...

SKILLS ACROSS LEARNING

Now that you have written about each of your subjects, you will be more aware of where you are using your 'transferable skills'. Use the spaces below to record how you have used **Literacy, Numeracy and Health and Wellbeing** across your learning. Remember to use the list of transferable skills and attributes on page 25 to help you.

LITERACY ACROSS LEARNING

NUMERACY ACROSS LEARNING

HEALTH AND WELLBEING ACROSS LEARNING

QUALIFICATIONS/AWARDS

List any **qualifications or awards** you have gained.
(e.g. Pupil of the Month, Peer Award, Saltire Award, Diana Award, Caritas Award, Young Scot Award)

WIDER ACHIEVEMENT PROFILE

The aim of this section of the booklet is to allow you to review the skills which you have developed through participating in the wider life of the school and the school community, as well as through your academic success.

The information you record in this section is important because when you are applying for College or University, you will be asked to write a personal statement which will include your strengths and interests.

Read the following introduction then complete each of the tables that follow accordingly.

Areas of Wider Achievement

Activities

Whether you are a sports fanatic, avid reader, musical maestro, eco-warrior, champion volunteer or regular attendee at morning Mass, what you like to do in your spare time says just as much about you as how you perform in class.

Think about the different extra-curricular activities you are involved in, both in school and out of school and select the three that are most important to you.

Achievements

Consider also your achievements, academic and extra-curricular, how you have excelled at certain activities and where you have been committed to achieving recognition for something. Think about what have you done particularly well and what you have been proud of.

Again, think of your three most fulfilling achievements, both in and out of school. Remember that you do not have to have received an award for something for it to have been an achievement.

Representing and Supporting the School

There are many opportunities to represent and support the school. These may tie in with your interests and the extra-curricular activities you are involved in, or it may simply be that you offer your services to help or support with your attendance at school events and functions.

Reflect on the occasions when you have either represented the school at an event or supported or attended a school function. Choose those which you feel have been the most satisfying and enjoyable.

School Trips and Excursions

There are also many school trips and excursions that you will have had the opportunity to experience. Some of these will be subject specific and will have helped develop your academic knowledge of that particular subject, but in addition you will have used and developed other skill sets.

Select the three trips or excursions which have had the most impact on your school life and which you feel have benefited you the most.

Use this information to help you to complete the tables on the following pages.

SKILLS AND STRENGTHS

It is important to recognise what you are good at and the skills which you have developed. On the following pages, you should identify times when you have used and developed these skills, especially when you weren't even aware that you were doing so.

Look at the list of life skills below and for each activity you enter in the tables that follow, select the three skills that you have developed or used most often.

| | | |
|--------------------|-----------------|----------------------|
| Academic | Interpersonal | Planning |
| Accuracy | Interpretation | Practical |
| Adaptability | Intuition | Practicality |
| Analytical | Language | Precision |
| Caring | Leadership | Presentation |
| Career development | Life | Problem solving |
| Charity | Listening | Public speaking |
| Commitment | Literacy | Reliability |
| Communication | Loyalty | Reporting |
| Competitiveness | Management | Research |
| Computer/IT | Mapping | Resilience |
| Concentration | Maturity | Resourceful |
| Conclusive | Memory | Respectability |
| Confidence | Mental Strength | Responsibility |
| Contribution | Money | Risk taking |
| Coordination | Motivational | Sales |
| Coping | Musical | Self-awareness |
| Creativity | Negotiating | Self-belief |
| Critic | Numeracy | Self defence |
| Critical thinking | Organisation | Self esteem |
| Cultural | Orienteering | Team work |
| Customer care | Outdoor | Time management |
| Dance | Patience | Working to deadlines |
| Decision making | Performance | |
| Flexibility | Perseverance | |
| Independence | Persuasive | |
| Initiative | Physical | |

WIDER ACHIEVEMENT PROFILE

ACTIVITIES

IN SCHOOL ACTIVITIES

You will have gained a wide range of skills through participating in activities within school. These activities may be related to sport, music, expressive arts, social studies, technologies, sciences, R.E, numeracy, literacy, modern languages and health & wellbeing. It may be a club which you take part in at lunchtime or after school e.g. sports, engineering, chess, debating, music, film, faith, charity. Simply through participating in these activities, you will have developed a variety of transferable skills.

| | |
|-----------|--|
| ACTIVITY: | Skills I developed/used (select 3 from the list on page 50): |
| ACTIVITY: | Skills I developed/used (select 3 from the list on page 50): |
| ACTIVITY: | Skills I developed/used (select 3 from the list on page 50): |

OUT OF SCHOOL ACTIVITIES

Similar to above, you will have gained a wide range of skills through participating in activities outwith school. It may be an activity or club which you attend on evenings and weekends e.g. Scouts, Drama, Music, Guides, Duke of Edinburgh, Charity. Simply through participating in these activities, you will have developed a variety of transferable skills.

| | |
|-----------|--|
| ACTIVITY: | Skills I developed/used (select 3 from the list on page 50): |
| ACTIVITY: | Skills I developed/used (select 3 from the list on page 50): |
| ACTIVITY: | Skills I developed/used (select 3 from the list on page 50): |

WIDER ACHIEVEMENT PROFILE

ACHIEVEMENTS

| ACHIEVEMENTS – IN SCHOOL | |
|---|--|
| ACHIEVEMENT: This can include academic and extra-curricular achievements. Think about what you have excelled at and where you have been committed to achieving recognition for something. Have you been awarded pupil of the month, praise card, saltire award etc.? What have you achieved through a project, club, activity or sports team e.g. football team, netball team, Friday Sports Club? Have you progressed particularly well at something and what are you proud of? Have you achieved something as a member of a fundraising group e.g. Life Group, Helping Hands? Have you had a particular job or responsibility, being a member of a committee e.g. Pupil Council? | Skills I developed/used (select 3 from the list on page 50): |
| ACHIEVEMENT: | Skills I developed/used (select 3 from the list on page 50): |
| ACHIEVEMENT: | Skills I developed/used (select 3 from the list on page 50): |

| ACHIEVEMENTS – OUT OF SCHOOL | |
|--|--|
| ACHIEVEMENT: Think about how you spend your time out of school, the things you have excelled at and where you have been committed to achieving recognition for something. Again, this could be achievements through sports teams, clubs, projects, fundraising groups etc. which take place outwith school. | Skills I developed/used (select 3 from the list on page 50): |
| ACHIEVEMENT: | Skills I developed/used (select 3 from the list on page 50): |
| ACHIEVEMENT: | Skills I developed/used (select 3 from the list on page 50): |

WIDER ACHIEVEMENT PROFILE

REPRESENTING AND SUPPORTING THE SCHOOL

| | |
|---|--|
| <p>This can include times when you have represented the school at an event or any occasion where you have attended school events and functions to offer your help and support. E.g.: guide for visitors, performing at dance shows, talent show, burns supper, Christmas concert, focus groups, vocational mass, fund raising, parent Council, pupil Council, life group, helping hands, sports day, information evenings, coffee mornings etc.</p> | |
| ACTIVITY / EVENT: | Skills I developed/used (select 3 from the list on page 50): |
| ACTIVITY / EVENT: | Skills I developed/used (select 3 from the list on page 50): |
| ACTIVITY / EVENT: | Skills I developed/used (select 3 from the list on page 50): |
| ACTIVITY / EVENT: | Skills I developed/used (select 3 from the list on page 50): |
| ACTIVITY / EVENT: | Skills I developed/used (select 3 from the list on page 50): |
| ACTIVITY / EVENT: | Skills I developed/used (select 3 from the list on page 50): |
| ACTIVITY / EVENT: | Skills I developed/used (select 3 from the list on page 50): |

WIDER ACHIEVEMENT PROFILE

SCHOOL EXCURSIONS AND TRIPS

| | |
|--|--|
| Think about the trips or excursions which you have been on which have had the most impact on your school life and which you feel have benefited you the most e.g. Ski trip, Ardeche, Valencia, Barcelona, Salamanca, London, Rome, Ardentiny, Museums, Retreats, Papal mass, Culzean castle, Science Centre. | |
| ACTIVITY / TRIP: | Skills I developed/used (select 3 from the list on page 50): |
| ACTIVITY / TRIP: | Skills I developed/used (select 3 from the list on page 50): |
| ACTIVITY / TRIP: | Skills I developed/used (select 3 from the list on page 50): |
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| ACTIVITY / TRIP: | Skills I developed/used (select 3 from the list on page 50): |
| ACTIVITY / TRIP: | Skills I developed/used (select 3 from the list on page 50): |
| ACTIVITY / TRIP: | Skills I developed/used (select 3 from the list on page 50): |

DEVELOPING THE YOUNG WORKFORCE

'I CAN' STATEMENTS

Our aim is to prepare all pupils for employment by working with a range of employers and organisations to offer you exciting experiences as well as guidance and support. You have been given many opportunities which may help you to choose your career pathways. You may have attended workshops, talks, STEM events, the careers evening etc... all of these are aimed to give you an insight in to the world of work.

Below are a list of 'I Can' statements. Use a tick to indicate which statements are relevant to you at the moment. State the event or activity which helped you to achieve each statement.

| By end of Second Level: | I CAN | What events / activities helped you to achieve this? |
|---|--------------|---|
| I can discuss the relevance of skills to the wider world and make connections between skills and the world of work. | | |
| I can explain to others my ambitions/what I would like to do and look for ways to achieve them/that. | | |
| I can recognise the skills I have and need for work. | | |
| I can apply my skills to get more information about jobs/careers. | | |
| I can use online tools available to me. | | |
| I own and can manage my profile and can use it to help me discuss my interests, strengths and skills with my parents/carers and others. | | |
| I can identify people in my network who help me broaden my horizons. | | |
| I believe I can maximise my potential in any type of work. | | |
| I can identify different types of enterprise opportunities and engage in them. | | |
| By end of Broad General Education (BGE): | I CAN | What events / activities helped you to achieve this? |
| I can demonstrate and apply the skills I have learnt across the curriculum in relation to the world of work. | | |
| I can identify my interests, strengths and skills and use them to make informed choices. | | |
| I can manage my profile, share it appropriately and justify my choice of evidence. | | |
| I can choose a blend of subjects, courses and experiences to enable my career pathways. | | |
| I can extend and use my networks to find and apply for opportunities that match my interests, strengths and skills. | | |
| I can access advice and support to help me make informed choices about further learning and opportunities. | | |
| I can demonstrate diverse thinking when exploring learning opportunities and pathways. | | |
| I can understand and consistently demonstrate the behaviours an employer looks for in a good employee. | | |
| I can evaluate risks when developing a business idea and explore different methods of setting up and sustaining an enterprise. | | |
| I can investigate and assess ethical issues in business and trade decisions. | | |

Choosing your S2 Options

You will soon have a meeting with your Pastoral Support Teacher to choose your S2 options. Before you have this meeting, you must be prepared and should have thoroughly:

- Researched your subject options
- Discussed this with your class teacher
- Discussed this with your parents

This will allow you to make an informed decision and the correct one for you.

In S2 you will continue to study English, Maths, French, RE, PE and PSHE.

You will then have the choice of 5 subjects - taking 1 subject from each column detailed on the S2 Options form.

In the space below, write down the subjects you are studying this year and include your average test scores (ask your class teacher if you do not know these). In the last column indicate whether you would consider choosing the subject: X: No, ✓: Yes, ? Maybe

| Subject | Av test | Potential S2 option |
|----------------|----------------|----------------------------|
| | | |

INTERIM REPORT 1 EVALUATION AND PERSONAL REFLECTION

INTERIM REPORT REFLECTION

Now that you have received your interim report, you will be able to identify your strengths and possibly some areas for development which have been highlighted by your subject teachers. Make a list of these in the space below.

STRENGTHS:

AREAS FOR DEVELOPMENT:

ACTION PLAN

Having reflected on your report and discussions with your teachers, you should now be in a position to write an 'Action Plan' of how you will make the required changes/developments and continue to perform to your full potential.

| Target | How will I achieve this? | How do I know I have achieved this target? |
|--------|--------------------------|--|
| 1 | | |
| 2 | | |
| 3 | | |

INTERIM REPORT 2 EVALUATION AND PERSONAL REFLECTION

INTERIM REPORT REFLECTION

Now that you have received your interim report, you will be able to identify your strengths and possibly some areas for development which have been highlighted by your subject teachers. Make a list of these in the space below.

STRENGTHS:

AREAS FOR DEVELOPMENT:

ACTION PLAN

Having reflected on your report and discussions with your teachers, you should now be in a position to write an 'Action Plan' of how you will make the required changes/developments and continue to perform to your full potential.

| Target | How will I achieve this? | How do I know I have achieved this target? |
|--------|--------------------------|--|
| 1 | | |
| 2 | | |
| 3 | | |

FULL REPORT AND PARENTS' EVENING PERSONAL REFLECTION

REPORT REFLECTION

Now that you have received a written report, you will be able to identify your strengths and possibly some areas for development which have been highlighted by your subject teachers. Make a list of these in the space below.

STRENGTHS:

AREAS FOR DEVELOPMENT:

PARENTS' EVENING REFLECTION

Your interviewing Teacher at Parents' Evening will have discussed your subjects, highlighting areas for you to focus on. They may even have mentioned changes/developments which you have made since the report was written by your teacher. Use the feedback given at Parent's Evening to update your strengths and areas for development.

STRENGTHS:

AREAS FOR DEVELOPMENT:

ACTION PLAN

Having reflected on your report and your feedback from Parents' Evening, you should now be in a position to write an 'Action Plan' of how you will make the required changes/developments and continue to perform to your full potential.

