



MOVING ON UP

Moving on Up

*Primary to Secondary
Transition Unit*

Dear P7/S1 staff,

Moving from P7 to S1 is normally a time of great excitement for children and their families. However, we know it can also be a worrying time as children move from familiar people and surroundings to new settings. We may worry about how they will cope and settle.

COVID-19 has suddenly presented new challenges the likes of which we would never have considered possible a short time ago. We understand that, for children and families due to leave their setting or school, it will undoubtedly be a particularly uncertain time. Staff from both primary and secondary schools will have been considering how to do things differently this year.

The 'Building Resilience' programme

Throughout their time at Primary School, our P7s will have learned about Building Resilience, through the character Skipper, and the tools we need for coping with the ups and downs of life. As they leave primary school, they will be leaving Skipper behind, however the important thing to realise is that they will be taking the tools they have learned in their time at primary with them as they go off to secondary school.

'Moving on Up' Transition Project

The annual three-day P7 transition visits will not be happening this year. Despite this, we want our P7 pupils across the city to feel unique and special. This collection of activities and resources aims to connect primary and secondary schools as we all work together to ensure safe and happy transitions. It has been adapted for all our P7s for what would have been their three-day visits in June. It signposts our P7 learners to the latest help and advice on how to navigate the challenges of starting secondary school. There is also a pupil version of the plan and a parent guide in the pack. Further resources can be found on www.edinburgh.gov.uk/movingonup



We are aware that many secondary schools will have been already preparing for their new pupils and many of the suggested activities may already be in place. It is hoped that this resource will continue to facilitate discussions between primary and secondary settings on how they will take the ideas forward together in their cluster.

The final day of activities includes a city-wide design competition. We hope all our P7 pupils will be able to take part with the chance to redesign the toolkit and win a prize. We plan to regularly post updates on social media to help celebrate the achievement of our unique class 2020. We hope that you will help us by promoting this campaign through your links and by following us on *#movingonupedin*.

Things to consider

Communicating visually through digital technology offers children and families an immediate connection, and the activities in this pack are designed for you to be able to deliver through your existing home learning platforms. However, it can be tricky for those who do not have technology to feel connected and involved. The text *in pink* hopes to help mitigate some of these barriers but it would be good for individual clusters or schools to think creatively about how to get feedback to the P7s who submitted work through the drop off points. Similarly, they are not going to have benefitted from the virtual tours and videos. Depending on guidelines it would be good for primary schools to identify the learners who would benefit from going into the school building to experience this or primary schools considering the loan of an iPad to support this.

Thank you for your support, the Building Resilience Team

Day 1	Where is my journey taking me?			Second/Third Level
16 th Aug 2020	An opportunity to say goodbye to primary school and be introduced to life in secondary school			
Key Learning	Experiences and Outcomes	Building Resilience Toolkit	Primary School Activities	Secondary School links
I am becoming familiar with the staff and the physical environment of my new high school	<p><i>I understand that a wide range of different kinds of friendships and relationships exist.</i></p> <p>HWB 2-44a</p>		<p>KEEP CONNECTED TASK: Leave a 'goodbye' message at Primary School Schools closed very suddenly. There was little time to celebrate and say a proper goodbye to our P7 pupils. Staying connected and making connections at times of transition is important in promoting children's confidence and self-esteem. Encourage P7 learners to reflect on the fact that this would be their transition day, and although they will be saying goodbye to Skipper, they take their Building Resilience toolkit with them.</p> <p>Ask P7s to take the walk to their primary school and leave a goodbye message of a special memory of their time there. They could use the template provided in the pack. Encourage them to read the messages left by their classmates and teachers and reflect on the happy times you have all shared as a school family.</p> <p>Note: It will be important to remind your pupils of safe physical distancing and that they shouldn't all turn up at school at the same time.</p>	<p>KEEP CONNECTED Use virtual tools to introduce P7s to life at high school. Approaches to help children to become familiar with, for example, new staff and pupils and the physical environment could be shared with primary school colleagues for promotion. Perhaps you could share a virtual assembly with lots of smiling faces and aspects of the school building.</p> <p>Consider asking pupils to make their own 'Bitmoji' (if they don't already have one of themselves). They could be put together as a P7 class collage and in secondary school form/registration groups so that P7s have the two class sets as mementos but also a visual representation of the transition.</p>
I can express how I am feeling about starting high school and think about the positive changes	<p><i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i></p> <p>HWB 2-01a</p>		<p>LOOK ON THE BRIGHTSIDE TASK: Use an emotions grid to reflect on feelings Remind pupils about the importance of 'looking on the bright side', importantly, that are different ways to look at the same thing. Ask pupils to fill in an 'emotions grid' and list some of the things that they are nervous about starting high school and the things that they are looking forward to. Pupils can also design emojis to represent these different feelings.</p> <p>Encourage them to consider the positives and not just the negatives. Teachers can share online pictures</p>	<p>LOOK ON THE BRIGHTSIDE Consider how you could provide opportunities for young people to talk and communicate their feelings and needs? They will be curious and want to ask questions, they will want to know who their new teacher(s) may be, will they keep the same friends etc....how could you listen to their voices?</p>

Building Resilience

Promoting emotional, social & physical wellbeing

I have things I am looking forward to experiencing at High School

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

HWB 0-07a



HAVE A GOAL

of their completed grid based on their experience when they were transitioning to high school. Encourage a discussion of the range of emotions experienced, both positive and negative.

Encourage them to use the links below to consider all the exciting opportunities that lie ahead:

www.bbc.co.uk/teach/teacher-resources-for-students-transitioning-to-secondary-school/zb68y9a

www.bbc.co.uk/bitesize/articles/z7b9scw

After pupils have watched videos, ask them to look at their lists again, have the videos addressed any of their concerns or hopes? Encourage pupils to again consider all the things are they looking forward to about high school. Teachers can also share some of their highlights of starting S1.

HAVE A GOAL

TASK: Make a goal for what you want to achieve at high school





Feeling good about the future is important for our wellbeing. In this task P7s will identify something they would like to achieve when they reach high school and think about how to break their goal down into manageable steps.

Ask your P7s to reflect on their journey to secondary school and set themselves a goal for the future. What would they like to achieve in their first month of secondary school? What is a realistic target? Think about what would make them happy and settled, and how they could work towards it.
e.g. You don't have to be an expert in all of your subjects and have 300 new friends on the first day!

Encourage them to talk to a grown-up about what their goal for the first few weeks should be and how they might achieve it.


HAVE A GOAL



Consider how you could signpost pupils to the opportunities for wider achievement at high school. How could you share information on school achievements? How could Active Schools get involved? Could you run a virtual class from science/home economics/ PE?

Day 2	How do I feel about the journey?			Second/Third Level
17 th Aug 2020	Reflecting on worries about starting secondary and prepare introductions to new school			
Key Learning	Experiences and Outcomes	Building Resilience Toolkit	Primary School Activities	Secondary School links
I can create a personal profile and use it to discuss my interests, strengths and skills	<p>Opportunities to carry out different activities and roles in a variety of setting have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.</p> <p>HWB 2-19a</p>		<p>RESPECT YOURSELF Task: Getting to know me Children may have already started to gather information about their interests, strengths and individual circumstances in a portfolio. Today, we consider how we can share these with the staff and new peers.</p>  <p>Ask P7 learners to select up to 5 objects that represent them and their personality. The objects should represent the uniqueness of them. They can draw their objects or take a photograph of them together. They should annotate their image in some way to explain why they have chosen each object.</p>  <p>If you are able the concept could be launched on your schools' virtual platform and teachers could introduce it with an example of five objects that represent them. Schools may wish to ask pupils to submit their profile on Teams or drop images at their school gates.</p>	<p>RESPECT YOURSELF Pictures could be displayed in a gallery form – with teachers, learners, parents and carers being invited in to see them. This may be hard due to social distancing and space available within each school but pupils could be asked to share them in other ways - perhaps using a P7/S1 Teams page? What about displaying pictures in their new registration room?</p> <p>Staff could share their '5 things about me' pictures. Perhaps as a way of introduction to their Key Adult and to help foster the relationship. This could be PSLs or SLT staff.</p> <p>How could you use the traditional P7 transition profiles? Many schools use My World of Work resources to help the development of P7 profiles. https://www.myworldofwork.co.uk/introducing-primary-pupils-world-work</p>
I can identify worries and ask for help	<p>I understand that my feelings and reactions can change depending upon what is happening within and around me.</p>		<p>TAKE A MOMENT Task: Q & A session – what do I want to know? It is natural and normal to have worries about going to a new school. Discuss with children that lots of people will have similar worries and questions – all feelings and emotions are OK. The pupil guide directs them to BBC bite size transition materials to reflect on.</p>	<p>TAKE A MOMENT Consider what mechanisms you have for responding to pupil questions. Could you use other pupils/staff to answer questions? Could you use a P7/S1 Teams page for a Q&A session?</p>

Building Resilience

Promoting emotional, social & physical wellbeing

<p>I am able to talk to others and ask for advice</p>	<p><i>This helps me to understand my own behaviour and the way others behave</i></p> <p>HWB 2-04a</p>		<p>Collate questions from P7s about high school to be passed on and answered by secondary. Their primary teachers and new secondary teachers are there to help:</p> <p>Online: Create a discussion post through your school's online learning platform where children can ask questions about high school. Microsoft Teams users can create a Forms quiz for pupils to ask questions more privately. You might also want to use online mind-mapping/collaboration software like:</p> <ul style="list-style-type: none"> • https://drive.mindmup.com • OneNote/Class Notebook • http://padlet.com <p>(These sites provide an opportunity to organise questions by topic and avoid repeated questions.)</p> <p>Offline: Provide a Q&A station or box at the primary school gates where parents/carers and pupils can post their questions about high school.</p> <p>TALK THINGS OVER Task: Tackling truths and myths</p> <p>It is always good to talk to other people when you have worries. They might have the solutions, and even if they don't, a listening ear can make you feel better. It is important to get some advice from people who have already made the move to secondary school. Teachers could consider sharing stories about some of their experiences.</p> <p>Encourage P7 learners to also talk to their grown up at home about what secondary school was like for them. What advice would they give them?</p> <p>There are also BBC Bitesize videos they can watch from home:</p> <ul style="list-style-type: none"> • The Truth about Starting Secondary School • 8 things I wish I'd known before starting secondary • Myths about secondary school 	<p>TALK THINGS OVER</p> <p>Schools may have started to put together videos answering key questions from learners and home. Could you use your prefects to meet with the upcoming P7s in smaller groups and the Prefects would chair/lead Q&A sessions? P7s may feel more comfortable asking certain questions to a peer rather than a staff member.</p> <p>New S2s putting together top tips – things I wish I'd known/done differently/would change to help inform new S1s.</p> <p>What could you offer to signpost learners to help? What about parents – have you thought about a P7 parent's virtual session?</p>
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Day 3	What tools do I have to help me?			Second/Third Level
18 th Aug 2020	Thinking about the tools we have within to help cope with the challenges of secondary school			
Key Learning	Experiences and Outcomes	Building Resilience Toolkit	Primary School Activities	Secondary School links
I can identify how I'm going to travel safely to my high school	<i>I know and can demonstrate how to travel safely.</i> HWB 2-18a	 GET ACTIVE	GET ACTIVE Task: Planning the route to High School Encourage your P7 learners to plan how they are going to get to their new school. They could use a map or the bus journey planner. Ideally, they should talk to a parent/carer about what their new routine will be for getting to high school in August. What time will they leave/get home. Who they are going with? What they need to remember to do to keep them safe? Will it be the same every day? What are their expectations? If possible, schools could share local maps and bus planners on their virtual platform. Over the next few weeks they should make a practise journey to school. Note: It will be worth reminding them of safe physical distancing and that they shouldn't be doing this task in large groups.	GET ACTIVE What could secondary schools do to advertise their front gates/welcome sign? Is there something at the school that P7 learners could photograph themselves to show they have reached their destination? Could pupils be met at front door by Head/SLT/PSLs and Prefects? This would have to be carefully managed due to physical distancing but may still be possible in smaller numbers. Post pictures of bus stops next to school, cycle routes/bike sheds to help learners visualise travelling and arriving at secondary school. Photo booth/'Selfi' station - backdrop could include all of the feeder (need to be careful and ensure the out of catchment logos also captured) logos with the secondary school logo in the middle – showing connectivity and allowing the learner to have a fun memento.
	<i>Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing the impact on the environment.</i> SOC 2-09a		BE KIND TO OTHERS Task: Helping those going on the journey with you Remind your P7 learners about the impact of acts of kindness. Their friends from primary school will also be going through this change with them. Some will be excited, some will be nervous, and some will be feeling everything in-between! Encourage them to show kindness to others by reaching out to them. They might be able to safely	BE KIND TO OTHERS Consider how you could put on a welcome for your new S1 pupils when they visit? You could create a welcome collage of pupils and staff; a welcome video from the Head Teacher/Depute; a welcome sign at the school to class of 2020.
I can show kindness by reaching out to others	<i>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing.</i> HWB 2-45	 BE KIND TO OTHERS		

I am able to use the Building Resilience toolkit to help me as I move forward to high school

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.
HWB 2-06a

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.
HWB 2-07a



meet them in person or you could do it virtually. Have a chat with them about how they are feeling about starting their new school.

CHALLENGE YOUR MINDSET

Task: Design an avatar for one of the tools

Explore the BUILDING RESILIENT toolkit with your P7 learners. Encourage them to think about the different tools and ask them to reflect on the ones they are going to need most at the start of secondary school.

Ask them to choose one of the tools and explain to a grown-up:

- What the tool means?
- How you will use it?
- How it will help your mental health through this transition?

Encourage them to take part in a design competition to upgrade the look of the toolkit for high school.

Avatar Design instructions:

Create a new avatar for the tool you have chosen. You could draw it by hand or use technology, but it must be your own work and not using other people's images. How could you represent that tool in one small picture?

Why not enter your design into our city-wide competition? Your schools will provide the details of how to enter. Your new avatar design will explain what tools and skills you are bringing with you to your new school. **A drop-off point should be provided for learners who are unable to enter online.**

CHALLENGE YOUR MINDSET

Consider how secondary schools could help promote the competition. Entries to be displayed in school August. 10 finalists to be chosen per school (one for each tool). The judging panel could be made up of staff from primary and secondary and S2/prefects. The new S1s would particularly like to see their P7 teachers helping to judge the competition and maybe present a prize – helps with continuity and connectivity.