



Teaching and Learning Newsletter for Year 10

Welcome

Happy New Year and a very warm welcome back to St Edward's and to this edition of the Teaching and Learning newsletter which has a special focus on well being. As usual, you will find across the following pages information about what your son or daughter is studying this half term, as well as the main assessment tasks. Ms Berry, our PSHE coordinator, has written a short introductory piece which has some helpful suggestions as to how we can help to improve the well being of our children; I hope you will find this of use. Towards the end of this edition I have included some testimonies from a few of our elite and high performing sixth form students who pursue sport, music and drama outside of school. It was a great privilege speaking to these students and hearing their stories and I would encourage you to share some of what they have said with your own son or daughter. As always, please do contact me if you would like to comment on any of the material, or have any questions or comments about Teaching and Learning. I would love to hear from you.

Ian Henry

Assistant Headteacher

From your Year Leader

Student well being is something of extreme importance to me as a year leader. Seeing my year group grow as individuals, both academically and as well rounded individuals is crucial. As a former student of St Edward's myself, I knew how important it was to work hard and be the best version of myself, something people often don't realise until they are older. I feel if we can give our students the tools to enable them to begin understanding this earlier, then we will be on a quicker path to creating success. After finishing school, I decided to go to Winchester University to study Theology, leading me to complete a PGCE and enter my teaching career. I never actually left Winchester University as I am now undertaking a Masters in Education. There are so many different journeys that are open to our young students and it is fascinating how, in life, we all take different paths but they open up to so many opportunities.

It is important for our students to know that everybody has to work hard for what they want in life, and if you want it enough, then it is worth it, as the rewards will be great. This September, Year 10 have begun their GCSE journey, something which unsettles some and spurs on others. This is the time that they need to learn to become resilient, hardworking and determined. In school, we are able to provide students with different services and support to help them during this time.

Each student has their tutor who is a brilliant first port of call for any worries or concerns. We also have specialist teams such as Ansbury, who are available for career appointments ensuring students know what they need for their career choice, or maybe they are unsure and need advice on what is best for them. We offer pastoral support through well being groups and of course, they are always welcome to come and have a chat with myself, my door is always open. At the end of January, there will be Mock Interviews for Year 10 to take part in, enabling them to learn some of the skills they will need in a real interview and hopefully giving them some confidence on how to answer those tricky interview questions!

Miss C Morgan (cmorgan@st-edwards.poole.sch.uk)

For further updates please find us on:



@stedwardspoole



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PSHE—mental health and well being

We know that over 50% of mental illnesses start before the age of 14; and 1 in 10 children/young people have a mental health disorder. Anything we can do to open up conversations with children about mental health is good. We need our children to see us looking after ourselves, both physically and mentally, so they learn to do it as well. Evidence suggests there are five steps that we can all take to improve our mental well being. These five steps are listed below. If you approach the steps with an open mind and try them, you can judge the results yourself.

Step 1: Connect.

- Connect with the people around you: your family, friends, colleagues and neighbours. Spend time developing these relationships. Healthy relationships are an important part of staying well.

Step 2: Be active.

- You don't have to go to the gym. Take a walk, go cycling or play a game of football. Find the activity that you enjoy, and make it a part of your life. If you enjoy what you are doing you are more likely to keep doing it. You can do this with a friend or join a group so you encourage each other

Step 3: Keep learning.

- Learning new skills can give you a sense of achievement and a new confidence. Learning keeps us mentally active and we can all learn new skills and try new activities. It might be cooking or sewing; or what about getting the garden ready for growing food next Spring?

Step 4: Give to others.

- Even the smallest act can count whether it's a smile, a thank you or a kind word. Research has shown that smiling at others can make you feel good too. It may be that you could volunteer at a local church or shop or maybe a neighbour needs a little help? Do you have a skill you can share? Or support a charity that is close to your heart

Step 5: Take notice.

- Be more aware of the present moment, including your feelings and thoughts, your body and the world around you. This could involve taking time out each day to have a ten minute walk outside. Even if you're just walking from one place to another try to listen to the sounds, look at what's around you. Breathe slowly and enjoy the journey. Try to not always think about the list of things you have to do. Take time out to just be.

You can see that several of these are closely linked. The key is to start slowly and don't give yourself a hard time if you slip. Try to find things you enjoy. If you can share these with your family, you can strengthen relationships so that you can talk about things when times are a little tougher.

Don't be afraid to ask for help when you need it. We can be great examples for our children by showing that we ask for help too. Help can come in a number of ways. We may have family and friends but there might be times when we want more professional help. There are so many online places it can get confusing. Here are just a few that you can look at. Some are for children and some for families.

<https://www.childline.org.uk/>

<https://www.upinpoole.co.uk/>

<https://www.nhs.uk/livewell/fitness/Pages/Fitnesshome.aspx>

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers/have-conversation>

<https://www.nhs.uk/Livewell/Childrensleep/Pages/teensleeptips.aspx>

Textiles

Over the next six weeks students will be studying environmental factors associated with the fashion industry. Students will be given a context to work within and they will take these factors into consideration when they design, model and make a product of their choice with a focus on upcycling. This will give the students the opportunity to work within a given context in preparation for their NEA alongside developing their skills in managing their own time.

www.pinterest.co.uk – A fantastic resource for inspiration where you can create your own image boards.

www.textiles4u.wikispaces.com – Theory knowledge.

Top tips from Sixth Form Students

Don't be too critical of your own work, be experimental and have fun!



Food and Nutrition

Throughout January, and leading up to February half term, we will be exploring different foods with the various forms of heat transfer. They will be encouraged to choose frozen convenience foods, and then make their own version. They can then compare each other's dishes and rate it according to taste, flavour, convenience and ease of making. Hopefully this will discourage buying frozen products. The students will also be encouraged to cook an additional vegetable, simulating a meal with the product. The outcome will teach them how to time-manage, feed a family and eat healthily and nutritionally, and with economy.

Suitable websites are:

illuminate/eduqasfood.

Mary Berry recipes

BBC food recipes

British Nutrition foundation

Resistant Materials

As well as the practical knowledge acquired through manufacturing the BBQ students will be learning about 'timbers'. This includes: types of, sources and origins, physical characteristics, natural and manufactured.

Graphics

Students are currently working on a packaging project for healthy food. During January, they will explore packaging types, manufacturing and printing methods and design and make their own packaging prototype suitable for their target market. Students are producing a digital portfolio of work and to help students keep up to date with work in lessons, students should use home learning time to catch up/ improve work done in lessons. They should also revise packaging materials, manufacturing and printing methods to develop understanding.

Excellent online resources for GCSE are:

<https://www.bbc.co.uk/education/subjects/z3vrwmn>

<https://www.bbc.co.uk/education/subjects/zykw2hv>

<http://www.technologystudent.com/>

www.bbc.co.uk/schools/gcsebitesize/design/graphics/

Business

Over the next 6 weeks, students are studying the financial aspects of setting up a small business. The concepts to be studied include break-even analysis, profit and loss, and the importance of cash-flow. These are especially important when undertaking a new business enterprise and we will relate the principles learned in this topic to their own handling of money in the future. The main assessment piece is for students to write their own business plan where they will be applying for finance from a potential lender. In this plan they will be asked to consider short-term and long-term methods of finance.

French and German

Students will spend lessons in the next half term discussing preferences and trends in free-time activities. This will include discussion of music, cinema and TV (including a brief look at the most popular acts and films in France and Germany), sporting trends and eating out. We will then move on to a unit where we look at festivals, customs and traditions in France and Germany.

PSHE

This term students have been preparing for job interviews in English lessons. They will be producing a CV, a personal statement and completing an application form. These will be used for the mock interviews taking place on Tuesday 5th and Wednesday 6th February. The local Rotary groups provide the interviewers, using their contacts with local businesses, so that it is as realistic as we can make it. This is a great time to explore future options and you can see the Start Careers Letter dated 14th December on our website. It gives details of a new web-based careers site which we have introduced in year 10. You can log on as a parent too. There are links to jobs and study opportunities close to us.

Having plans in place and knowing the routes they wish to take can lower stress levels and give focus at this point. It is worth spending some time looking at the masses of information on the website. Past students have found the experience really helpful so that their first real interviews are less daunting. Next term we will be looking at interview techniques in preparation.

Spring Term Curriculum Programme

Subject	Topic Title	Main Task Assessment
Geography	Urban Issues and challenges	Exam style assessment based on Weather hazards and climate change topics
PE	Cardio vascular project from Christmas	Cardiovascular exam in February
BTEC		Ongoing assignments all contributing to their over-all grade at the end of the course
English	19th Century Novel (A Christmas Carol/Jekyll and Hyde/Sign of Four)	Essay question on the characters, themes, language and ideas in the novel.
Computing	Coding: Functions and procedures, Theory to include: Computer Architecture and the CPU,	Homework will be assessed from the relevant chapters in the textbook. An informal assessment late in January on Theory and programming as well.
History	Germany and the Growth of Democracy, 1890-1945	: In what ways did the lives of people in Germany change during the First World War? Deadline: not known
Music	Performing Music Industry	2 final performances and rehearsal logs. External Exam
RE	Christian Beliefs and teachings.	GCSE PPE
Art	Water	A collection of portfolio GCSE work reflecting a wide range of techniques and processes responding to the theme of water

Year 12 Student Scott Currie: Business Studies, History and PE A Levels

I play cricket for Hampshire Academy and Dorset Minor Counties First XI.

What does it feel like to perform?

When I perform, it relieves any built up pressures from day to day life and I am able to focus all of my attention on the task at hand, and really just forget about everything else in the world.

Do you get nervous or feel the pressure when performing?

I definitely get nervous. I think any performer whether it be sport, music, drama, whatever it may be everyone gets that sweaty palm feeling. However, how you deal with it is crucial if you want to succeed. Everyone refers to that butterfly in the stomach feeling and I guess it is not far from the truth as to how nerves feel. Like I mentioned, I tend to get the sweaty palm feeling.

What techniques have you got to help you overcome pressure?

I help to overcome these nerves by putting things into perspective. I am a firm believer that pressure is a manmade concept and sometimes we are our own worst enemy. Take some deep breaths (I know everyone says that, but it does honestly help) and generally I just try to relax and back my skillset.

What advice would you give to KS3 students to help them overcome pressure?

The advice I would give to a younger student is to try and be organised. If you organise your priorities, then I have found that this has really helped me. Also, don't be afraid to speak to someone you trust, we have wonderful staff members around us and if you are struggling, don't be afraid to say.

How do I balance everything?

Time management is very important, and like I said earlier try to prioritise things. Furthermore, because my family are quite driven people it has rubbed off on me and I guess that my life consists around school and training. I know that sounds quite sad; however I believe in order to reach the top in any profession you have to be obsessed with achieving that goal, and if you really care about it you will find time.

Because my passion is heavily exercised based, it helps me to maintain a high level of health, that in turn allows me to attend school every day and to have quite a strong mental attitude. Lastly, I think that if you genuinely enjoy something then automatically you will be healthier and enjoy life a bit more.



Year 13 Student Harriette Stacey: Drama, English Literature and Music A Levels and BTEC Sport

Music is something I have always been extremely passionate about. The fact that you can have the ability to transform somebody's emotions is remarkably rewarding in every possible way. I started to learn the piano when I was around six years old and therefore have had many experiences where I have had to perform out of my comfort zone; whether that be at a piano exam or in front of a large audience. Nerves can be a struggle to overcome, of course they can, but nevertheless there is always a way to overcome them; whether this be taking a single second to compose yourself or to imagine yourself in an empty room. For me it is all about confidence and simply belief. If you believe in yourself then anything is possible. In all honesty, regardless of what you play, your audience will show huge amounts of appreciation purely for the amount of courage it takes to stand up and perform. Preparation is also key. Knowing the piece inside out will not only increase your confidence but allow you to feel slightly more at ease. As they say practise makes perfect. Even now when I sit down to play in front of people my fingers shake and I feel butterflies in my stomach, but as soon as you play that first note everything is ok and immediately you begin to relax. This is why, however nervous you may feel, you should always, always, always go through with it as it is truly pleasing and the sensation after you perform is one you have to experience. To be the best you can be you need to be able to find time to practise, however busy your schedule or life may be. I try to play for at least an hour a day. Admittedly it may be difficult to play every day but, even if it is for ten minutes, it is more than worth it as not only does it help to relieve stress but it is one step closer to becoming the best you can be.