



Teaching and Learning Newsletter for Year 7

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

Happy New Year. As we start the new term, we look back and review how things have gone. Overall we have had a fantastic start to life at St Edward's. I have been most impressed with the amount of students using the extra-curricular clubs on offer to help further their knowledge, ability and understanding of that subject. These are some of the messages we are giving your child about getting the most from the year ahead:

Well being - At St Edward's we have a duty to make sure all of our students are safe and feel appreciated, as well as being engaged in learning. We find that with a healthy mind comes a love for learning. Learning is best achieved when students are not distracted.

Sleep - Sleep is so important as it gives the time for the body to relax and recover. Not just physically but also mentally. Making sure students have a clear bed time is important as you know how much time is needed for them to be at their best. Sleep deprivation can have a huge impact on both their attitude and behaviour when learning.

Mental Health - A student's mental well being is very important. A happy student is all we want. Check that they are happy; and if not going through their worries can help. We have many internal and external agencies that we work with daily. Please ask if you feel that you need further advice or support.

Breakfast - Make sure they have a substantial breakfast every morning. Working without fuel will decrease the students attention and application in lessons.

Physical Exertion/ Diet - Studies have shown the importance of raising your heart rate to release endorphins. This will make students feel good and burn any excess energy. This can be done through our after school clubs or sport/ hobbies outside of school. A good diet will also help students feel better physically and mentally.

Friendships - Having a positive relationship with friends can help students understand empathy, trust and humour to name a few. In our first assembly I said "pick your friends wisely, positive behaviour encourages positive behaviour and poor behaviour is learnt". Being around positive people will help bring others into a positive frame of mind.

Regards

Nick Howes (nhowes@st-edwards.poole.sch.uk)

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>

For further updates please find us on:



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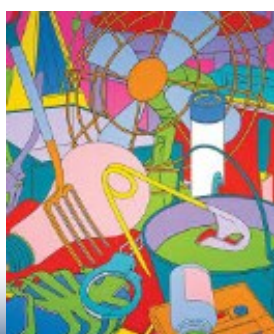
Spring Term Curriculum Programme

| Subject | Topic Title | Main Task Assessment |
|---------------------|---|--|
| Geography | River Flooding | Should China have built the 3 Gorges Dam? |
| English | Poetry: Identity | Literature Assessment: Unseen Poem |
| Textiles | Personalised Planner Cover | Design and making of final product |
| Graphics | Fuse Tester project | Design and manufacture of a fuse tester product and packaging |
| Resistant Materials | Animal Mobile Phone | Design and making of final product |
| Food and Nutrition | Food Ingredients | Organisation and working together |
| Computing | RoboMind, Intelligent Paper, and searching and sorting algorithms. | Searching and sorting: Assessment 2 |
| History | The Medieval Church | Was the church more powerful than the king? |
| French and German | Introductions and presenting myself and my family | Reading and Speaking assessments |
| Science | Heating and Cooling Movement of the human body Simple chemical reactions Fuels and burning | <i>EXPO is a poster presentation usually completed in pairs of students.</i> |

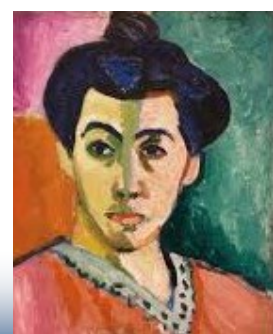
🎵 Music 🎵

The focus in music for this term is performing skills. Students will be taught the basics of music notation and theory, how to play simple tunes on the keyboard and chord patterns on the ukulele, as well as singing pieces in different styles. They will perform individually, in pairs and small groups. Students who are learning an instrument will be able to develop their performing skills further and will have a personalised rehearsal and performing plan that challenges them based on their ability.

ART



In Art students will be exploring how artists have used colour in their work and they will have the opportunity to develop their own colour mixing and painting skills. Students will compare and contrast the work of Henri Matisse and Michael Craig-Martin and experiment and respond in their own practical work to the artist's studies.



PE

The focus of the KS3 core PE curriculum is to allow students to experience a wide range of sports. This allows students to gain knowledge and experience in a wide spread that enhances their learning and progress. The core lessons are designed to cater for all experiences with the focus on each child's individual development in their knowledge and attainment. On top of the core curriculum there is also a huge extra-curricular programme that is open to all students. So far in KS3 there have been clubs for rugby, netball, badminton, basketball, volleyball, gymnastics, and Dance. Post Christmas the rugby club will become football club. An assessment process takes place after each rotation of activity. Each individual is assessed in the skills in isolation and then the skills in a competitive situation as well as their knowledge and understanding of the rules and tactics.

Tips to aid progress in PE

Begin attending extra-curricular clubs.

Perform sport outside of school.

Learn the rules and tactics from observing high level sport

Fully involve yourself in lessons, it does not matter if we make mistakes, we can learn from them.

DRAMA

Having explored Greek Theatre, the students are now going on to the theme of Bullying. Students will be encouraged to identify different types of bullying and explore how victims feel, consider why people become bullies and offer options for dealing with a bullying situation

We will be using a range of strategies including, still image, sound-scaping, captions, thought-tunnel and role play. Students will be assessed at the end of the unit on their ability to create ideas and issues in different contexts, demonstrate an appropriate use of Drama to communicate meaning to others, develop and exploring ideas using appropriate forms to structure them into a meaningful piece of Drama work and evaluate the effectiveness of their own Drama work, and the work of others.

Y13 Student Emily Broomfield, Biology, Chemistry and PE A Levels

What performance do you take part in outside of school?

Outside school I compete in Dressage at Lulworth Equestrian Centre.

What does it feel like to perform?

It feels like you are part of this powerhouse team that can perform (hopefully) seamless movements that look so elegant whilst also feeling the eyes of the judges, stewards and spectators watching and critiquing your every move.



Do you get nervous or feel the pressure when competing?

Every time. I almost always either end up crying or getting frustrated with the pressure in the ring.

Can you explain what this feels like?

It is mostly the pressure you put on yourself, as when you perform it is just you and the horse; when you enter the arena it is silent, so it is very easy to get inside your own head and wind yourself up.

What techniques have you got to help you overcome the nerves and the pressure?

Taking a deep breath when I feel I am getting too stressed. I often do this six or seven times when warming up and entering the ring. When doing the test, you cannot think about the previous movements. It is very difficult, but you have to ignore every past manoeuvre and solely focus on the one you are currently doing. If you start to think about how well/badly the last thing was, then the next move is going to be bad too...etc. You have to push aside all of your thoughts with the exception of the current situation, otherwise it falls to pieces.

How do you manage to combine practise and competition with your school studies?

Time management. Staying organised and within a good time frame helps me to be able to balance schoolwork and riding. Being proactive and using my initiative to find my way to training, events and social activities makes this much easier to balance time. By forward planning I can help myself by being organised so I get much less stressed.

How does your passion for Dressage help you to improve your well being?

Having something that I absolutely love really helps to break up the school week. Being able to train and find myself sore and stiff but then able to do things I wasn't able to do before, really keeps you motivated and helps me to use that in my school life. Having something fun, as well as school work, means that you are able to keep up the work ethic and achieve.

What advice would you give to a younger student?

Tackle one thing at a time. It is all well and good saying I am going to learn Chemistry but you have to break it down into smaller segments, otherwise it seems never-ending and that you are going nowhere fast. Stop. Breathe. Think about the short term as well as the long term.

Y12 Student Ethan Newman: Drama, English Literature, History and RE A Levels

What performance do you take part in outside of school?

I have completed piano grade exams up to grade 5, and am on the way to studying my grade 8. I have also taken part in playing for parties and gatherings, as well as weddings and have performed in many school plays.

What does it feel like to perform?

It is a rush of both nerves and excitement. Especially if you've worked hard on the performance, you can't wait to show it off!

Do you get nervous or feel the pressure when playing; and can you explain what it feels like?

Of course! It is only natural to put pressure on yourself when performing, especially if it is for an exam, or for someone you know. It can feel like everything is happening at once and can get out of control if you let it. Eventually you learn to recognise that feeling as a feeling of wanting to do really well. The nerves can really help you to concentrate on what you are doing and inspire you to work hard!

What techniques have you got to help you overcome the nerves and the pressure?

Practice. That is the only thing that really helps. If you are confident and you know your lines off by heart, or have practised a piece so much it has become second nature, you can be assured that the hard part is over, and you can enjoy showing off your work!

How do you manage to combine your performances with your school studies?

Planning and organisation. If you are sensible about how much work you have to do, and are realistic about how much time it will take you to do it, you can always fit everything in. Find or create a study planner that will fit in all your extra activities. Like this online planner on www.getrevising.com.uk

How does your passion for performance help to improve your wellbeing?

Even if you are having a bad day, knowing that there is something round the corner that you know you will enjoy will always help your state of mind. This helps you to get through the day, and helps you to appreciate other people's passions as well. The extra confidence performing gives you will definitely help you out at school as well.

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

Don't think too much! Don't get tied down by a subject or topic you find difficult. Know that if you work hard and do your best you will get the results you deserve. Know that your best is always good enough. Those nerves are natural, and are never something to keep inside. Talk to someone. Everyone can relate to feeling pressure, you're never alone.