



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

How students can get the best out of school.

Get involved in lessons, put your hand up and risk getting it wrong. FAIL is only the First Attempt In Learning. This will help you to become resilient and get more out of your education. This is by far the best way to learn. Accept challenges, and push yourself out of your comfort zone. See if there are any clubs / activities that you could get involved in. We offer a range of sport, model making, art, drama and music clubs so there is certainly something that meets everyone's needs. Most importantly have a positive attitude. Make a difference, make a change, and be pro-active. You get one opportunity, use it well.

How they can get involved in extracurricular activities?

A new timetable for sports activities will be issue shortly with this term's activities, but if you would prefer Music, speak to the Music Department for further information.

What adults/agencies/groups are there in school that they can access for support? (i.e., tutor, Asbury, church workers)

The School has a wide range of people who can offer support. This first point of call should always be the tutor as they are your child's and they see your son/daughter every day. If there are problems and support is needed, the school offer both Chaplaincy and Pastoral Support with a dedicated SET (Student Engagement Team), who have expert training in supporting young people. Referrals all go through the Year Leader. If it is careers advice that your son/daughter is after, then the school have a company called Ansbury who offer guidance and 1-2-1 appointments.

Mr M Wood (mwood@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>

Spring Term Curriculum Programme

<i>Subject</i>	<i>Topic Title</i>	<i>Main Task Assessment</i>
Geography	Conserving our world	Exam style assessment based on all 3 topics covered so far this year
English	Non-Fiction Writing: Animal captivity	KS3 AQA non-fiction exam paper
Textiles	Crazy Creature Hats	Design and making of final product
Graphics	Sustainable/ Low Cost Housing - Container Project	Design and manufacture of a container house and town planning.
Resistant Materials	Festivals of Light: Mood Light	Design and making of final product
Food and Nutrition	Come cook with me	Carbohydrates and Nutrients
Computing	Computer Hardware and data represen-	Hardware only: Assessment 2
History	The Stuarts	Why did the King lose the Civil War? Source: How useful is the interpretation to a historian learning
French	Personal preferences and identity German - Healthy living	Reading and Speaking assessments
RE	Can one person change the world?	Does the New Covenant change things?
Science	Nutrition and Digestion Periodic table and reactivity Space and the Solar system Photosynthesis	EXPO is a poster presentation usually completed in pairs of students.

🎵 Music 🎵

Students will be studying one of the following topics depending on which class they are in:

- Film music, exploring the common features of the genre and composing their own soundtrack to a short film clip using
 - Cubase Pro 8 software.
- or
- Musical theatre, learning a well-known piece on the keyboard and exploring the history of the topic. They will also have the opportunity to rehearse the piece in a small ensemble including keyboard, percussion, guitar/ukulele and vocals

Art

In art, students are going to explore the theme of Portraiture. They will explore the proportions of the human head and develop their observational drawing skills recording the facial features. The students will look at a range of different portraits and examine the role of the portrait in art, before and after the invention of photography. The students will study the work of Picasso, exploring how the Cubists combined multiple views of the same person before experimenting with this idea in their own work.



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 complete 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

DRAMA

Students will work on The Stones, a play based on road traffic awareness, power, status and consequences.

They will explore the script and use ideas from it to create and perform monologues as well as understand how to develop their vocal and physical skills using multi-role.

Students will be assessed at the end of the unit on their ability to create a sustained and developed character, and how proxemics and semiotics was used to create dramatic tension.

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.

For further updates please find us on:



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