

Colchester County High School for Girls

Year 8 Essential Information

2020-2021



Year 8 Information Booklet 2020-21

Contacting us:

The Year 8 Tutor Team

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Dr Parrott, Vice Principal: sparrott@cchsg.com

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Dates for your diary:

7 December	Progress Check 1 issued
13 January	MADE Study Skills Workshop (within the school day)
8 March	Progress Check 2 issued
18 March	Year 8 KS4 Curriculum Evening
22-26 March	Year 8 Examinations Week
26 April	Year 8 Exam Results issued
29 April	Year 8 Parent Consultation Evening
7 May	KS4 Preferences deadline 09:00
14 June	Year 8 Reports issued
13 July	Activities Day
14 July	Sports Day

Curriculum Information

Careers (delivered through PSHCE lessons)

In the Spring and Summer terms of Year 8, students receive a series of Careers lessons, as part of the PSHCE programme.

- The opportunity to investigate different career opportunities and to consolidate their awareness of the myriad opportunities ahead of them in life.
- An overview of the opportunities ahead at 14+, 16+, 18+ and post-degree.
- A detailed exploration of the GCSE preferences available to students.
- An examination of each student's choices and how it affects their future pathway.

Physical Education

Club timetables are updated every half term and fixtures are updated weekly on school bulletins and on the website. Extra-curricular clubs are for all students to attend, not just team players (unless specified). All PE activities are being constantly reviewed under COVID-19 guidelines.

Religion, Philosophy and Ethics

Students start the year studying the topic 'What different ways are there of making ethical decisions?', and then move on to look into the ethics of crime and punishment. In the Spring term, all students start the OCR J625 Religious Studies course of a full GCSE, with examinations in May/June of Year 10. The first module of the GCSE will be Islam Beliefs & Teachings. All resources, including the specification, can be found on Microsoft SharePoint and Microsoft Teams.

Computing

In Year 8 students will be following a scheme of work based on the Computing National Curriculum. This will follow on from the learning in Year 7 where the focus is on the three core strands of Computer Science, Information Communications Technology and Digital Literacy & Creative Media.

As part of mapping the Digital Literacy skills to the National Curriculum requirements we will be continuing to offer students the opportunity to achieve the Microsoft Office Specialist (MOS) certificate based qualifications. In Year 7 students were given the opportunity to achieve the MOS PowerPoint qualification.

The training for the MOS qualification over the available lessons will be rigorous and students will be expected to keep up with the targets set for them. Doing so will ultimately be less time consuming. Failure to meet their targets will result in detentions being set, which may need to be after-school.

The MOS qualifications are assessed by practical examination. If a student has not reached an appropriate standard before the examination date then they will not be allowed to take the exam that day. Any such student will need to then use their own time to prove that they have reached the required standard and then discuss alternative test date which will be after school on an agreed date. The above requirements are to reduce the likelihood of students failing the exam.

E-Safety - Who you can turn to

All students receive e-safety guidance both in lessons and assemblies; however, we strongly encourage parents to take an active role in monitoring their daughter's on-line activity to ensure they are safe. These websites are useful for more information or to report any negative experiences online. There is an important e-Safety event being scheduled for the spring term.

CEOP – <https://www.ceop.police.uk>

Share Aware - <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Common Sense Media - <https://www.commonsensemedia.org/>

Think U Know - <https://www.thinkuknow.co.uk/>

Year 8 Drama

Year eight students are encouraged to attend drama club and get involved with school productions. Unfortunately, due to the current circumstances drama club is not running at the moment, however, we are very excited for our next production which will be 'Les Miserables' in February 2022. After the autumn half term we would usually be running a drama club aimed solely at Year 8. We are hopeful that we will be able to offer this opportunity soon and students should look out for notices about this nearer the time. All students that might be interested in this club need to ensure that they are involved with the school production when we are once again able to meet with students across the whole school community. In addition, in the summer term the drama department produces our annual Summer Fundraising production.

GCSE Drama is also extremely successful at CCHSG. Any student interested in finding out more should see Mrs Cudmore-Rice who will be happy to discuss the course content and offer advice.

Due to current Covid-19 restrictions there are limitations on the extra-curricular opportunities we are able to offer at present. When we are able to run these we encourage all Year 8 students to be involved. Please see the updates issued separately with the Weekly Bulletin.

Recording Progress in Year 8 2020-21

In the autumn term each student will be issued with a School Target Measure for each subject. The School Target Measure for each subject is generated for each student using Key Stage 2 data (if available), CAT test results, Fischer Family Trust Aspire estimates from KS2 and teacher assessment. The School Target Measure provides an indication of the most likely Level or Step the student should achieve by the end of the current school year in that subject. The steps are based on the Reformed Curriculum Assessment requirements linking to GCSE grades (9-1).

There is an expectation that students will make a minimum of two steps of progress from entry at the end of KS2 to the end of KS3.

Each **Step** is divided into sub-steps .3, .6 or .9

- .9 is working at the top of the step
- .6 is working in the middle of the step
- .3 is working at the bottom of the step

Progress Checks and School Reports issued during Year 8 will provide a Working at Measure (Step) for each subject which will indicate where the teacher considers the student to be achieving at that point in time.

School Examination Results will provide the Progress Measure (Step) the student achieved in the assessment set by the subject. All students in the year group will sit the same assessment during the Year 8 School Examination Week later in the school year.

N.B. Creative and Critical Thinking and Latin are non-National Curriculum subjects. Creative and Critical Thinking uses a Progress Measure of Pass/ Merit/ Distinction. This is reflective of the current assessment criteria used for the Thinking and Reasoning Level 2 qualification. Latin uses a Progress Measure of Below/At/Above. This ensures students reach the appropriate skills and language development for their group.

Year 8 Curriculum Outline 2020/21

The table below provides an outline of which topics/modules are planned to be taught in each of the three terms across the year. The topics/modules may not be taught in the order listed, but should be taught during the term outlined.

Subject	Autumn Term	Spring Term	Summer Term
Art and Design	<p>TOPIC: WAR ART Key Skills: printing, painting, collage drawing/digital art</p> <ul style="list-style-type: none"> • symbolism • war artists • contextual development and understanding • exploration of the role that visual images and words play in expressing issues and ideas is critical to developing "visual media literacy" • Commemorative work linked to history • The role of the war artist (Careers in Art challenge task) 	<p>TOPIC: INSECTS /PATTERN STRUCTURE DESIGN (LOWER SCHOOL EXAM) Key Skills: creative design/ working to a brief/ fashion /media</p> <ul style="list-style-type: none"> • generating ideas / exploring materials • mark making • creating thumbnail sketches • examination preparation and development • effective planning • examination final piece • fashion drawing/design • V&A Fashion Design (Design and Making challenge task) 	<p>TOPIC: DADA & SURREALISM Key Skills: working from imagination/design/illustration</p> <ul style="list-style-type: none"> • social, political & scientific contexts • objective drawing and painting • creating new relationships by unexpected juxtapositions • development of compositions using Photoshop or other digital image manipulation software • opportunities for 3D work using traditional &/or found materials • (Exhibition leaflet, Poster Design/Graphic's marketing advertisement challenge task)
Biology	<ul style="list-style-type: none"> • variation and genetics • Selective breeding and cloning • Microorganisms 	<ul style="list-style-type: none"> • Microorganisms (continued) • Food and the digestive system 	<ul style="list-style-type: none"> • Enzymes and digestion • Ecological relationships
Chemistry	<ul style="list-style-type: none"> • the three states of matter • elements and compounds 	<ul style="list-style-type: none"> • the Reactivity series • rusting • reactions and energy change 	<ul style="list-style-type: none"> • rates of reaction • electrolysis
Computing	<ul style="list-style-type: none"> • Microsoft Office Specialist: Excel • Python Programming / Programming Project • Robot wars 	<ul style="list-style-type: none"> • Computational Logic • The Impact of ICT • Escape room 	<ul style="list-style-type: none"> • Microsoft Office Specialist: Word • Computer Systems – Hardware hands-On

Subject	Autumn Term	Spring Term	Summer Term
Critical Thinking	<ul style="list-style-type: none"> • argument elements and structure • argument writing • assessing credibility using CRAVEN • Identifying arguments, rants, quarrels, lists and explanations • analogies • corroborating & conflicting evidence • assumptions • alternative & generating explanations 	<ul style="list-style-type: none"> • exploring who was responsible for the sinking of Titanic • argument writing • weaknesses in arguments: flaws and false appeals • evaluating evidence and weaknesses of evidence 	<ul style="list-style-type: none"> • debating • evaluating evidence of real life case studies
English	<ul style="list-style-type: none"> • Lord of the Flies by William Golding • Much Ado About Nothing by William Shakespeare 	<ul style="list-style-type: none"> • Modern Poetry – 21st century poet – range of poems • Reading and Writing Non-Fiction – Reading and writing a variety of non-fiction texts and analysing the effect of the writers’ methods 	<ul style="list-style-type: none"> • 19th century novel – for example, <i>The Time Machine</i> by H.G. Wells • Spoken Language – A study of spoken language, how it differs from the written word, and how it may change in the future
French (Allez 1) New Course	<ul style="list-style-type: none"> • Revision of basic tenses and grammar points • Baseline Assessment • Introduction to La Francophonie • Introduction to French Literature: Le Petit Nicolas • Unit 4 – A table <p>Vocabulary tests, translation and speaking practice for each unit</p>	<ul style="list-style-type: none"> • Unit 5- Mon quartier • French Literature: Le Petit Nicolas • La Francophonie • Consolidation of Year 8 Course for End of Year Exam <p>Vocabulary tests, translation and speaking practice for each unit</p>	<ul style="list-style-type: none"> • Unit 7- Destination vacances • Consolidate the present tense (regular and irregular verbs) and the near future tense. • End of Year Activities <p>(Film Study, Quizzes, Cultural studies etc...)</p> <p>Vocabulary tests, translation and speaking practice for each unit</p>
Geography	<p>Brazil</p> <ul style="list-style-type: none"> • Physical and Human Geography of Brazil • Urban Issues and Challenges • Development issues • Inequality 	<p>Rivers</p> <ul style="list-style-type: none"> • Hydrological Cycle and Drainage Basin • River processes and geomorphology • Flood risk and management 	<p>Africa Misconceptions</p> <ul style="list-style-type: none"> • Landscape and Climate • Ecosystems and Biomes (Tropical Rainforests) • Sustainability Issues (Deforestation)

Subject	Autumn Term	Spring Term	Summer Term
German (Zoom Deutsch 1)	<p>Revision, consolidation and extension of grammar from Year 7.</p> <ul style="list-style-type: none"> Unit 2B Home Unit 3A Food and drink <p>Regular vocabulary tests and translation practice throughout</p>	<ul style="list-style-type: none"> 3B Local area Year 8 exam 4A Fashion and shopping <p>Regular vocabulary tests and translation practice throughout</p>	<ul style="list-style-type: none"> 4A Finish fashion and shopping 4B Going on a trip <p>Regular vocabulary tests and translation practice throughout</p>
Healthy Living	<p>Healthy Living will be delivered through breakout sessions which will take place across the school year in small groups.</p>		
History	<p>How has the twentieth century shaped the lives of the people?</p>		
	<ul style="list-style-type: none"> Britain in 1900. Causes of World War One Trench warfare and the Battle of the Somme – Preparation for the Ypres Battlefields Trip – Friday, 5 June 2020) 	<ul style="list-style-type: none"> Persecution of the Jews: The Holocaust The fight for rights: Extension of the Franchise 	<ul style="list-style-type: none"> The fight for rights: Slavery The fight for rights: Civil Rights Movement
Latin	<p>Introduction to the Latin language:</p> <ul style="list-style-type: none"> usefulness of Latin in the modern society acquisition of basic vocabulary grammar introduction to basic translating skills background work on Mythology, Gods and Goddesses regular grammar and translation exercises 	<ul style="list-style-type: none"> increasing competence in translation skills and familiarisation with the language itself increased vocabulary knowledge new grammar vocabulary tests regular translation assessment of project 	<ul style="list-style-type: none"> new grammar regular translation work

Subject	Autumn Term	Spring Term	Summer Term
Mathematics KS3	<ul style="list-style-type: none"> • Factors and powers (Delta 2 Unit 1) • Working with powers (Delta 2 Unit 2) • 2D shapes and 3D solids (Delta 2 Unit 3) • Real-life graphs (Delta 2 Unit 4) 	<ul style="list-style-type: none"> • Transformations (Delta 2 Unit 5) • Fractions, decimals and percentages (Delta 2 Unit 6) – include use of Essential Maths Bk 9 • Constructions and loci (Delta 2 Unit 7) 	<ul style="list-style-type: none"> • Probability (Delta 2 Unit 8) • Scale drawings and measures (Delta 2 Unit 9) • Graphs (Delta 2 Unit 10) <p>DELTA 3 topics: Unit : 1.1, 1.3, 1.4 Unit 2: 2.2 Unit 3: 3.3, 3.4, 3.5 Unit 4: (if time only) – 4.1 year 7 SOW Unit 7: 7.1 - 7.4 Unit 8: 8.1, 8.2 (could be done with Delta 2 Unit 10) 8.3, 8.4 (not quadratic) Unit 9: 9.1 – 9.5 (not 9.6 trig graphs)</p>
Music	<p>Song writing & Playing in a Band</p> <ul style="list-style-type: none"> - To explore and be able to identify different song structures (Verse-chorus, strophic, through composed) - Analysing what makes a successful song - Playing chords using ukuleles and creating a chord sequence - Melody writing to a chord sequence - Composition of a song and recording using GarageBand. - To develop individual singing technique 	<p>Producing Dance Music</p> <ul style="list-style-type: none"> - To explore methods and techniques of recording and music production using GarageBand - To adapt Winston Churchill's 'Fight them on the Beaches' speech into a Dance piece - Students compose their own dance music piece using GarageBand. <p>Minimalism</p> <ul style="list-style-type: none"> - Gain a contextual understanding of Minimalism - Work in small groups exploring 'displacement', developing ensemble skills. - Prepare a minimalist performance using '<i>Giorni</i>' on the keyboard. - Take part in a whole class performance of Time Lapse by Michael Nyman. 	<p>Romanticism</p> <ul style="list-style-type: none"> - Understanding the Romantic Period - Examining key composers from the era - Exploring chromaticism and extended chords. - Learn to play 'Für Elise' by Beethoven – with focus on keyboard technique and reading notation <p>Choral competition rehearsals</p>

Subject	Autumn Term	Spring Term	Summer Term
Physics	<ul style="list-style-type: none"> • light • sound 	<ul style="list-style-type: none"> • sound • heat and temperature 	<ul style="list-style-type: none"> • electromagnetic spectrum
PSHCE	<ul style="list-style-type: none"> • Mindset (including school re-integration activities) • What kind of person am I? • Friendship/understanding others • Fire Safety Talk • Coaching for Success • Body Image • Risks – Smoking and Alcohol 1 • PC1 • Risks – Smoking and Alcohol 2 	<ul style="list-style-type: none"> • Risks – E-safety 1 • Risks – E-safety 2 • Risks – Drugs • Finance • Careers Talk • Kudos in ICT rooms • The Real Game in ICT rooms • PC2 & Careers Talk • Organisation and Revision • Exam Week 	<ul style="list-style-type: none"> • SRE 1 – communicating well and discussing the issues • SRE 2 – Relationships and sex – The guide book • SRE 3 – A question of new relationships • SRE 4 – A question of attraction: A question of different? • SRE 5 – Staying all night? Going all the way? R they ready? • SRE 6 – Contraception check • FGM • Reports • British Values • Preparation for GCSE study • End of Term Review
Religious Studies	<p>What different ways are there of making ethical decisions?</p> <p>How should we punish crimes?</p>	<p><i>Begin study for OCR Religious Studies GCSE J625</i></p> <p>Islam Beliefs and Teachings</p> <p>Core beliefs Nature of Allah Prophethood Books Angels Eschatological Beliefs & Teachings Life After Death</p>	<p>Islam Practices</p> <p>The importance of practices Public & private acts of worship Hajj, Zakah & Sawm Festivals Jihad</p>

PE

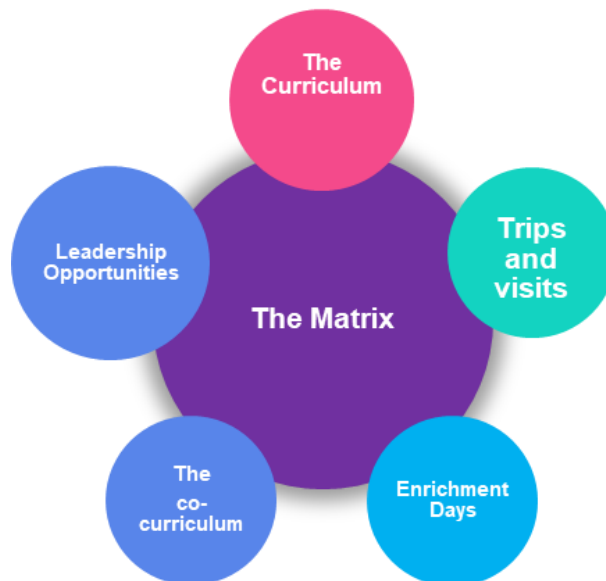
	8COL SET 1	8COL SET 2	8COL SET 3	8HE SET 1	8HE SET 2
4 Weeks	Rounders	Rounders	Rounders	Rounders	Rounders
3 Weeks	Netball	Football	Badminton	Netball	Badminton
<i>Half Term</i>					
4 Week	Tag Rugby/ Football	Netball	Gymnastics/ Dance	Tag Rugby/ Football	Gymnastics/ Dance
2 Weeks	Gymnastics/ Dance	Tag Rugby	Personal Survival	Gymnastics/ Dance	Personal Survival
<i>Christmas Break</i>					
2 Weeks	Gymnastics/ Dance	Tag Rugby	Personal Survival	Gymnastics/ Dance	Personal Survival
4 Weeks	Badminton/ Basketball	Gymnastics/ Dance	Netball	Badminton/ Basketball	Netball
<i>Half Term</i>					
3 Weeks	X-Country	X-Country	X-Country	X-Country	X-Country
1 Week	Fitness	Fitness	Fitness	Fitness	Fitness
1 Week	Year 8 Examinations	Year 8 Examinations	Year 8 Examinations	Year 8 Examinations	Year 8 Examinations
1 Week	Fitness	Fitness	Fitness	Fitness	Fitness
<i>Easter</i>					
4 Weeks	Personal Survival	Rounders	Athletics	Personal Survival	Athletics
3 Weeks	Athletics/ Rounders/ Cricket	Personal Survival	Rounders	Athletics/ Rounders/ Cricket	Rounders
<i>Half Term</i>					
1 Weeks	Athletics/ Rounders/ Cricket	Personal Survival	Rounders	Athletics/ Rounders	Rounders
4 Weeks	Athletics/ Rounders/ Cricket	Athletics	Cricket	Athletics/ Rounders	Cricket

Looking ahead to the Y9 Curriculum

The Matrix

The Year 9 Matrix blends the transition between the accelerated two year Key Stage 3 programme and the three year Key Stage 4 programme. The Key Stage 3 programme has been designed to provide students with a broad base of knowledge and skills on which to build. The curriculum in Year 9 is “fluid” with the opportunity to explore a different GCSE option if required. The three year Key Stage 4 curriculum enables students time to develop subject mastery, commit knowledge to long term memory, develop connections to new knowledge in order to use this knowledge fluently.

The Matrix consists of a flexible and balanced curriculum, the co-curriculum, STEM opportunities, trips and visits, optional instrument lessons and a programme of enrichment days. The Matrix provides opportunities for students to access subject areas they may no longer be formally studying as part of their GCSE preferences. The enrichment days will focus on Computer Science, Creative Arts, Geography, History, the environment, well-being and Enterprise Education. Selected students will also complete the AQA Level 2 Project Qualification. Some elements of The Matrix may lead to opportunities to take additional qualifications, for example the Level 1 Young Learners Chinese Test.



ATTENDANCE & PUNCTUALITY

Expectations

- ▶ It is the responsibility of everyone to ensure good attendance.
- ▶ Students are expected to attend every day the school is open.
- ▶ Attendance for most students is actually between 98% -100%
- ▶ We monitor and review the attendance of all students constantly and will involve parents when attendance falls below expectations.

Supporting Good Attendance

- ▶ **Phone** us as soon as possible to tell us why your daughter is absent, and when you expect her to return.
- ▶ Only grant days at home for **genuine** illness (please see the guide overleaf)
- ▶ If you notice a problem, contact us so that we can work together to resolve the issue. Pursuing the reason for non-attendance is important.
- ▶ Help your daughter to catch up with missed work

Please note that holidays taken in term time cannot be authorised.

Punctuality

Daily lateness adds up:

- ▶ 5 minutes late 3 days lost per school year
- ▶ 10 minutes late 6.5 days lost per school year
- ▶ 15 minutes late 10 days lost per school year
- ▶ 20 minutes late 13 days lost per school year
- ▶ 30 minutes late 19 days lost per school year

Good punctuality is as important as good attendance.

A student who is late disrupts the tutor group at an important part of the day; morning tutor time is filled with activities. Your daughter might also miss any announcements which affect her.

What to do

NHS Advice on childhood illnesses

Go to school; get treatment if needed

Can be catching; some restrictions for school attendance

Don't go to school; see the GP

What it's called	What it's like	Going to school	Getting treatment	More advice
Chicken Pox	Rash begins as small, red, flat spots; develop into itchy fluid-filled blisters	Yellow	Pharmacy	Back to school 5 days after onset of rash
Common Cold	Runny nose, sneezing, sore throat	Green	Pharmacy	Ensure good hand hygiene
Conjunctivitis	Teary, red, itchy, painful eye(s)	Green	Pharmacy	Try not to touch eye to avoid spreading
Flu	Fever, cough, sneezing, runny nose, headache, body aches & pain, exhaustion, sore throat	Yellow	Pharmacy	Ensure good hand hygiene
German Measles	Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards	Red	GP	Back to school 6 days from onset of rash
Glandular Fever	High temperature, sore throat; usually more painful than any before, swollen glands	Green	GP	Child needs to be able to concentrate
Hand, Foot & Mouth Disease	Fever, sore throat, headache, small painful blisters inside the mouth on the tongue and gums (may appear on hands and feet)	Green	GP	Only need to stay off school if feeling too ill
Head Lice	Itchy scalp (may be worse at night)	Green	Pharmacy	
Impetigo	Clusters of red bumps or blisters surrounded by area of redness.	Red	GP	Back to school when lesions crust or 48 hours after start of antibiotics
Measles	Fever, cough, runny nose and watery, inflamed eyes. Small red spots with white or bluish white centres in the mouth. Red, blotchy rash.	Red	GP	Back to school 4 days from onset of rash.
Ringworm	Red ring-shaped rash; may be itchy. May be dry and scaly or wet and crusty.	Green	GP	
Scabies	Intense itching; pimple-like rash – all over body or, more commonly, between the fingers, wrists, elbows and arms.	Green	GP	Back to school after first treatment
Shingles	Pain, itching or tingling along the affected nerve pathway. Blister-type rash	Yellow	GP	Only stay off school if rash is weeping and cannot be covered
Sickness Bud/Diarrhoea	Stomach cramps, nausea, vomiting and diarrhoea.	Yellow	Pharmacy	See GP if symptoms persist after 48 hours.
Threadworms	Intense itchiness around anus.	Green	Pharmacy	Ensure good hand hygiene.
Tonsillitis	Intense sore throat	Green	Pharmacy	See GP if temperature lasts more than 48 hours or cannot swallow.
Whooping Cough	Violent cough, over and over, until child inhales with 'whooping' sound to get air into lungs.	Red	GP	Back to school after 5 days of antibiotics or 21 days from onset of illness.

See www.patient.co.uk for further information on each of these conditions.



This information is a guide and has been checked by health professionals, however, if you are unsure about your child's wellbeing we recommend you contact your Pharmacy or GP.

Student illness and absence

The school is following government guidelines with regards to student illness and potential Covid-19 symptoms. If your child is unwell for any reason please do not send them in to school. Please contact the school via the school absence line, be specific about the nature of the illness, give the symptoms rather than just saying 'unwell', and state when the symptoms started if Covid related.

If your child has Covid-19 symptoms: high temperature; new continuous cough; loss of smell/taste, please keep them at home to self-isolate for at least 10 days and contact NHS 111 <https://111.nhs.uk/covid-19>. Although tests have become more difficult to access, please keep trying, and keep us informed.

Other members of the household need to self-isolate for 14 days unless the test for the person with symptoms is negative.

Please inform us if your child and other members of the family are self-isolating, and when from. Please keep in touch regarding testing and let us know the results even if they are negative.

Should any test be positive we will follow government and Health Authority advice, and only contact parents when advised to do so.

If we send your child home due to illness please keep them off for at least the following day if the reason is for other than coronavirus symptoms.

Link for further information and advice:

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

Teachers are placing work for students who are self-isolating on Sharepoint, and where possible and practical are inviting students in examination classes to join them for the lesson via Microsoft Teams.

PRACTICAL STRESS BUSTERS FOR TEENAGERS

DIET	<p>Eat healthily – make sure you have a balanced diet. Remember your 5 a day (full of antioxidants which can help reduce stress-driven unstable free radicals). Complex carbohydrates sustain long term energy levels and brain power. Eat breakfast. If you eat late, then eat light – no heavy meals before bed. You get out of your body what you put into it – junk in/junk out!</p>
WATER	<p>Keep hydrated; drinking plenty of fluid keeps your digestion healthy and moving. Carry a small bottle of water with you and refill when empty.</p>
SLEEP	<p>Your body needs rest. Have a good bedtime routine:</p> <ul style="list-style-type: none"> • Avoid TV, games, Facebook, Instagram, phones, tablets etc., half an hour before bed as they are too stimulating. • TURN OFF PHONES – don't get distracted just before trying to get to sleep. • Read a book for 10 minutes or listen to quiet music. • Keep bedroom dark and quiet • Don't go to bed too late; you won't sleep if you are overtired.
EXERCISE	<p>Do what you enjoy – running, cycling, aerobics, football, walking, swimming, yoga, pilates, playing drums(!) – use physical exercise to work off pent up feelings of irritation, annoyance, anger, frustration, aggression, etc.</p>
BAD HABITS/PROPS	<p>Recognise when you are tempted to use bad coping strategies, such as controlling your eating; they are not answers for dealing with stress – they just cause more anxiety: Your body is your best friend, treat it well – treat it with respect.</p>
SHARE	<p>Talk. Talk to someone about your problems - don't bottle up your feelings.</p>
PRACTICAL	<p>Use small exercises to ease physical tension – for instance stretch your shoulders front and back to loosen tense neck muscles. Take time for yourself – reading, seeing friends, hobbies, etc. Watch a funny show or crack a joke with a friend and notice how a little laughter can improve your entire mood. Sit or lie quietly with eyes closed:</p> <ul style="list-style-type: none"> • Concentrate on your breathing • Breathe deeply but without force • Visualise yourself somewhere peaceful/safe/happy • Allow positive feelings to fill you from within • Use positive affirmation: 'I can' 'I am' • Open your eyes slowly, listening to external sounds, and get up gently. • YOU CAN USE THIS ANYWHERE, ANYTIME.

VALUE YOURSELF AND DON'T BE A VICTIM OF STRESS

Sources of Support

- EWMHS: <https://www.nelft.nhs.uk/services-ewmhs>
- Young Minds also have a parent helpline: <https://youngminds.org.uk/>
- Parent advice: <http://www.theministryofparenting.com/>
- Self- help CBT approaches www.getselfhelp.co.uk
- Websites for young people:
 - Kooth: <https://kooth.com/>
 - Childline: www.childline.org.uk
 - Samaritans: www.samaritans.org

What to do?

- Talk to the young person and let them talk – they need you to listen and to understand
- Refer to your GP who may make a referral to EWMHS
- Let the school know – we can offer pastoral support when they are in school
- Young people can also self-refer to EWMHS or Y.E.S. if 14 or over

8C – Homework Timetable (Sept 2020)

WEEK A			
Monday	English	Latin	
Tuesday	Maths	Music	History
Wednesday	French	Chemistry	
Thursday	Maths	English	
Friday	Biology	German	CCT

WEEK B			
Monday	German	Computing	
Tuesday	Geography	Maths	RE
Wednesday	Art	English	
Thursday	Physics	Maths	
Friday	English	French	

English – 1 reading homework per week (20 mins), 1 writing homework per week (30 mins)

Mathematics – 2 x 25mins homework per week

French, German – 1 homework per week; 25 mins written one week and 15 mins vocab the next

Latin, Art, Biology, Chemistry, Physics, Geography, History, Religious Studies, Music, Computing – 1 homework per fortnight (25 mins)

Creative and Critical Thinking – 1 homework per fortnight (20 mins)

(Timings are only a guideline as students may work at different rates)

80 – Homework Timetable (Sept 2020)

WEEK A			
Monday	English	German	
Tuesday	Maths	Geography	French
Wednesday	Latin	CCT	
Thursday	English	Maths	
Friday	Computing	History	Music

WEEK B			
Monday	Physics	Biology	
Tuesday	Maths	French	Chemistry
Wednesday	English	German	
Thursday	Maths	Art	
Friday	English	RE	

English – 1 reading homework per week (20 mins), 1 writing homework per week (30 mins)

Mathematics – 2 x 25mins homework per week

French, German – 1 homework per week; 25 mins written one week and 15 mins vocab the next

Latin, Art, Biology, Chemistry, Physics, Geography, History, Religious Studies, Music, Computing – 1 homework per fortnight (25 mins)

Creative and Critical Thinking – 1 homework per fortnight (20 mins)

(Timings are only a guideline as students may work at different rates)

8L – Homework Timetable (Sept 2020)

WEEK A			
Monday	English	Geography	
Tuesday	Maths	German	French
Wednesday	Biology	History	
Thursday	English	Maths	CCT
Friday	Art	RE	

WEEK B			
Monday	Computing	French	
Tuesday	Maths	Latin	
Wednesday	English	German	
Thursday	Maths	Chemistry	
Friday	English	Music	Physics

English – 1 reading homework per week (20 mins), 1 writing homework per week (30 mins)

Mathematics – 2 x 25mins homework per week

French, German – 1 homework per week; 25 mins written one week and 15 mins vocab the next

Latin, Art, Biology, Chemistry, Physics, Geography, History, Religious Studies, Music, Computing – 1 homework per fortnight (25 mins)

Creative and Critical Thinking – 1 homework per fortnight (20 mins)

(Timings are only a guideline as students may work at different rates)

8H – Homework Timetable (Sept 2020)

WEEK A			
Monday	English	German	
Tuesday	Maths	RE	Art
Wednesday	English	CCT	Geography
Thursday	Maths	Latin	
Friday	French	Biology	

WEEK B			
Monday	Maths	Computing	
Tuesday	English	Music	
Wednesday	History	German	
Thursday	English	Physics	
Friday	Maths	French	Chemistry

English – 1 reading homework per week (20 mins), 1 writing homework per week (30 mins)

Mathematics – 2 x 25mins homework per week

French, German – 1 homework per week; 25 mins written one week and 15 mins vocab the next

Latin, Art, Biology, Chemistry, Physics, Geography, History, Religious Studies, Music, Computing – 1 homework per fortnight (25 mins)

Creative and Critical Thinking – 1 homework per fortnight (20 mins)

(Timings are only a guideline as students may work at different rates)

8E – Homework Timetable (Sept 2020)

WEEK A			
Monday	English	CCT	
Tuesday	Maths	Music	
Wednesday	English	Art	Latin
Thursday	Maths	RE	
Friday	German	French	Computing

WEEK B			
Monday	Maths	Physics	
Tuesday	English	Geography	
Wednesday	French	German	
Thursday	English	Biology	Chemistry
Friday	Maths	History	

English – 1 reading homework per week (20 mins), 1 writing homework per week (30 mins)

Mathematics – 2 x 25mins homework per week

French, German – 1 homework per week; 25 mins written one week and 15 mins vocab the next

Latin, Art, Biology, Chemistry, Physics, Geography, History, Religious Studies, Music, Computing – 1 homework per fortnight (25 mins)

Creative and Critical Thinking – 1 homework per fortnight (20 mins)

(Timings are only a guideline as students may work at different rates)