



8 September 2023

Dear Parent/Carer

**RAAC, NHTC Summer Sunday Village Green Event 10 September 2023, Year 7 CAT Testing, Curriculum Bulletin Term 1, Health & Wellbeing Bulletin, Extracurricular Activities, Flu Vaccinations for Year 7 – Year 11, LCC Transport Issues**

Welcome to my first update letter of the new term.

It has been a week of unfortunate national headlines about school buildings and local headlines about buses. I will cover these topics more below. On a separate note, our student body have started the week well. I have been particularly impressed with our new Year 7 cohort who are just delightful and it has been a distinct pleasure to welcome a good number of our previous Year 11 GCSE students into the Sixth Form too.

## **RAAC**

Thankfully, we do not have any RAAC in our building infrastructure which has been independently confirmed by a specialist structural engineer. Frankly, I was surprised given the age of the site and the date of build, but I will take the win. On this topic, the Secretary of State has not had a good week. From swearing on TV to telling us Heads “to get off our backsides”, I really think she could have handled this better. We have known about RAAC for some months and have been quietly working to determine our position. This whole situation would have been improved had the support from the DfE been coherent.

We will be submitting several site improvement bids this year despite the lack of RAAC. We were unsuccessful with a bid to enhance fire safety last year and will resubmit this, plus we intend to submit for new heating systems too. Watch this space.

## **NHTC Summer Sunday Village Green Event – 10 September 2023**

Please see the attached poster for the event on Sunday.

## **Year 7 CAT testing**

Every year, we spend a little time gathering some data about our new students and the word test sounds very formal, but it isn't. These exercises cannot be prepared for, but they give us some in-depth educational data to allow us to support learning more effectively. Youngsters will complete these tasks next week on Thursday and Friday in lesson time and, rest assured, no one need panic about it at all.

## **Curriculum Bulletin Term 1**

Please find our latest bulletin for term one attached.

## Health & Wellbeing Bulletin

Please find attached our latest bulletin for term one.

## Extracurricular Activities

Please find attached updated timetables for extra-curricular activities: <https://srpa.co.uk/extra-curricular-clubs-activities/>

## Flu Vaccinations for Year 7 – Year 11

Please find attached a flu vaccination consent form on behalf of Lincolnshire NHS. Dates for the vaccinations will follow in due course.

## LCC Transport Issues

The issues created by Stagecoach this week in failing to inform all interested parties about the change of bus services was regrettable. I truly understand parental frustration in relation to this issue because it should all have been avoidable. We have tried, in vain, to contact LCC School Transport Department this week and have come up against the same obstacles that parents have faced. Unfortunately, we are only the suppliers of the land where students are dropped off and collected from and, therefore, the traction I can gain here is limited. Certainly, the communication must improve from the bus providers. I hope a sensible solution can be found that is safe and proportionate.

New academic years are new starts for everyone. As I said in year group assemblies on Wednesday, it is a wonderful time to take stock, reflect on how last year went and to try and make improvements. As C.S. Lewis once said, "You can't go back and change the beginning, but you can start where you are and change the ending."

Have a wonderful, sunny weekend when it comes.

I will write again soon.

Yours faithfully



**Mr D Hardy**  
**Headmaster**



"This is a calm, happy and caring school."



# **Sir Robert Pattinson Academy**



## **Curriculum Bulletin**

**2023-24**

**Term 1**

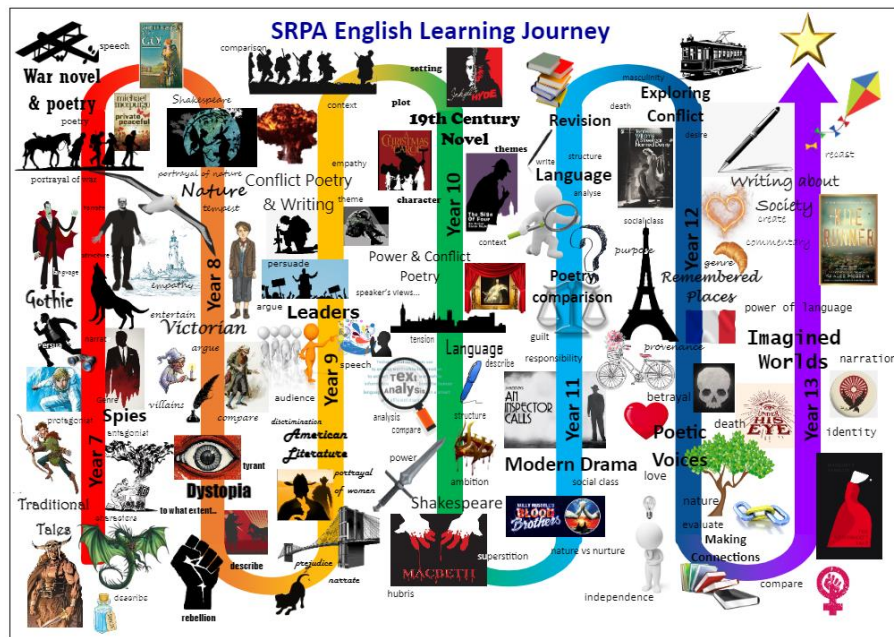
**Wednesday 06 September 2023 to Friday 20 October 2023**

## Information for parents and carers

This document has been produced to give parents and carers a short summary of the topics and skills that students at Sir Robert Pattinson Academy will study during term 1 (Wednesday 06 September 2023 to Friday 20 October 2023).

If you wish to find out any further information, please refer to the following resources:

- The Subject Curriculum area of the Sir Robert Pattinson Academy website**  
<https://srpa.co.uk/our-curriculum/subject-curriculum/>  
 Here you will find detailed information regarding the curriculum coverage in each subject area, including a Learning Journey to outline students' progression during their time at Sir Robert Pattinson Academy:



- Subject pages on Frog**  
<https://vle.srpa.co.uk/>  
 Students can access these pages when they login to Frog. Here they will find additional resources and links to support them with their learning:

- **Online resources**

Students at Sir Robert Pattinson Academy have access to a wealth of high-quality online platforms to support independent learning, homework completion and to provide bespoke intervention. The table below provides a summary of each resource and gives details of login and password details, plus a named contact should additional support be required.

Resource	Details	How to access	Problem solving
<b>Accelerated Reader</b>	Accelerated Reader is a computer-based program that schools use to monitor reading practice and progress. It helps teachers guide students to books that are at their individual reading levels. Students take short quizzes after reading a book to check if they've understood it.	Via Frog.  Students have been given their usernames and passwords.  For use in school during library lessons and can also be accessed from home.	Please contact your library class teacher or Mrs Ransome at <a href="mailto:ARansome@srpa.co.uk">ARansome@srpa.co.uk</a>
<b>Bedrock Vocabulary</b>	Bedrock vocabulary is an online vocabulary-learning platform, which is used by the English department to set homework. It helps broaden students' vocabulary understanding and range while accessing a range of reading materials. The online platform takes students through guided online vocabulary lessons and assesses how well students have learned the vocabulary presented to them in each block, which is suited to their reading level.	<a href="https://app.bedrocklearning.org/">https://app.bedrocklearning.org/</a>  Log on by clicking SSO and then entering your school email and password, or by using the Office 365 button.  Alternatively, use your original Bedock login and password (format: name.surname.00000 password example: RandomWord000)	Please contact your library class teacher or Mrs Murdoch at <a href="mailto:JMurdoch@srpa.co.uk">JMurdoch@srpa.co.uk</a>
<b>Boost Learning</b>	An online learning platform for KS3 Computing. Students can access lessons and assessments.	<a href="https://boost-learning.com/">https://boost-learning.com/</a>  Usernames and passwords have been shared with students via class teacher.	There is a 'forgot your password?' link at the login page. Alternatively contact Mr Barrett at <a href="mailto:MBarrett@srpa.co.uk">MBarrett@srpa.co.uk</a>
<b>Doddle Learn</b>	An online platform for Science. Students can access a range of revision resources to support independent student, and Science teachers will set homework tasks using DoddleLearn.	<a href="http://www.doddlelearn.co.uk">www.doddlelearn.co.uk</a>  Your username is the same as the start of your school email address (up to, but not including the "@", with no capital letters).  The first time you log in, your password is exactly the same as your username (also with no capital letters).	There is a 'forgotten your password' link at the bottom of the login window. This will send an email to your school email address. Alternatively, please contact your science teacher or: <ul style="list-style-type: none"> <li>• Y7 - 9: <a href="mailto:EBurridge@srpa.co.uk">EBurridge@srpa.co.uk</a></li> <li>• Y10 - 13: <a href="mailto:BSpowage@srpa.co.uk">BSpowage@srpa.co.uk</a></li> </ul>

Resource	Details	How to access	Problem solving
<b>EPlatform Wheelers ebooks</b>	24 hour access to 1700+ ebooks available to read on any device, at home or in school. This is now available through an app which can be downloaded from your app store (Android and iOS).	<a href="https://www.eplatform.co.uk/school/">https://www.eplatform.co.uk/school/</a> or via FROG library/ebook tab.  Log on by clicking SSO and then entering your school email and password.  There is also a mobile app available (Android and iOS). Download the app and then search for SRPA when opened.	Please contact Mrs Ransome at <a href="mailto:ARansome@srpa.co.uk">ARansome@srpa.co.uk</a>
<b>Frog</b>	All subjects have a Frog page where additional resources and support can be located.	<a href="https://vle.srpa.co.uk/app/os">https://vle.srpa.co.uk/app/os</a>  Usernames and passwords have been shared with students via personal tutors.	There is a 'forgot password' at the login page. Alternatively contact our IT support desk at <a href="mailto:ITSupport@srpa.co.uk">ITSupport@srpa.co.uk</a>
<b>Go4Schools</b>	Go4Schools provides students and parents with up to date information regarding attendance, behaviour and details of homework tasks set. It is also used to share progress reports at each tracking point. There is also a Go4Schools app that can be downloaded onto your smart phone (Android and iOS).	<a href="https://www.go4schools.com/">https://www.go4schools.com/</a>  Parents – use the email address that you have provided SRPA as your contact information. Click on the 'first time user?' link when accessing Go4Schools for the first time.	There is a 'forgotten your password?' link at the login page. Alternatively contact <a href="mailto:Go4Schools@srpa.co.uk">Go4Schools@srpa.co.uk</a>
<b>Historical Association Student Zone</b>	An online platform aimed at students from the Historical Association. It offers high-quality resources for history students from GCSE to postgraduate level. This includes; articles, copies of original source material, historical scholarship, careers guidance, and more.	<a href="https://www.history.org.uk/student">https://www.history.org.uk/student</a>  Centre ID = 93839 Password = History123	Login details are displayed in History classrooms. Alternatively, contact Ms Smith at <a href="mailto:SSmith@srpa.co.uk">SSmith@srpa.co.uk</a>
<b>Kerboodle Geography</b>	An online platform from Oxford University Press that offers support for students from KS3 to KS5. The site provides students with online copies of the textbook, activities and resources.	<a href="https://global.oup.com/education/?region=uk">https://global.oup.com/education/?region=uk</a> <ul style="list-style-type: none"> <li>Students should use their school username (from their email).</li> <li>The default password is their username. This can be changed once into the site.</li> </ul>	Login details are displayed in Geography classrooms. Alternatively, contact your Geography teacher to support with resetting of passwords.



Resource	Details	How to access	Problem solving
<b>Languagenut</b>	An online platform for French and Spanish from KS3 to A-Level, covering all of the exam skills of reading, listening, speaking and writing as well as vocabulary, grammar and sentence building. Teachers will set homework on Languagenut each week to help students to learn vocab for their next lesson as well as to enable students to consolidate what they have learned in lessons.	<a href="http://www.languagenut.com">www.languagenut.com</a> or download the free app.  Students have been given their usernames and passwords. These should be written in planners and on termly learning logs.	French students please contact their teacher or Mrs Hughes at <a href="mailto:NHughes@srpa.co.uk">NHughes@srpa.co.uk</a>  Spanish students please contact their teacher or Mrs Rodgers at <a href="mailto:JRodgers@srpa.co.uk">JRodgers@srpa.co.uk</a>
<b>Lexia</b>	A literacy based online provision designed to support reading comprehension, grammar and word study.	<a href="https://www.lexiapowerup.com/">https://www.lexiapowerup.com/</a>  Teacher's email = <a href="mailto:mylexia@srpa.co.uk">mylexia@srpa.co.uk</a> Username = Same as school system Password = Printer Code	Please contact Mr Burr at <a href="mailto:JBurr@srpa.co.uk">JBurr@srpa.co.uk</a>
<b>Linguascope</b>	Linguascope is a vocabulary learning platform for French, Spanish, Russian and EAL (English as an additional language).	<a href="http://www.linguascope.com">www.linguascope.com</a> username = robertpatt password = modlangs	Students should contact their language teacher or Mrs Hughes at <a href="mailto:NHughes@srpa.co.uk">NHughes@srpa.co.uk</a>
<b>Massolit</b>	Massolit is an online platform which features lectures on most aspects of the GCSE and A Level Language and Literature specifications. These lectures enhance students' subject knowledge and improve understanding of context and cultural influences on texts. There are lectures available for a variety of other subjects too, such as humanities subjects and the sciences.	<a href="https://www.massolit.io/users/sign_in">https://www.massolit.io/users/sign_in</a>  Choose <i>single sign on</i> on the right of the screen.  Type <i>Sir Robert Pattinson Academy</i> into the box, select the school name from the drop down box, and click <i>Log In</i> .	Please contact Mrs Selwood at <a href="mailto:NSelwood@srpa.co.uk">NSelwood@srpa.co.uk</a>
<b>Maths Symphony</b>	An online interactive Maths program that gives students the opportunity to practise the value of number, shape and space. This is a very student friendly program that designs specific learning pathway based on the need of the individual.	<a href="https://content.symphonylearning.com">https://content.symphonylearning.com</a>  Account Number = 6748 Username = Same as school system Password = Printer Code	Please contact Mr Burr at <a href="mailto:JBurr@srpa.co.uk">JBurr@srpa.co.uk</a>

Resource	Details	How to access	Problem solving
<b>Mathswatch</b>	An online platform that has videos for every element of year 7 to 9 and GCSE maths plus some for A level. Teachers will assign work for students to complete or students can search for a specific topic as part of their own revision.	<a href="https://vle.mathswatch.co.uk/vle/">https://vle.mathswatch.co.uk/vle/</a>  Username = <b>FirstInitialSurnameYearOfStart@SRPA</b> e.g. for Joe Bloggs that joined SRPA in 2018 the username would be: <i>JBloggs18@SRPA</i>  Password can be reset by class teacher/ Mr Roberts	For password issues please email Mr Roberts at <a href="mailto:DRoberts@srpa.co.uk">DRoberts@srpa.co.uk</a>
<b>SAM Learning</b>	An online platform covering all subject areas. Students can search a range of resources to support independent study and teachers will also set homework tasks using Seneca.	<a href="https://www.samlearning.com/">https://www.samlearning.com/</a>  User ID = your school email address  Password = your school email address  Centre ID = (Leave this box blank!)	There is a 'can't log in' link at the login page. Alternatively contact Mr Parkinson at <a href="mailto:AParkinson@srpa.co.uk">AParkinson@srpa.co.uk</a>
<b>Seneca</b>	An online platform covering all subject areas. Students can search a range of resources to support independent study and teachers will also set homework tasks using Seneca. Students in Y11 to Y13 also have access to the Premium part of the service.	<a href="https://app.senecalearning.com/login">https://app.senecalearning.com/login</a>  Students should use their school email address. The default password is <u>seneca2020</u>	There is a 'forgot your password?' link at the login page. Alternatively contact Mr Parkinson at <a href="mailto:AParkinson@srpa.co.uk">AParkinson@srpa.co.uk</a>
<b>Smart Revise</b>	An online revision platform for KS4 Computer Science.	<a href="https://smartrevise.online/">https://smartrevise.online/</a> Usernames and passwords have been shared with students via class teacher.	There is a 'forgot your password?' link at the login page. Alternatively contact Miss Norman at <a href="mailto:LNorman@srpa.co.uk">LNorman@srpa.co.uk</a>
<b>Spellzone</b>	Spellzone is a provision that students can use at home using the website or the APP. Spellzone allows students to identify gaps in their spelling knowledge and allows them the chance to build their confidence in spelling.	<a href="http://www.spellzone.com">www.spellzone.com</a>  This will be provided by SLC Staff.	Please contact Mr Burr at <a href="mailto:JBurr@srpa.co.uk">JBurr@srpa.co.uk</a>



## Year 7 curriculum for term 1

Subject	Term 1 overview
English	This term in English we will be learning about a variety of traditional tales, from stories written in Old English such as <i>Beowulf</i> right the way up to modern tales such as <i>The Hobbit</i> and <i>Harry Potter</i> .
Maths	This term in maths we will be looking at problem solving skills, how we approach a problem, the order in which we tackle it and showing our method clearly. We will then begin to look at methods, both written and mental, for various calculations.
Science	This term in science we will begin by developing our enquiry skills to allow us to plan and carry out effective practical investigations. We will then move on to look at speed in physics, and cells in biology.
French	This term we will be learning a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about ourselves, including greeting people, asking and giving names, ages and birthdays. We will also begin to practise French phonics in order to pronounce words correctly. We will begin to learn about the Francophone world.
Geography	In this term, we welcome year 7 to SRPA and explore what geography is as well as learning some basic place and location knowledge.
History	This term, Year 7 are beginning their journey through history with the topic 'how did the Romans change Britain?' Year 7 will first be exploring what History actually is and how we learn about what has happened in the past. We will also be questioning whether the National Archives really tell everyone's story, and considering who decides what is archived. The Romans topic will look at the changing face of Britain under Roman rule, starting with what life was like in Celtic Britain and why the Romans decided to invade. Using the stories left behind, Year 7 will consider how the Celts resisted Roman rule and how diverse Roman Britain truly was.
EFP	In Year 7 students are welcomed into the study of EFP – ethics, faith, and philosophy. We begin the year by studying 'The Island' which explores why and how people follow religious ideas. We live in an ever growing diverse, and multicultural society and this topic begins explores the reality of this. The concepts explored in this term will be further developed Year 7, providing the students with a solid foundation in EFP.
Computing	This term in Computing we will be learning how to use and navigate around the school network. We will move on to developing students Microsoft Office skills.
Music	Throughout term one Year 7 will be building foundation skills in music, developing their understanding of melodies and accompaniments. We aim to expand student knowledge of practical skills, while introducing them to the theory behind how music is made in the industry.
Drama	During the first term Year 7 students are welcomed into our subject with 'Introduction to Drama'. Over the term students will learn all the basic skills and subject vocabulary required to be successful in the subject. Students will learn how to assess their own skills, set targets to achieve and create a plan for how they will succeed. In addition, they will also begin to look at theory application in drama and then evaluate all the progress they have made.
Design & Technology	The first KS3 project develops students' confidence in planning, working with tools and materials safely. The projects will develop and wider the understanding of metals, polymers and timbers and their origin, and introduces material properties
Food Technology	Students will be introduced to food preparation and nutrition in order to develop an understanding of health and safety/food safety. This term, students will develop awareness of foods and how they are produced, prepared and eaten in our day to day lives. Other skills to be developed will include how to use equipment safely, knife skills, evaluation skills and how to apply what we eat to the Eatwell Plate.
Art	Students will be introduced to the fundamentals that make an exceptional artist.
PE	In term 1 students will complete a baseline unit that will include lessons in football, fitness, badminton and netball. Students will then, depending on their group, have lessons in two of football, badminton, gymnastics, fitness, netball, OAA and table tennis.
Personal Development	This term students will be focusing on transitioning into secondary school. Students will have lessons on keeping themselves safe, managing stress along with how to respond in emergency situations including some first aid training.

## Year 8 curriculum for term 1

Subject	Term 1 overview
English	This term we will be learning about the dystopian genre and will read a dystopian novel such as <i>Animal Farm</i> , <i>Lord of the Flies</i> or <i>The Maze Runner</i> .
Maths	This term we will be looking at how we can represent different types of data graphically and how we can use these to easily compare and contrast sets of data. We will then look at how we calculate different types of average, when each type is appropriate and how we can check the reliability of our averages. We will then work on strengthening our understanding of prime numbers and how we can use these to break a number down into a product of its prime factors and how we can use this to find the highest common factor of two numbers or the lowest common multiple.
Science	This term we will be building upon the big ideas that we studied in Year 7. In biology, we will focus on breathing and digestion, in chemistry we will focus on metal and non-metal reactions, and in physics our focus will be contact forces and pressure.
French	This term we will be learning a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about ourselves, including greeting people, asking and giving names, ages and birthdays. We will also begin to practise French phonics in order to pronounce words correctly. We will begin to learn about the Francophone world.
Spanish	This term we will be covering the topic of school, learning to talk about school subjects and sharing opinions. We will be able to justify our reasons and we will be able to talk about school timetables, comparing those in Spanish-speaking countries with ours. We will continue our work on present and imperfect tenses and will begin to use future tense patterns, as well as some complex opinion phrases. In addition we will continue to practise our Spanish phonics in order to be able to use correct pronunciation.
Geography	The start of Year 8 sees our geographers exploring the continent of Antarctica and learning what it is like to survive in an extreme cold environment.
History	This term, Year 8 are learning 'what did it take to create and keep an empire'? This topic will allow us to explore how worldwide empires, including the Mongol and Aztec Empires, developed, and the impact on everyday life of ordinary people. We will begin to consider how we can use historical sources to learn about empires, which will lead into term 2's learning on the British Empire. Through five empire case studies, Year 8s will gain a sense of the features and impacts of empires on the wider world, as well as helping them to understand how today's world has been shaped.
EFP	In Year 8 students examine the ultimate philosophical question – does God exist? This unit explores views regarding the existence of God and examines philosophical arguments against the existence of God. The topic also allows students to reflect on how religious believers view and understand God and the reasons for this. This topic invites students to be thoughtful, reflective and develops critical thinking skills which will serve well for later topics within the year.
Computing	In Year 8 students will develop their knowledge and understanding of algorithms. This unit will examine the key concepts and principles of computing. Students will be analysing problems in computational terms and planning creative solutions to problems.
Music	Students in Year 8 will be looking into the theory and practice of African drumming this term, including having the opportunity to design their own! They will be required to work independently and in groups to build their practical skills with confidence.
Drama	In drama students are learning all about the fundamentals of what it takes to make a musical. Their focus this term is blocking and characterisation, while exploring how <i>Shrek the Musical</i> was made.
Design & Technology	Design & Technology students will be set a fictional project that they need to design and manufacture a quality and unique product. The students' challenge will be to design and make a range of products. Students will be given materials which to cut out and shape using CAD/CAM. Pupils will also be introduced to the use of computer-aided design and computer-aided manufacture by using a laser cutter and 2D Techsoft design to draw and cut their pattern out.

<b>Food Technology</b>	Students will be introduced to food preparation and nutrition in order to develop an understanding of health and safety/food safety. This term, students will develop awareness of foods and how they are produced, prepared and eaten in our day to day lives. Other skills to be developed will include how to use equipment safely, knife skills, evaluation skills and how to apply what we eat to the Eatwell Plate.
<b>Art</b>	Students in this project aims to build upon prior skills taught in Year 7. Students will develop their ability to look at artwork, discuss it, describe it, and demonstrate understanding through written analysis and group feedback. Students will be able to demonstrate their understanding of Pop Art and related artist through a range of skills and present their work in a visually Interesting manner.
<b>PE</b>	In term 1 students will, depending on their group, cover units of work in two of football, badminton, gymnastics, fitness, netball, OAA, basketball and table tennis.
<b>Personal Development</b>	This term students will be learning about the dangers of drugs and alcohol consumption. Students will learn how they can respond to peer pressure and how they can keep themselves safe with reference to county lines and everyday stimulants such as caffeine.

## Year 9 curriculum for term 1

Subject	Term 1 overview
English	This term we will be starting a unit entitled Unheard Voices. The unit will start with a study of the novel <i>My Name is Leon</i> .
Maths	This term we will be looking at how we can represent different types of data graphically and how we can use these to easily compare and contrast sets of data. We will then look at how we calculate different types of average, when each type is appropriate and how we can check the reliability of our averages. We will then use our knowledge of indices to be able to confidently convert to and from standard form and carry out various calculations in this format.
Science	This term we will be building upon the key ideas that we studied in Year 7 and 8 and applying these to GCSE-level practical investigations. In biology, we will focus on cell structure and transport, in chemistry we will focus on atomic structure and the periodic table, and in physics our focus will be forces.
Spanish	This term we will be covering the topic of school, learning to talk about school subjects and sharing opinions. We will be able to justify our reasons and we will be able to talk about school timetables, comparing those in Spanish-speaking countries with ours. We will continue our work on present and imperfect tenses and will begin to use future tense patterns, as well as some complex opinion phrases. In addition we will continue to practise our Spanish phonics in order to be able to use correct pronunciation.
French	This term we will be covering the topic of healthy lifestyles, learning to talk about food and drink choices. We will be able to discuss what a healthy diet should consist of and how we intend to improve our lifestyles. We will continue our work on past, present and future tenses and will deepen our knowledge of comparatives, beginning to use more complex structures such as direct object pronouns to make our writing and speaking more fluent. We will learn more about francophone culture, especially its food and drink. In addition we will continue to practise our French phonics in order to be able to use correct pronunciation.
Geography	Year 9 sees our geographers exploring the unequal world and learning about development. We start by measuring development in different countries, explore patterns of development and investigate reasons for the differences, before looking at ways to reduce the development gap.
History	This term, Year 9 begin their learning with a study of World War One and ask the question 'how did the decisions of a few lead to the deaths of many?' Building on their Year 8 learning, students will consider why there was a scramble for Africa and how the building of empires led to the outbreak of war. Year 9 will consider the impact of these long term causes, as well as the short term causes, such as the assassination of Franz Ferdinand. The use of stories and historical sources will assist in learning what life was like on the front line, leading to Year 9 considering why the Battle of the Somme was such a disaster.
EFP	In Year 9 students dive into the study of ethics and examine the question – is human life special? In this topic, students will understand why human life is viewed as sacred for religious believers and the reasons for this. Year 9 also have the opportunity to explore ethical issues such as abortion, euthanasia, and genetic engineering. This topic invites students to be thoughtful, reflective, and considerate of others.
Computing	This term in Computing, students will be developing their knowledge and understanding of animation. They will learn basic graphic drawing and animation techniques such as frame-by-frame animation and tweening, working with layers and adding simple interactivity and ActionScript. Student will undertake a creative project to plan, create and evaluate a short animation of their own, as well as studying professionally made animations.
Music	Year 9 will be taking an in depth look into the professional world of creating soundtracks for film. They will take a deep dive into the industry and analyse some of the well-known soundtracks from popular titles including, Jaws, Harry Potter, Marvel and Jurassic Park.

<b>Drama</b>	<i>Everybody's Talking About Jamie</i> is the smash hit musical straight from the Westend and into the Year 9 classroom. The story of a young man just trying to be who he really wants to be is an inspiring story with many complicated characters and relationships. Throughout the lessons students will need to analyse the creative intentions of the musical and portray some of the challenging characters.
<b>Design &amp; Technology</b>	Design & Technology students will be set a fictional project that they need to design and manufacture a quality and unique product. The students' challenge will be to design and make a range of products. Students will be given materials which to cut out and shape using CAD/CAM. Pupils will also be introduced to the use of computer-aided design and computer-aided manufacture by using a laser cutter and 2D Techsoft design to draw and cut their pattern out.
<b>Food Technology</b>	Students will be introduced to food preparation and nutrition in order to develop an understanding of health and safety/food safety. This term, students will develop awareness of foods and how they are produced, prepared and eaten in our day to day lives. Other skills to be developed will include how to use equipment safely, knife skills, evaluation skills and how to apply what we eat to the Eatwell Plate.
<b>Art</b>	Students will explore varied media using a multitude of techniques. Through studying different media influenced by different food and drink artists, students can expand their art knowledge, media and techniques in a topic that is relatable, stimulating and relevant to the consistently adapting world.
<b>PE</b>	In term 1 students will, depending on their group, cover units of work in two of football, badminton, gymnastics, fitness, netball, OAA and table tennis.
<b>Personal Development</b>	This term students will be focusing on health and wellbeing and will be looking at friendship as well as the dangers of gangs, substance misuse and unhealthy relationships. This term will build upon knowledge gained in year 8 personal development.

## Year 10 curriculum for term 1

Subject	Term 1 overview
English	In English Language this term, we will begin to understand the requirements of paper 1 which focuses on unseen fiction extracts and descriptive / narrative writing. In English Literature, we will begin to explore the power and conflict poetry <i>Anthology</i> , alongside our study of a 19 <sup>th</sup> century prose text (either <i>The Strange Case of Dr Jekyll and Mr Hyde</i> or <i>A Christmas Carol</i> ).
Maths	Higher tier: We begin this term by working on calculating and using equations of straight lines. We then look at solving equations including simultaneous equations before moving on to deepening our understanding of probability, in particular, how we can calculate probabilities for outcomes from multiple events.  Foundation tier: We begin by looking at reinforcing our number skills, taking the time to iron out any misconceptions. We then move on to looking at calculating area and perimeter of various shapes before looking at how we can round values and use these to estimate an answer.
Science	Separate Science: This term we will be building upon the key ideas that we studied in Year 9. In biology, we will focus on cell division and digestion, in chemistry we will focus on the periodic table before developing our knowledge of structure and bonding, and in physics our focus will be energy and electricity.  Combined Science: This term we will be building upon the key ideas that we studied in Year 9. In biology, we will focus on cell division and digestion, in chemistry we will focus on the periodic table before developing our knowledge of structure and bonding, and in physics our focus will be atomic structure and waves.
Media	This term, we will encounter the Key Concepts underpinning the study of our Close Study Products of Media Language, Media Representation, Media Audiences and Media Industries. As we learn new terms, theories and concepts we will explore the TV CSPs, applying our new knowledge.
Business Studies	This term in Business studies, students will be covering the first topic of the specification 'Businesses in the real world'. As part of this topic, students will specifically focus on the following concepts; Purpose and nature of businesses, Business ownership, Aims and objectives and Stakeholders.
Finance	During term 1, students will be developing their knowledge of programming concepts. Alongside this they will be investigating the systems architecture of a computer.
Computer Science	During term 1, students will work on Unit R094 – Visual Identity and Digital Graphics. This is an NEA unit. They will first look at the theory part of the unit including the purpose and component features of visual identity as well as the concepts of graphic design and layout conventions for different graphic products. In the last few weeks of term, students will develop skills in using Adobe Illustrator and Adobe Photoshop.
Creative iMedia	During term 1, students will start work on Unit 1 – Finance for the Individual. This is an NEA unit which will be formally assessed via a 10-hour, 2000-word report activity in Term 3. Theory topics are Budgeting, Fundamentals of Banking, Lending Providers and Products and finally, Saving Products.
Drama	Students will begin their BTEC course through small investigations into different styles of performance and roles within the industry. They will build practical and theoretical skills in a baseline assessment that will allow them to build their confidence, teamwork and understanding of the subject at a higher level.
Music	Students will be introduced to different styles of music, studying several different areas throughout this unit. They will begin with a baseline assessment of experience and knowledge of both practical and theoretical elements.
Child Development	This term, we will be looking at the introductory topic of Holistic Development, and looking at the different milestones that children are expected to reach. This will then build into an application of this knowledge in other content areas.
Geography	Students in Year 10 are starting their GCSE course. We have started the challenges of natural hazard topic. We start off with what are natural hazards, before progressing onto tectonic hazards, climatic hazards and then climate change.
History	Year 10 are beginning their GCSE journey by studying their first topic: Medicine in Britain, c1250-Present. Our GCSE course follows the Edexcel exam board, with four topics being studied: Medicine, Germany, Cold War and Elizabethan England. The first topic of medicine will take students on a journey from the Middle Ages to the present day as they consider how the beliefs about the cause of illness, as well as methods of prevention and treatments changed. There will be regular revision opportunities set as homework to ensure that Year 10 are consolidating their knowledge from the beginning.
Religious Studies	In GCSE Religious Studies, students begin exploring the Nature of God in Christianity, discovering how Christians understand and relate to God. This topic leads on to the Problem of Evil where students tackle philosophical problems regarding the existence an all-powerful and all-loving God. Christian practices and teachings will follow for the rest of the term.



<b>Sociology</b>	This term we are focusing on an introduction of sociology by exploring key terms and theories associated with sociological research. Students will learn the basics of Marxism, functionalism and feminism. In addition, students will learn to evaluate the idea of social norms and values.
<b>Psychology</b>	This term, we will be focusing on the introductory topics of Memory and Research Methods. This will include looking at the types and structure of memory, ways of improving memory and the key mathematical content of the course.
<b>French</b>	This term we will be covering the topics of family and relationships which forms part of the GCSE Theme 1. We will be focussing on deepening our knowledge of adjectival use as well as consolidating our knowledge of the main three tenses. We will also begin to look at some complex structures. During term one we will ensure that our knowledge of key phonics is embedded and we will further our knowledge of Francophone culture.
<b>Spanish</b>	This term we will be covering the topics of family and relationships which forms part of the GCSE Theme 1. We will be focussing on deepening our knowledge of adjectival use as well as consolidating our knowledge of present tense verbs. We will also begin to look at some complex structures. During term one we will ensure that our knowledge of key phonics is embedded and we will further our knowledge of Hispanic culture.
<b>Core PE</b>	In term one students will participate in a range of activities, this will vary depending on their group. However, activities covered will include badminton, basketball, fitness, football and table tennis.
<b>GCSE PE</b>	In term one GCSE PE students will complete work from unit one. This includes health and wellbeing; lifestyle; body types; and diet and nutrition. In their practical lessons students will have the opportunity to develop their performance in badminton.
<b>Engineering Design</b>	Students will develop skills and understanding on how to successfully communicate their design ideas through a range of skills and techniques. One point, two point, isometric, oblique, and orthographic and be able to communicate form through tone shape and colour/texture. Students will gain the ability to communicate their ideas through hand drawn presentations and the use of CAD with great importance given to 3D CAD. Students will need graphic design materials to generate sketches, create accurate technical drawings and render. Typically, this will include pencils, pens, pencil crayons and graphic markers though other materials may be used depending on preference.
<b>Art</b>	Students to work through a series of workshops of different media to develop their experimentation and independency within their sketchbooks. This project is a starting point for developing students' sketchbooks to allow the students to push their understanding of the art available around them. Students will research a series of artists that are linked to the media of the week to help culturally enrich their artistic terminology.
<b>Photography</b>	Knowledge of lighting, composition and angle are the three major skills needed to shoot successful photographs combining this development of skill alongside other technical abilities such as understanding how a camera operates and how photographs can be digitally processed will enable our Photography students to build the foundations required to become a confident and successful photographer. Though presenting a portfolio of this learning students will also develop their ability and practice how to evidence their knowledge and skill required within our assessment criteria.
<b>Design &amp; Technology</b>	Students will develop their understanding about how new and emerging technologies are impacting and effecting the way that we all design/produce/disrepute/consume and dispose of a range of products.
<b>Hospitality and Catering</b>	Students will gain and develop knowledge and understanding of the hospitality and catering industry including provision, health and safety and food safety. Students will develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. Students will learn the skills needed to prepare, cook and present dishes and how to effectively review their work.
<b>Personal Development</b>	This term will focus on mental health and how students can successfully transition into Year 10. Students will be analysing the stigma of mental health as well as looking at how they can look after their own mental health along with how they can support those suffering from mental illness.

## Year 11 curriculum for term 1

Subject	Term 1 overview
English	In English Language this term, we will revise the work completed on Paper 2 (non fiction) from Year 10 Terms 3 and 4. In English Literature, we will begin to explore the final set texts – the modern play or novel (either <i>An Inspector Calls</i> , <i>Blood Brothers</i> or <i>Animal Farm</i> ). We will also continue our study of unseen poetry including the final comparison question.
Maths	<p>Higher tier: We will spend the beginning of this term looking at Transformations, how we can confidently carry out rotations, reflections, enlargements and translations as well as being able to describe a given transformation. We will then strengthen our understanding of Surds and how we can express these in different ways and rationalise the denominator.</p> <p>Foundation tier: We will spend the beginning of this term looking at Transformations, how we can confidently carry out rotations, reflections, enlargements and translations as well as being able to describe a given transformation. We will then look at ratio and proportion – a key GCSE topic that makes up to 1/3 of a GCSE paper. We then look at compound calculation such as speed, distance and time and pressure, force and area.</p>
Science	<p>Separate Science: This term we will be building upon the key ideas that we studied in Year 10. In biology, we will focus on homeostasis and response, in chemistry we will focus on organic chemistry and in physics our focus will be waves.</p> <p>Combined Science: This term we will be building upon the key ideas that we studied in Year 10. In biology, we will focus on hormonal communication, in chemistry we will focus on energy changes and rates and equilibrium, and in physics our focus will be waves and forces.</p>
Media	This term we will be continuing to work on the NEA element of the course with students developing their own media product. We will also be continuing to develop exam knowledge and skills by exploring media language and representation usage in advertising and marketing CSPs as well as in a variety of print media products in preparation for the unseen element of media paper one.
Business Studies	This term we will be focusing on section 3 end of topic test. In addition, student will focus on section 4 Human Resources. As part of this unit students will develop their knowledge and understanding of organisational structure, recruitment and selection process and motivating employees.
Computer Science	Term 1 will focus on 2.2 Programming fundamentals, 2.3 Producing robust programs and 2.5 Programming languages and Integrated Development Environments and the application of this knowledge into examinations.
Creative iMedia	Year 11 Creative iMedia students will continue to work on Unit R099 – Digital Games. Having planned a 2D arcade style game, they will spend this term creating/sourcing assets, creating a significant part of the game (a level) and exporting the game.
Finance	Year 11 Finance students will complete the theory component of Unit 2 – Finance in Business by looking at how businesses are taxed. They will then spend the remainder of the term completing their externally set NEA which is assessed by a 10-hour, 2000-word report.
Drama	Year 11 students are completing Component 2, a devising unit which requires the students to build their own performance and justify the contextual influences, style, genre and creative intentions through accompanying theory tasks. This is a challenging component but students enjoy looking at the different stimuli for inspiration.
Music	During our first term Year 11 students will be preparing for their final solo GCSE performance which will take place during the first week of term 2 as well as planning for their final ensemble performance later this year, completing component 1. The students will be consolidating their knowledge of component 3, analysing and revising the set works in preparation for the listening exam next summer. They will also be preparing for component 2, where they will be required to compose two pieces of music; one to a brief from the set works and one of their choice.
Child Development	This term, we will be focusing on Unit 2, task 2, looking at observations, why they are important within child development and how they can inform the support that practitioners provide. Deadlines for the assignments will be set by your teachers, and additional interventions are available on Tuesdays Break 1.
Geography	This term we are finishing off the physical geography course with river landscapes in the UK. Then we will be starting the human geography half of the course with our first topic urban issues and challenges, with this topic we explore urbanisation and focus on Sheffield and Lagos in Nigeria.
History	Year 11 continue their GCSE journey, having completed two topics in Year 10: Medicine, Germany and begun learning about the Cold War. They will continue to study their penultimate topic: Superpower Relations and the Cold War, 1941-91. This topic considers the impact of the Second World War on Europe and the wider world, and the relationship between the USA and the USSR. Students will also look in detail at the division of Germany, particularly Berlin. There will be focused revision throughout the entire year which will be communicated with Year 11 each week in lessons, as well as revision and intervention sessions led by the department.

<b>Religious Studies</b>	Year 11 will move on to Christian teachings and practices, beginning with the Nature of God. Students will reflect on how Christians understand and relate to God. This topic leads on to the Problem of Evil where students tackle philosophical problems regarding the existence an all-powerful and all-loving God. Exam skills and questions will be embedded throughout, developing, and strengthening their written skills in GCSE Religious Studies.
<b>Sociology</b>	This term students will begin the crime and deviance module. This unit involves looking at the causes of crime in society as well as building upon knowledge gained in Year 10 to help apply sociological theories to the study of crime in society.
<b>Psychology</b>	This term, we will be focusing on the topic of social influence and will look at obedience and conformity and minority influence. We will also be practising exam style questions on previous topics in order to prepare for mock examinations.
<b>French</b>	This term we will be learning to talk about environmental issues that concern us, giving reasons as to why. Students will be able to discuss a variety of possibilities for improving the state of the planet. We will be continuing to work on our different tenses, as well as a variety of complex structures and practising some of the skills needed to be successful in the exams.
<b>Russian</b>	This term students will be reviewing their current knowledge and applying a variety of grammatical structures to a wide range of topics. They will deepen their knowledge of Russian culture and will begin to practise some of the skills needed to be successful in their exams.
<b>Core PE</b>	In term one students will participate in a range of activities, this will vary depending on their group. However, activities covered will include badminton, basketball, fitness, football and table tennis.
<b>GCSE PE</b>	In term one students will complete work on unit four. This includes: levers; planes and axis; and, movement analysis. Once this is completed students will continue to work on their analysis and evaluation written controlled assessment. In their practical lessons students will have the opportunity to develop their performance in badminton.
<b>Engineering Design</b>	Students will be introduced to unit 2 and the Junior Hacksaw manufacturing brief, focusing on the correct use machines and the manufacturing/shaping of metals and processes. Students will be required to work independently and with precision throughout. An overview of their work and how decisions are made when considering each stage of the project will be required.
<b>Art</b>	Students will continue with their NEA unit. This gives them the chance to explore, create and take influence from work of others they find inspiring. At this stage of the coursework unit, students should have explored a range of influences and completed media experimentation pages alongside in-depth artist research. Within this element of the unit, they start to explore their own personal ideas by developing final piece ideas, the possibilities after taking influence from the work around them is engaging and the outcomes help formulate an exciting story of their artistic development. Through these experiments, they then create a personal outcome/final piece culminating their coursework unit.
<b>Photography</b>	Students will continue with their NEA unit. This gives them the chance to explore, capture and tell their own stories through photographs of their own influenced by the work of others they find inspiring. At this stage of the coursework unit students should have explored a range of influences and shot a wide range of their own photographs. Within this element of the unit, they start to explore their own personal ideas shooting new photographs, physically and digitally manipulating images, developing stories, trying methods of presentation and possibilities are endless and open to their imagination. Through these experiments they then create a personal outcome/final piece culminating their coursework unit.
<b>Design &amp; Technology</b>	Students use a range of skill learned though the scheme of learning Year 7-11 to produce an independent iterative design work. The evidence produced in Unit2 is worth 50% of the final grade and situation problems are set by AQA. This term students will be finishing of their primary/secondary research, design brief and specification and generating design solutions for the identified problem.
<b>Hospitality and Catering</b>	Students will continue their development of knowledge and understanding of food preparation and nutrition. The skills they will acquire will empower them to work confidently, independently and extend these valuable life skills.
<b>Personal Development</b>	This term students will be looking at building for the future as well as how they can manage the challenges they may face in Year 11. Students will be looking at how they can make informed choices for the future as well as how they can ensure they take advantage of the opportunities available to them.



# Sir Robert Pattinson Academy

## Health and Wellbeing Bulletin

*Term 1 2023-24*

Welcome to the new academic year!

A new year and a new term; firstly welcome to all the new Year 7s. In these first few weeks of adjustment, don't be afraid to ask for help. As for our regulars who are moving up a year, remember you were once an unsure Year 7, so be kind, supportive and offer help when you can, and welcome back! It is lovely to see you all.

So, have you made any new academic year promises? Maybe this year will be the year to improve your writing, nail that maths topic you have struggled with or be more organised in revision. Now is the time to start off with good intentions.

This is our termly health and wellbeing bulletin where we promote health and wellbeing and encourage you to look after yourself. The focus this term is self-care. As we leave behind the hazy days of summer and jump into Autumn, now is a good time to talk about getting into good routines of sleeping and eating well, as well as getting regular physical activity into your weekly routine.

This edition will look at the importance of sleep and ways you can be active within the Academy through PE and sports clubs.

## Why Is Sleep Important for Teens?

Sleep is vital for people of any age, but especially in teens. Profound mental, physical, social, and emotional development requires quality sleep.

### Effects of teenage sleep deprivation

The developing brain of a teenager needs between 8 and 10 hours of sleep every night. The effects of chronic (ongoing) sleep deprivation may include:

- concentration difficulties
- mentally 'drifting off' in class
- shortened attention span
- memory impairment
- poor decision making
- lack of enthusiasm
- moodiness and aggression
- depression
- risk-taking behaviour
- slower physical reflexes
- clumsiness, which may result in physical injuries
- reduced sporting performance
- reduced academic performance

- increased number of 'sick days' from school because of tiredness
- truancy.

So, sleep is key. Our bodies and mind need rest. This combined with healthy eating, will keep our minds and bodies fit and healthier.

The following is taken from <https://kidshealth.org/>

### **How can you get the sleep you need? Here are some ideas:**

**Be active during the day.** You've probably noticed how much running around little children do — and how soundly they sleep. Take a tip from a toddler and get at least 60 minutes of exercise a day. Physical activity can help improve your mood and ease stress. Just don't work out too close to bedtime because exercise can wake you up before it slows you down.

**Avoid caffeine near bedtime.** Caffeine is in coffee, tea, energy drinks and more. It's a stimulant, which means it can help keep you awake and alert. That's something you might want in the morning. But at night, it can leave you tossing and turning in bed. To help you sleep, limit how much caffeine you have during the day, and switch to decaf or caffeine-free beverages in the evening.

**Say goodnight to electronics.** Make your bedroom a tech-free zone. The light from electronic devices tricks the brain into thinking it's still daytime, so shut everything down an hour before lights out. And by turning off your phone, late night texts won't wake you up.

**Keep a sleep routine.** Going to bed at the same time every night helps the body expect sleep. Creating a set bedtime routine can enhance this relaxation effect. So, unwind every night by reading, listening to music, spending time with a pet, writing in a journal, meditating, or doing anything else that relaxes you

**Expect a good night's sleep.** Stress can trigger insomnia, so the more you agonize about not sleeping, the more likely you'll lie awake staring at the ceiling. Instead of worrying that you won't sleep, remind yourself that you can. Say, "Tonight, I will sleep well" several times during the day. It can also help to practice breathing exercises or gentle yoga poses before bed.



The webpage above gives some good tips on relaxing your brain through videos. If you are struggling to get to sleep, they may be worth a try.

### **How can I be active at Sir Robert Pattinson Academy?**

At Sir Robert Pattinson Academy we aim to provide opportunities to allow students to take part in as many activities as possible. Alongside curriculum PE lessons, we offer a wide variety of clubs that are open to all. Each half term the clubs are updated.

# Term 1 PE clubs – Get involved in school sport

Please see below for the list of sporting clubs you could get involved in during term 6.

Sports CLUBS & ACTIVITIES					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Break 2 12.40 - 1.10pm	Year 7 table tennis	Year 8 table tennis	Year 9 table tennis	Year 10 table tennis	Year 11 table tennis
	Year 9 badminton	Year 10 badminton	Year 11 badminton	Year 7 badminton	Year 8 badminton
After school 3.20 - 4.20pm	Badminton - all years	Football - All years	Netball - all years	GCSE Dance	
	Rugby - Y8/9 boys		Basketball (Y7-8 Blue week) (Y9-11 Red week)	Basketball - girls	

Students may take part in lunch-time clubs in their uniform. Please bring trainers. Blazers can be removed.

After-school clubs start at 3:20pm and finish at 4:20pm. Correct SRPA PE kit is required.

## 2023 - 2024 fixtures

We pride ourselves on the number of sporting opportunities we offer. In terms 1 and 4 the main focus of inter-school fixtures is football and netball. However, moving into term 2, we will look at basketball, rugby, badminton and 7-a-side girls' football. The fixtures planned so far for football and netball can be seen below.

## Year 7 Football fixtures



Mon 25 Sept	v. LCHS (H)	League
Tue 3 Oct	v. BCA (A)	League
Thu 5 Oct	v. TGA (A)	League
Tue 10 Oct	v. PCLA (H)	League
Tue 17 Oct	v. QEHS (H)	League
Tue 12 Mar	v. WF (H)	League
Tue 19 Mar	v. NK (A)	League



# Year 8 Football fixtures

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Thurs 21 Sept	v. TGA (H)	League
Mon 25 Sept	v. LCHS (A)	League
Wed 4 Oct	v. QEHS (A)	League
Tue 27 Feb	v. PCLA (A)	League
Mon 4 Mar	v. BCA (H)	League
Wed 13 Mar	v. WF (A)	League

# Year 9 Football fixtures

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Wed 13 Sept	v. NK (H)	League
Tue 19 Sept	v. TGA (H)	League
Tue 3 Oct	v. BCA (A)	League
Tue 10 Oct	v. PCLA (H)	League
Tue 17 Oct	v. QEHS (H)	League
Mon 26 Feb	v. Pembroke (H)	League
Tue 12 Mar	v. WF (H)	League
Mon 18 Mar	v. LCHS (H)	League
Mon 25 Mar	v. LCA (A)	League

# Year 10 Football fixtures

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Mon 25 Sept	v. LCHS (A)	League
Wed 4 Oct	v. QEHS (A)	League
Tue 10 Oct	v. TGA (A)	League
Tue 27 Feb	v. PCLA (A)	League
Wed 6 Mar	v. LSST (H)	League
Wed 13 Mar	v. WF (A)	League
Tue 26 Mar	v. BCA (H)	League

# Year 11 Football fixtures

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Wed 13 Sept	v. NK (H)	League
Mon 25 Sept	v. LCHS (A)	League
Tue 17 Oct	v. QEHS (H)	League
Tue 27 Feb	v. PCLA (A)	League
Mon 4 Mar	v. BCA (H)	League
Tue 12 Mar	v. WF (H)	League
Mon 25 Mar	v. LCA (A)	League

# Year 7 Netball fixtures

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Tue 3 Oct	v. BCA (A)	League
Tue 17 Oct	v. QEHS (H)	League
Thu 25 Jan	v. Minster (H)	League
Wed 6 Mar	v. LSST (H)	League
Wed 13 Mar	v. WF (A)	League

# Year 8 Netball fixtures

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Wed 4 Oct	v. QEHS (A)	League
Thu 18 Jan	v. Minster (A)	League
Mon 4 Mar	v. BCA (H)	League
Wed 6 Mar	v. LSST (H)	League
Wed 13 Mar	v. WF (A)	League

# Year 9 Netball fixtures

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Mon 25 Sept	v. LCHS (A)	League
Mon 25 Mar	v. LCA (A)	League
TBC	v. PCLA	League
TBC	v. WF-B	League

# Year 10/11 Netball fixtures

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Wed 28 Feb	v. Minster (A)	League
Mon 4 Mar	v. BCA (H)	League
Wed 20 Mar	v. Minster (H)	League
Mon 25 Mar	v. LCA (A)	League



**@srpa\_pe**

# Self-Care September 2023

MONDAY



4 Plan a fun or relaxing activity and make time for it

11 Make time to do something you really enjoy

18 Ask a trusted friend to tell you what strengths they see in you

25 Avoid saying 'I should' and make time to do nothing

TUESDAY



5 Forgive yourself when things go wrong. Everyone makes mistakes

12 Get active outside and give your mind and body a natural boost

19 Notice what you are feeling, without any judgement

26 Find a new way to use one of your strengths or talents

WEDNESDAY



6 Focus on the basics: eat well, exercise and go to bed on time

13 Be as kind to yourself as you would to a loved one

20 Enjoy photos from a time with happy memories

27 Free up time by cancelling any unnecessary plans

THURSDAY



7 Give yourself permission to say 'no'

14 If you're busy, allow yourself to pause and take a break

21 Don't compare how you feel inside to how others appear outside

28 Choose to see your mistakes as steps to help you learn

FRIDAY

1 Find time for self-care. It's not selfish, it's essential

8 Be willing to share how you feel and ask for help when needed

15 Find a caring, calming phrase to use when you feel low

22 Take your time. Make space to just breathe and be still

29 Write down three things you appreciate about yourself

SATURDAY

2 Notice the things you do well, however small

9 Aim to be good enough, rather than perfect

16 Leave positive messages for yourself to see regularly

23 Let go of other people's expectations of you

30 Remind yourself that you are enough, just as you are

SUNDAY

3 Let go of self-criticism and speak to yourself kindly

10 When you find things hard, remember it's ok not to be ok

17 No plans day. Make time to slow down and be kind to yourself

24 Accept yourself and remember that you are worthy of love



ACTION FOR HAPPINESS

Happier · Kinder · Together

<https://actionforhappiness.org/>

## External Links for support

<https://www.kooth.com> (online free confidential support)

<https://www.themix.org.uk> (free confidential support for under 25s)

<https://giveusashout.org> (text service for those in crisis)

<https://youngminds.org.uk> (mental health charity for young people)

<https://web.nth.nhs.uk/selfhelp/> (a range of self-help leaflets on a number of issues ranging from stress, anxiety & sleeping troubles)

[http://search3.openobjects.com/kb5/lincs/fsd/family.page?familychannel=2\\_9\\_9](http://search3.openobjects.com/kb5/lincs/fsd/family.page?familychannel=2_9_9) (Emotional wellbeing and mental health information for all sorts of different mental health conditions)

ARE YOU INTERESTED IN CONTRIBUTING TO THE NEXT EDITION OF THIS NEWSLETTER?

If so, contact Mrs Fragle ([Mfragle@srpa.co.uk](mailto:Mfragle@srpa.co.uk))

Sapientia et doctrina

**SIR ROBERT PATTINSON ACADEMY - Year 7-Year 11 pupils**

Dear Parent/Guardian,

**Your child's annual flu vaccination**

This vaccination is recommended to help protect your child against flu. Flu can be an unpleasant illness and sometimes causes serious complications. Vaccinating your child will also help protect more vulnerable family and friends by preventing the spread of flu.

**Please click on the following link to complete the online consent form for your child(ren):** [Immunisation Consent \(lincolnshireimmunisations.co.uk\)](https://lincolnshireimmunisations.co.uk)

**You will need to enter the following code to ensure the completed form can be correctly allocated to your child's school (SIR ROBERT PATTINSON ACADEMY):** **EE137135**  
**Please complete at your earliest convenience as the online system for your school will be closed prior to our visit to allow for essential administration to take place.**

The date allocated to your school will be finalised and communicated to you at a later date. All schools will be visited on two occasions prior to the end of term in December. Should we not be able to vaccinate your child(ren) in school alternative arrangements will be made and communicated to you.

The vaccination is free and is a quick and simple spray up the nose. This vaccine is a yearly vaccine.

For further information please follow this link to the School Aged Immunisation Service Flu page <https://www.lincolnshirecommunityhealthservices.nhs.uk/our-services/childrens-services/immunisations/seasonal-flu-vaccination-programme>

If you have any queries, please contact the School Aged Immunisation Service on **01522 572950 (8.30am – 4.30pm Mon – Fri)**

Yours sincerely,

*Anna Fisher*

Professional Advisor for School Aged Immunisations

Lincolnshire Community Health Services

**\*IF YOUR CHILD IS PRESCRIBED ORAL STEROID MEDICATION ON OR AFTER SEPTEMBER 1st, 2023 please contact the immunisation team on the above number. \***

If you decide you do not want to vaccinate your child against flu, please also complete the consent form giving the reason. This will help us plan and improve the service.

**For further information see: [www.nhs.uk/child-flu](http://www.nhs.uk/child-flu)**





***Come and Join  
North Hykeham Town  
Council's***

***Summer Sunday  
September 10th  
1-5pm***

***Village Green, North  
Hykeham, LN6 8NH***

***Featuring - The Snogs  
Disco Inferno  
Cap'n Rasty***

***A fun event for all ages. Come  
down and enjoy some time in  
the sun with friends and  
family.***