

Curriculum



Year 9 Curriculum:

English

Maths

Science

Philosophy and Ethics

Character and Culture

Core PE

Geography

History

Modern Language

THREE Options Choices

Year 10 Curriculum:

English

Maths

Science

Philosophy and Ethics

Character and Culture

Core PE

Geography or History

THREE Options Choices



What exactly is my child learning?



[Translate](#) [ClassCharts](#) [SchoolCloud](#) [Student Voice](#) [Parent Pay](#) [Attendance](#) [Teaching Alliance](#)



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Kindness • Confidence • Resilience

What exactly is my child learning?



Curriculum Overviews

Under the headings below is a Curriculum Overview for each of our subjects across each key stage.

> Art
> Business
> Character and Culture
> Computing
> Drama
> English
> Geography
> Health and Social Care
> History
> Maths
> Media Studies
> Modern Languages
> Music
> P.E.
> Philosophy & Ethics
> Photography



What exactly is my child learning?



> Health and Social Care

✓ History

The History KS3 programme of study is largely chronological giving students the opportunity to develop an overview of events from the Norman Conquest to the 20th century. Our curriculum has been designed with an emphasis on chronological understanding, with 'big questions' at the core of each unit. Students build on the analytical and evaluative skills in Key Stage 4, exploring a range of challenging topics and developing further their historical interpretations. At Key Stage 5, the History curriculum covers a wide range of topics and further challenges students to apply their historical understanding and skills to develop independent responses.

[History KS3 Curriculum Overview 25-26](#)

[History KS4 Curriculum Overview 25-26](#)

[History KS5 Curriculum Overview 25-26](#)

[History Year 9 Curriculum Overview 25-26](#)

> Maths

What exactly is my child learning?

Curriculum Overview: Year 9 HISTORY						
<p>Rationale: All Year 9 historians will follow a 'foundation' course that continues with National Curriculum topic coverage. The units chosen for Year 9 allow for a chronological link with studies in Year 7 and 8, allowing full coverage of the National Curriculum (including the morally important study of the Holocaust which all students have the opportunity to access). There are some connections with GCSE units to provide a background link when students cover these across Year 10 and 11. Reading to understand meaning and interpretation is a key (and also developing) focus of our curriculum design. Diversifying the curriculum in Year 9 is an ongoing focus in order to broaden the knowledge and outlook of our students.</p>						
Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading / Literacy
Year 9 Autumn 1	<p>How far did WWI live up to contemporary expectations?</p> <p>To include:</p> <ul style="list-style-type: none"> Life during WWI, in the trenches / front line and on the Home Front 	<p>In class assessment activities & FAR review process:</p> <ul style="list-style-type: none"> Describe Explain Source Utility 	<p>Educake quizzes</p> <p>Connection postcards: set for all, optional completion</p>	<p>Scheme of learning. Varied resources available in the department staff resources area.</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations</p> <p>Unit skills focus: describe, explain, source utility</p> <p>Knowledge: see outline / SOL</p>	<p>Key terms:</p> <ul style="list-style-type: none"> Propaganda Morale Conscientious Objector Remembrance Recruitment Experience Describe Explain Evidence <p>Strategies: Guided reading Use of interpretations / contemporary evidence Key words definitions sheets</p>
Year 9 Autumn 2	<p>To what extent was Germany to blame for the outbreak of World War One?</p> <p>To include:</p> <ul style="list-style-type: none"> Causes of WWI – long term, short term, trigger. Overview of key events 		<p>Educake quizzes</p> <p>Connection postcards: set for all, optional completion</p>	<p>Scheme of learning. Varied resources available in the department staff resources area.</p>		<p>Key terms:</p> <ul style="list-style-type: none"> Militarism Alliances Imperialism Nationalism Assassination Cause Factor Trigger <p>Strategies: Guided reading Use of interpretations / contemporary evidence Key words definitions sheets</p>

How can I talk to my child about their learning?



> Technology

> Key Stage 3 Learning Points

> Registration

✓ Key Stage 3 Learning Points

Here is a short summary of what your child is learning this year and a key question to be able to start a conversation on what they have covered in which subject area.

Year 7 curriculum learning points 25-26

Year 8 curriculum learning points 25-26

Year 9 curriculum learning points 25-26

How can I talk to my child about their learning?



SOUTHAM COLLEGE

CURRICULUM LEARNING POINTS

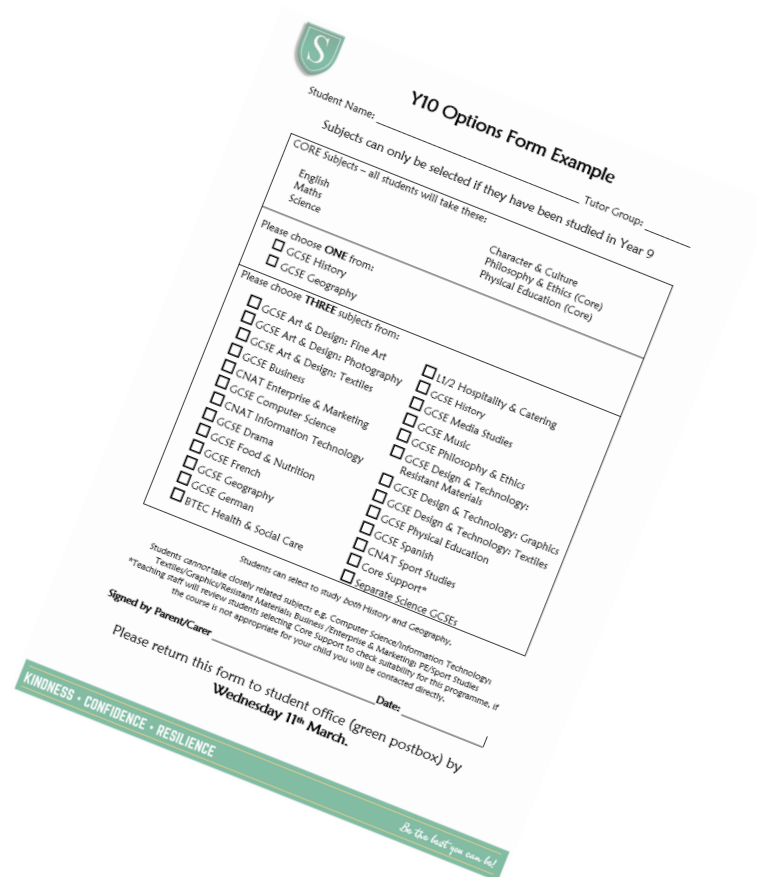
YEAR 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	<p>How far did experiences of WWI live up to expectations?</p> <p>Identify, describe and explain life in WWI – for those fighting and those at home.</p>	<p>How far was Germany really to blame for WWI?</p> <p>Identify, describe and explain the causes of WWI.</p>	<p>How far was WWII 'Hitler's war'?</p> <p>Identify, describe and explain the 'inter-war' years and the causes of WWII.</p>	<p>How did people experience WWII?</p> <p>Identify, describe and explain life in WWII – for those fighting and those at home.</p>	<p>To consider a range of topics in relation to the Holocaust, e.g.:</p> <ul style="list-style-type: none"> • Pre-war Jewish life • Life under Nazi rule • The Final Solution • Life after the Holocaust <p>Impact & legacy of the Holocaust</p>	<p>How have people campaigned for equality since 1900?</p> <p>Identify and describe various campaigns for equality across the 20th / 21st century</p>
English	<p>To analyse the use of dramatic techniques used in Arthur Miller's play 'The Crucible'.</p>	<p>To create your own fictional character, using ambitious vocabulary.</p>	<p>To analyse how Shakespeare presents Richard III in his play.</p>	<p>To analyse representations of disability in a range of fiction and non-fiction literature.</p>	<p>To analyse the use of poetic techniques in the 'World and Lives' GCSE poetry cluster.</p>	
Maths (Foundation)	<p>To know factors and multiples and substitute into an expression</p>	<p>To use a variety of graphs, tables and charts to represent data</p>	<p>To calculate with fractions and solve a 2-step equation</p>	<p>To understand shape properties and calculate angles in different polygons</p>	<p>To calculate with averages including mean, median, mode and range. To calculate surface area and volume 3D solids</p>	<p>To plot linear graphs and read other types of graphs including real life graphs. To use transformations</p>
Maths (Higher)	<p>To calculate with powers and surds and expand brackets, factorise an expression</p>	<p>To interpret and represent data using a variety of diagrams and graphs</p>	<p>To convert between fractions, decimals and percentages and calculate angles in any polygon</p>	<p>To use and understand Trigonometry and Pythagoras' Theorem</p>	<p>To calculate area and volume of 2D/3D shapes and to use transformations and constructions</p>	<p>To solve quadratic equations and solve probability problems</p>



Options

- Choices for Year 10 Curriculum will be issued in February and completed forms will be due in March



Y10 Options Form Example

Student Name: _____ Tutor Group: _____

Subjects can only be selected if they have been studied in Year 9

CORE Subjects – all students will take these:

English
Maths
Science

Character & Culture
Philosophy & Ethics (Core)
Physical Education (Core)

Please choose **ONE** from:

GCSE History
 GCSE Geography

Please choose **THREE** subjects from:

<input type="checkbox"/> GCSE Art & Design: Fine Art	<input type="checkbox"/> L1/O Hospitality & Catering
<input type="checkbox"/> GCSE Art & Design: Photography	<input type="checkbox"/> GCSE History
<input type="checkbox"/> GCSE Business	<input type="checkbox"/> GCSE Media Studies
<input type="checkbox"/> GCSE Enterprise & Marketing	<input type="checkbox"/> GCSE Music
<input type="checkbox"/> GCSE Computer Science	<input type="checkbox"/> GCSE Philosophy & Ethics
<input type="checkbox"/> GCSE Information Technology	<input type="checkbox"/> GCSE Design & Technology: Resistant Materials
<input type="checkbox"/> GCSE Drama	<input type="checkbox"/> GCSE Design & Technology: Graphics
<input type="checkbox"/> GCSE Food & Nutrition	<input type="checkbox"/> GCSE Design & Technology: Textiles
<input type="checkbox"/> GCSE French	<input type="checkbox"/> GCSE Physical Education
<input type="checkbox"/> GCSE Geography	<input type="checkbox"/> CNAT Spanish
<input type="checkbox"/> GCSE German	<input type="checkbox"/> Core Support*
<input type="checkbox"/> BTEC Health & Social Care	<input type="checkbox"/> Separate Science GCSEs

Students can select to study both History and Geography.

Students cannot take closely related subjects e.g. Computer Science/Information Technology
Textiles/Graphics/Resistant Materials Business /Enterprise & Marketing. PE/SPORT STUDIES
*Teaching staff will review students selecting Core Support to check suitability for this programme, if
the course is not appropriate for your child you will be contacted directly.

Signed by Parent/Carer _____ Date: _____

Please return this form to student office (green postbox) by
Wednesday 11th March.

KINDNESS • CONFIDENCE • RESILIENCE

Be the best you can be!

Key considerations



- All students take History or Geography
 - Can you take both? – Yes
- Can you pick a subject that has not been studied before?
 - We expect students to select subjects from this timetable in Year 9 however if there are exceptional circumstances please consult directly with Mr Miller.
- Does my child have to take a Modern Language?
 - We highly recommend that students continue with a language for a broad and balanced curriculum.

Key considerations



- Will my child do Double Award or Separate Science?
 - All students take Double Award (two separate GCSEs and you can progress to A Level Science with these – you may hear it called Combined Science) unless they select Separate Science as one of their Options.
- Can all students pick Separate Science?
 - Yes, the Science Department will consult with you about the suitability of the larger course for your child in the Summer Term of Year 9.

Key considerations



- How does Philosophy and Ethics work when all students study this?
 - The Philosophy and Ethics that all students study is part of their statutory provision and is not externally accredited. If your child wishes to study this for a GCSE they can select this as an Option.
- What is Core Support?
 - Core support is an Options choice that supports students with their Literacy. Students who select this will be reviewed to check they are suitable for the course. Our SENCo of Head of English will recommend this to students where they feel it is most appropriate.

Key considerations



- What do I do when there are several courses for a subject e.g. PE?
 - You can select the course you desire on your Options Form e.g. Sports Studies or GCSE PE. Staff will contact you to discuss the option if they feel your child would thrive more on the alternative course.
- Is my child guaranteed to get their Options choice?
 - We design our Option Blocks around our student choices to give the most students the highest chance of getting their chosen combination. Where there are students, whose choice does not fit, we will consult with students and parents to discuss Options. Courses run based on uptake, so they do require enough students to select them to run.

Key considerations



- Similar courses
 - Your child can not select courses that are too similar as this does not give them a breadth of curriculum. For example Art and Photography are the same course via a different medium, this is also the case for Design and Technology course. Another example it IT and Computing.

Learning in lesson

Snapshot of Learning

You can always check in on what your child is learning on the school website. Scheme of Learning Overviews, for the academic year, for all year groups, are available at www.southamcollege.com/subjects. You will also 'End Points' for years 7, 8 and 9 on this page, to give a quick reference of what your child should be able to talk about from each subject they study.

In visiting lessons this week, for one period, I was able to see this great array of learning and fantastic engagement and accountability from our students.



Year 12

Business students learning about decision making.



Year 9

Photography students completing contact sheets and using Photoshop for editing their images.



Year 9

Health and Social Care students completing revision sheets, ahead of their assessment.



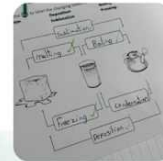
Year 8

French students tackling some tangled translation.



Year 11

Languages students preparing for their speaking and listening assessment.



Year 7

Science students using key words for states of matter.



Year 10

Students completing an assessment on Macbeth.



Year 13

Mathematicians learning about estimating Binomial Distributions using the Normal Distribution.



Year 10

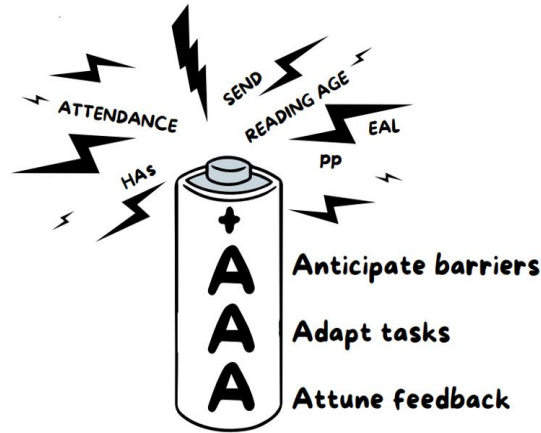
Athletes playing non-contact rugby to develop their passing skills.

Learning & Teaching at Southam College



COLD CALLING

Revise in 5 **5** **4** **3** **2** **1**



REACH
At Southam College

READY TO LEARN
ENGAGED
ACCOUNTABLE
COMMUNICATE RESPECTFULLY
HELPFUL

Be the best you can be!
KINDNESS • CONFIDENCE • RESILIENCE



Our Learning Routines



- #1. Cold Calling (in every lesson)
- #2. Revise in 5 Starter (in every lesson)
- #3. Silent Study (in every lesson)
- #4. FAR feedback (Feedback, Action Response)
- #5. REACH learning

Managing time and resources efficiently in the classroom to *maximise productivity* and *minimise wasted time* (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (*and explicitly teaching*) routines to make transitions smooth.

Great Teaching Toolkit Evidence Review (June, 2020)

#1 Revise in 5 Starter: The Benefits

“If nothing has altered in long-term memory nothing has been learned.” *Sweller et al 2011*

- Every time that information is retrieved, the original memory becomes stronger (particularly helpful to students with poor working memory)
- Identifies gaps in knowledge
- Provides valuable feedback to teachers
- Improves metacognition (students are aware of what they don't know)
- Regular testing encourages students to study more

Adapted from *Retrieval Practice*, Kate Jones (2019)

Revise in 5 **5** **4** **3** **2** **1**



Revise in 5

5
4
3
2
1

Literature Retrieval Practice

What's Your Score?

What is the name of a monologue a character delivers when they are alone on stage? 2	How would you describe an audience of the time of Macbeth? 4	Why does Macduff want revenge on Macbeth? 1	What is the name of Banquo's son? 2
Which bird does Lady Macbeth say 'croaks the fatal entrance of Duncan'? 3	Why is Macbeth not scared of Macduff? 1	What was the name of the book on witchcraft King James wrote? 4	Complete the quote: 'Why does this horrible image ___ my hair?' 3
Write out a quotation that refers to the use of water as an image? 2	What is the name of the social order of the time of Macbeth? 3	Who calls Macbeth a 'hell-hound'? 1	Who is Macbeth talking about when he says his fears in them 'stick deep'? 4
Last lesson (1)	Last week (2)	Two weeks ago (3)	Further back! (4)

#2. Cold Calling: The Benefits

What are the benefits of cold-calling?
What are the challenges?

“All students should be involved in engaging with the teacher-student dialogue with time to think, and not be allowed to hide, dominate or be overlooked. It’s not a one-off strategy; it needs to be the default mode for most questions; absolutely routine.” Tom Sherrington *The Power of Questioning* (2018)

COLD CALLING

#3. Silent Study

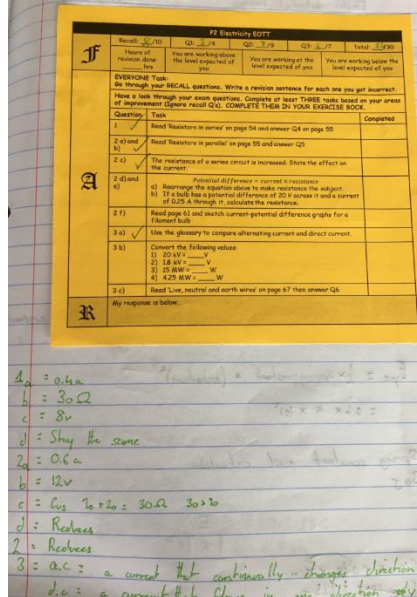


“Deep thinking can only take place in an environment that enables introspection. Silence, therefore, is a gift and certainly not a punishment.”

Jamie Thom, *A Quiet Education: Challenging the Extrovert Ideal in Schools* (2020)

#4 FAR (Feedback, Action, Response)

<p>Level 0 No marks</p> <p>Feedback on your ideas and response:</p> <ul style="list-style-type: none"> • Good choice of interesting and relevant examples • Clear viewpoint is established • You identify and analyse a range of methods • You consider the reader response • You link back to the question <p>Personal Feedback:</p> <p>A great response with relevant examples identified.</p>	<p>of the statement</p> <p>Nothing to reward</p> <p>Action: Could you consider direct address?</p> <p>Response: The writer uses direct address while describing the catastrophic consequences of the bombing. The narrator, Death, addresses the reader by placing them alongside him and saying "let's not be stupid". This statement invites the reader to stand alongside death, which creates a sense in the reader that they can relate to death. Perhaps the writer uses the direct address to make the reader consider Death's point of view which could provide a window through which to look at the extract, and to understand the full scale of the damage and impact.</p>
<p>Marks: 16/20</p>	



PE Electricity E07T

Question	Task	Completed
1	Read 'Resistance in series' on page 54 and answer Q4 on page 55.	<input checked="" type="checkbox"/>
2 (a) and (b)	Read 'Resistance in parallel' on page 59 and answer Q2.	<input checked="" type="checkbox"/>
2 (c)	The resistance of a series circuit is increased. State the effect on the current.	<input checked="" type="checkbox"/>
2 (d) and (e)	Potential Difference = current \times resistance If a bulb has a potential difference of 20 V across it and a current of 0.2 A through it, calculate the resistance.	<input checked="" type="checkbox"/>
2 (f)	Read page 61 and sketch current-potential difference graphs for a filament bulb.	<input checked="" type="checkbox"/>
3 (a)	Use the glossary to compare alternating current and direct current.	<input checked="" type="checkbox"/>
3 (b)	Convert the following values: 1) 20 A = _____ V 2) 18 kV = _____ V 3) 30 MW = _____ W 4) 4.25 MW = _____ W	<input checked="" type="checkbox"/>
3 (c)	Read 'Live, neutral and earth wires' on page 67 then answer Q6.	<input checked="" type="checkbox"/>

My response is: Below:

1. $a = 0.4 \text{ A}$
 2. $b = 30 \text{ kV}$
 3. $c = 8 \text{ V}$
 4. = Stay the same
 5. $d = 0.6 \text{ A}$
 6. $e = 12 \text{ V}$
 7. $c = \text{Lus } I_1 = 20 = 30 \text{ kV } 30 \times 10$
 8. $d = \text{Reduces}$
 9. $e = \text{Reduces}$
 10. $f = \text{a current that continuously changes direction}$
 11. $g = \text{a current that flows in one direction only}$



#5 REACH



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At Southam College

READY TO LEARN 

ENGAGED 

ACCOUNTABLE 

COMMUNICATE RESPECTFULLY 

HELPFUL 

Be the best you can be!

 Stowe Valley

KINDNESS • CONFIDENCE • RESILIENCE

Memorable Experiences

- School priorities: Provide students with as wide a range of memorable experiences as possible and in still our values of Kindness, Confidence and Resilience



ATTEND TO CONNECT

Your child's progress academically as well as socially is our shared priority. We are committed to all our students having the **best possible education** and **positive experiences** during their time with us – **making positive connections** with their tutor, peers, subjects, through memorable experiences in school, trips and extra-curricular opportunities. To achieve this, we expect that students attendance is no more than 3 days absence in a school year.

Leaders organise an array of memorable experiences for pupils. These widen pupils' horizons and foster their interest in the wider world. Pupils enthusiastically take part in the many clubs and activities.

Ofsted 2021



• Confidence • Resilience

What we offer?



- We believe that education extends beyond the classroom.
- We want to provide students with a variety of memorable experiences that support personal growth and academic success



October 2025



November 2025



Kindness • Confidence • Resilience

Residential Trips

Our trips are an integral part of our curriculum. For instance, Year 7- 9 students take part in a netball residential , while Year 10 can go skiing, and Year 12 & 13 participates in international trips. These experiences broaden their perspectives and cultural awareness



Southam College

Year Group	Trip	Month
7,8,9	Netball Weekend Residential	May
9	Battlefields Trip - Belgium	July
10	Ski Trip	February
10	GCSE Geography Cranedale Trip	October
10,11,12	Netball Weekend Residential	October
11	High Attainers residential	April
12	A Level Cranedale Trip	March
12,13	Iceland Trip	February
9	Duke of Edinburgh - Bronze	Varies
10	Duke of Edinburgh - Silver	Varies
12	Duke of Edinburgh - Gold	Varies
12,13	World Challenge	July/August

Community Engagement



- Community engagement is vital at Southam College. Our students participate in projects like VE day commemoration, supporting residence at Galanos allowing students to connect with the community



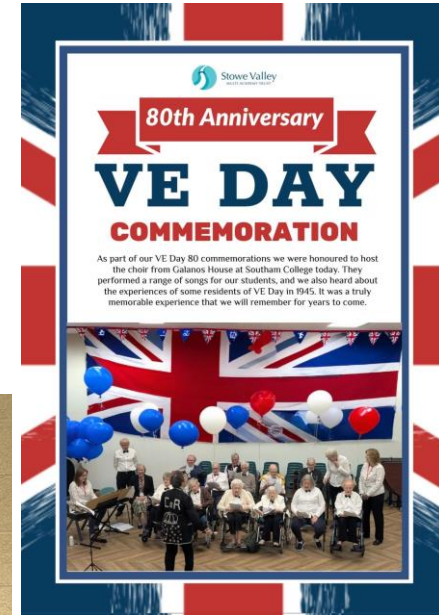
November 2025



May 2025



June 2025



A huge well done to our Sixth Form volunteers - Emilia, Arianna, Grace, Lola, Lily, Phoenix, and Evie - who gave up their time to support within the local community at the annual Senior Citizens Party led by the Southern Lions Club.

Back in April, over 180 guests enjoyed an afternoon filled with joy, music, and laughter. Our students welcomed attendees with live music performances, joined in with dancing and singing, and supported the event by welcoming and serving afternoon tea.

A heartfelt thank you to the Southern Lions Club president, Sara for the touching gesture of writing personalised letters to our students' families and presenting a framed certificate of appreciation - a wonderful recognition of our students' kindness and commitment. We received these from Lion Ben during our society time and presented them in assembly.

Our Sixth Form students' generosity and community spirit truly reflect the values of our Sixth Form and College. This event was a beautiful example of generations coming together in celebration and care within the local community. We're incredibly proud of all Sixth Form Leaders who take part in a wealth of events - you are a true credit to the school!

Mr Campbell-Bish



Kindness • Confidence



School Activities



- We offer a wide range of school activities, including sports teams, arts programs, and STEM clubs. These activities encourage teamwork, creativity, and help students form lasting friendships

YOUNG VOICES
for all year groups

Are you interested in developing your creative writing skills?
Are you a creative thinker?

If you would like to put your name forward for the project, please see Mrs Jones in the library before the end of Thursday 18th October

Would you like to be part of a project to produce and publish a collection of new writing by young people?

Young Voices is a collaboration between Southam College and Southern Library, aimed at encouraging and developing creative writing skills.

The project will run for 6-8 weeks for one hour every Monday.



Craft Club

HISTORY DEPARTMENT CHRISTMAS TREE DECORATION COMPETITION
Get Creative. Get Historical. Get Festive!

YOUR MISSION:
Create a Christmas tree decoration inspired by a historical character from any era!

SUBMISSION DEADLINE:
WEDNESDAY 3RD DECEMBER

Please bring your decoration to school by Wednesday 3rd December and hand it to a History Teacher.

PRIZES FOR BEST 3 ENTRIES

HAPS FOR ALL ENTRIES!

Let the best historian-decorator win!

House Competition
in honour of **Performing Arts week!**

Have you seen a piece of Art recently? Film? TV? Art? photography? pottery exhibition? An installation? Theatre? Poetry recital?

TELL US ABOUT IT!

TASK
Write a review of the art form you attended and send it to Miss Ferguson by Friday 5th December at 3.30.

Each competitor will be given 10 points expressed at the piece of work.

HAPS for every entry

First Prize
Large bag of Popcorn and sweets for your next family arts experience!

Trampoline Club

KINDNESS • CONFIDENCE • RESILIENCE

CYBERFIRST GIRLS COMPETITION

A fun contest to find the cyber security stars of tomorrow.

TEAM UP | LEARN | WIN

www.cyberfirstgirls.co.uk

WARHAMMER

KS3 DEBATE CLUB

Calling all Y7 & 8 students interested in debating

Would you like to be involved in a debate against other schools in Warwickshire? Or could you be a part of our research team?

Come to a meeting with Mrs Jeffs in E4 on **Tuesday 15th July 2025 at 12.45**

15th July 2025 | 12.45 in E4

College News

Southam College

On Friday 21st November year 7 participated in a "Wild and Fine" forest school session based on the novel October, October. In the novel the main character, October, finds meaning from her horse in the woods to the city challenging and experiencing a range of emotions as she needs to adjust to her new surroundings.

We invited Clinical Psychologist Dr Julia Tynan from Space to be to lead the event which focused on emotional regulation, self-awareness and compassion by sharing of how we can change the perception of things that are going on around us, interpersonal skills, social connection, problem solving and adaptability and also creating meaningful learning that might change our behaviour and using the outdoors to support emotional regulation, focusing on the role of nature in wellbeing to reduce anxiety and the importance of being still.

"It was a very fun and exciting experience away from normal lessons!" - *Joan*

"I liked when we described grapes and blueberries because we had to describe the shape and colour and texture." - *Chloe*

"I enjoyed getting to know how October would have felt!" - *Florence*

It was a fantastic day for all involved and I would like to thank students for their engagement and flexibility throughout the day.

Mrs Jeffery

Do the best you can be!

Kindness • Confidence • Resilience

Attendance

- Education is the passport to the future. for tomorrow belongs to those who prepare for it today – Malcolm X
- We want pupils to be keeping up, not catching up.
- The aim is for less than 3 days of absence per year.
- 18 days of absence in the year is classed as “persistently absent”, that’s only 1 in 10 days off,

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**



**MOMENTS
MATTER.
ATTENDANCE
COUNTS.**



The importance of keeping up

Each school day contains:

20

minute registration time



Students learn about: Emotional health, Relationships, Personal safety & Life skills

5

1 hour lessons



Every lesson develops skills and understanding across many areas including:

Creative Communication, Critical Thinking, Creative Communication, Digital Dexterity, Collaboration, Independent Inquiry, Cultural Curiosity, Resilience & Responsibility

20

minute break time



Friendship time and clubs

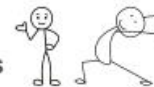
45

minute lunch



After school

Extra curricular clubs and activities



"Present today,
powerful tomorrow."

Attendance target

No more than 3 missed school days
across the academic year



Southam
College



Year 9 student



nce • Resilience

Illness



High temperature

If your child has a high temperature, keep them off school until it goes away.

Coughs and colds

It's fine to send your child to school with slight cough or common cold symptoms, such as a runny nose, sore throat or headache, as long as they're otherwise well and do not have a high temperature.

Encourage your child to throw away any used tissues and to wash their hands regularly.

Feeling anxious or worried

It's normal for people to feel a little anxious sometimes. They may get a tummy ache or headache, or have problems eating or sleeping.

Avoiding school can make a child's anxiety about going to school worse. It's good to talk about any worries they may have such as bullying, friendship problems, school work or sensory problems. You can also work with the school to find ways to help them.

If your child is still struggling and it's affecting their everyday life, it might be good to talk to your GP or school nurse.

Support

- The following support is available in school
 - Form Tutor
 - Head of Year
 - Connection Hub
 - SEND Team
 - Pastoral Team
 - Attendance Teamincluding fortnightly appointments



Unifrog?

Unifrog is an online platform designed to support young people to make informed decisions about their futures.

They partner with schools to provide a range of online tools and lessons to help students explore their interests, find their best next step, and apply successfully.

The online platform is suitable for all students from Year 7 all the way up to Year 13 and beyond.

We're going to look at some of the tools suitable for each year group, and some of the opportunities available to students.



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Quizzes

INTERESTS QUIZ

PERSONALITY QUIZ

WORK ENVIRONMENTS QUIZ

SKILLS QUIZ

QUIZ PROFILE

Exploring

CAREERS LIBRARY

SUBJECTS LIBRARY

KNOW-HOW LIBRARY

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