



Poynton High School **Year 10 Parent and Carer Bulletin – October 2024**

Dear Parents and Carers,

Year 10 have made a fantastic start to their GCSE subjects this academic year.

Each half term I will send out a year group bulletin, inside your will find important information about what students have been studying recently and what is coming up after the half term break for our students. It will also include information about strategies suggested by subject tutors to ensure students achieve their maximum potential.

Revision and examination support

As a school we are committed to ensuring that you feel that you are well equipped in supporting your young person through their GCSEs. Our website contains lots of practical support for both yourself and your young person regarding revision techniques and strategies. The booklet linked below contains details of the revision techniques your young person has been looking at in school.

<https://www.phs.cheshire.sch.uk/attachments/download.asp?file=1051&type=pdf>

<https://www.phs.cheshire.sch.uk/keystage4exams>

The presentation from the Year 10 information evening is linked here:

<https://www.poyntonhigh.org.uk/attachments/download.asp?file=1443&type=pdf>

Important dates

- In class assessments: 18/11/24 – 6/12/24
- Parents Evening: 06/02/25
- Mock Exams: 24/03/25 – 04/04/25
- In class assessments: 9/6/25 – 27/6/25

Student voice

At Poynton High School we value our students and want them to have the opportunity to share their views. Each half term Mr Shaw is meeting with representatives from each form in year 10 with a different focus. This half term they discussed anti-bullying, looking at what the school is doing well and what we could do better. As a Year team we will use this to help us continue to support our young people.

English

English Language term 1: Investigating language and structure

Term 1 is an exploration of the concepts of language and structure as they are seen within GCSE English Language. As you study this, you should be aware that the terminology used within this is somewhat distinct from that used in GCSE English Literature.

We read and analyse texts with explicit focus on:

- Audience and purpose.
- Form and genre.
- How writers use language, including register, diction, and other methods, to fit audience and purpose.
- How writers use structure, including focus, sequencing, and other methods, to fit audience and purpose.

In turn, we approach writing tasks with an explicit focus on:

- Structural choices – informed by audience and purpose.
- Language choices – informed by audience and purpose.
- An awareness of form and genre.

You begin by reading and analysing a variety of narrative fiction from the 20th Century, which you then use to inform your own fiction writing. This writing includes a range of voices, traditional and counter-canonical. This leads into a summative assessment which is based on GCSE English Language Paper 1.

Later in the term, our focus shifts to non-fiction writing. This time, we use writing selected from the long tradition of social criticism, ranging from Dickens on Newgate Prison, through to contemporary writers. Once again, this informs your own writing, which is later assessed through GCSE Language Paper 2.

By the end of this term, you should feel more confident reading and analysing these types of texts and be able to apply some of the things you've learned from great writers to your own work.

Year 10 English Language, term 1: language and structure			
Key learning	Key skills	Concepts and vocabulary	Reading strategies
The development of narrative fiction in the 20 th century including the significance of Ernest Hemingway. The tradition of social criticism in British writing, including the significance of Dickens. An awareness of how this term's knowledge informs/is assessed through the GCSE papers, e.g. Language: Paper 1 Q2,4,5, Paper 2 Q3,4,5 Structure: Paper 1 Q3,4,5, Paper 2 Q4,5	Explicitly identifying and discussing the effect of language methods. Explicitly identifying and discussing the effect of structural methods. Making deliberate structural choices to match audience, purpose, and form. Making deliberate language choices to match audience, purpose, and form. Writing with accuracy and sophistication under time constraints.	The literary canon and counter-canonical texts. Audience, purpose, form. Language methods, including register, diction, and others. Structure methods, including focus, sequencing, and others. Standard English other variations.	Strategies to aid quick reading of complex texts, including: scanning, skimming, looking at the beginning and end, considering titles. Continuing to read independently and for pleasure to develop knowledge and skills including: reading speed, accuracy, vocabulary, sentence structure and expression.
Links Builds on: Year 8 study of the 'Rise of the Novel' and subsequent study of narrative fiction, particularly in Term 1 of Year 9 'Big Ideas' Builds towards: GCSE English Language Papers (see key learning). A Level English Language.			

Year 10 English Language, term 1: assessment and homework	
<p>Formative assessment: Regeneration Paper 1 practice</p>	<p>Summative assessment: Paper 1 reading test</p>
<p>Half-term 1 homework: About 1 hour per fortnight</p>	<p>Half-term 2 homework: About 1 hour per fortnight</p>
<ol style="list-style-type: none"> Vocabulary list: add at least 7 words or phrases from the 'key learning' grid to the vocabulary section of your book. Include a definition and an example of it in a sentence. Rewriting: Rewrite the opening to Hemingway's short story 'The End Of Something' with the new title and theme: 'The Beginning of Something.' Write at least 200 words/one page. Language question: answer the following question: <i>How does the writer of 'Maleficent' use language to present the main protagonist?</i> 	<ol style="list-style-type: none"> EATL drafting 1. At least 150 words. EATL drafting 2. At least 300 words in total. EATL final version. Edited, improved, written or typed up. 400+ words/2 or more pages.

English Literature term 1

In GCSE English Literature, you study a collection of poetry from the AQA 'Power and Conflict' anthology. Your knowledge and understanding of this is later assessed in GCSE English Literature Paper 2, where you write a comparative response to an unseen question.

Within the anthology there are distinct themes of poetry, which we study together in 'clusters.' In term 1, you begin by studying a cluster of war poetry. This ranges from Tennyson's 'Charge of the Light Brigade', a response to a military 'blunder' in the Crimean War, through to the more contemporary 'Remains', by Simon Armitage.

Following this, you study Shakespeare's *Macbeth* in its entirety, until the end of half-term 3. *Macbeth* is one of the most iconic tragedies in the canon on English Literature. It begins with Scotland in disarray, with battle between those loyal to King Duncan and those rebelling against his rule.

Macbeth, a fierce warrior, is loyal to the king, and at this point fights bravely and heroically, slaying the rebel Macdonald and symbolically placing his severed head on the battlements as a warning to others.

However, other forces are at play as the malevolent witches, Lady Macbeth, and of course Macbeth's own ambition soon tempt him into committing the ultimate crime: regicide. In the action which follows, the eponymous protagonist goes from 'brave Macbeth' to a 'tyrant' and, ultimately, the 'dead butcher'. Like the 'merciless Macdonald', he too is decapitated, as natural order is restored to Scotland.

In previous years you have studied other Shakespeare plays: *The Tempest*, *Richard III*, and *Romeo and Juliet*. What is different here is that you will work towards an even deeper and fuller understanding, becoming immersed through shared reading, close reading and, of course, the play in performance.

Year 10 English Literature Term 1		
Key learning	Key skills	Concepts and vocabulary
<p>The content of poetry cluster 1: <i>Charge of the Light Brigade, Remains, Bayonet Charge, War Photographer, Remains.</i></p> <p>The story and characters of <i>Macbeth</i> including:</p> <ul style="list-style-type: none"> The sequence of events. The five act structure. Characters The opening and ending. The significance of the settings. Recurrent motifs and imagery. <p>The context and themes of <i>Macbeth</i>, including:</p> <ul style="list-style-type: none"> The conventions of tragedy. 	<p>How to purposefully annotate a poem: form and structure, sound, imagery, mood.</p> <p>How to purposefully annotate a play: stage directions, significant lines, imagery, mood, first and last lines</p> <p>Analysing the use of dramatic and poetic methods.</p>	<p>Dramatic methods including:</p> <ul style="list-style-type: none"> How the drama is set up and resolved in the opening and ending of the play Choice of settings. How characters are established, and how characters are presented: actions and motives for them; what they say and think; relationships between characters. Speech: dialogue, soliloquy, asides. <p>Imagery, including: blood, disease, light, birds, religion.</p> <p>Poetic methods including:</p> <ul style="list-style-type: none"> Form and structure, e.g. meter, patterns of rhyme. Sound, e.g. alliteration, assonance, sibilance. Imagery, e.g. metaphor, simile, personification. <p>The terminology of tragedy, including:</p> <ul style="list-style-type: none"> Protagonist Hamartia Hubris
<p>Links</p> <p>Builds on: Your study of Shakespeare in KS3: <i>The Tempest, Richard III, Romeo and Juliet.</i></p> <p>Builds towards: A-Level English Literature 'Aspects of Tragedy' unit.</p>		

Year 10 English Literature, term 1: assessment and homework	
<p>Formative assessment: Guided poetry essay</p>	<p>Summative assessment: Paper 2 Anthology poetry essay</p>
<p>Half-term 1 homework: About 1 hour per fortnight</p>	<p>Half-term 2 homework: About 1 hour per fortnight</p>
<ol style="list-style-type: none"> Poetry revision: make a detailed mind-map each of the poems you have studied so far. Poetry response: write a commentary or explanation about one of the poems you have studied this year. Write about 200 words/one page. Macbeth research: research the background and context of the play <i>Macbeth</i>. This should then be written up in your own words. Write about 200 words/one page. 	<ol style="list-style-type: none"> EATL drafting 1. At least 150 words. EATL drafting 2. At least 300 words in total. EATL final version. Edited, improved, written or typed up. 400+ words/2 or more pages.

Maths

Year 10 have made a great start to the year. They will be sitting their first formal GCSE level assessment next half term. A list of topics which they are being assessed on will be made available on Google classroom after the break. Revision guides have been ordered and should arrive in the next few weeks. If you missed the opportunity to purchase a revision guide for your young person, they are available to order directly here:

Higher: <https://www.amazon.co.uk/Maths-Higher-Revision-Practice-Collins/dp/0008112525>

Foundation: <https://www.amazon.co.uk/Maths-Foundation-Revision-Practice-Collins/dp/0008112541>

They continue to be set fortnightly homework; but will be moving on to a new platform for their online homework called Sparks Maths. Students will be given information on how to access and use this after half term, and can continue to use Dr Frost alongside Sparks while it is being rolled out. Please encourage your young person/s to use online resources regularly as part of their independent revision.

Science

Subject	This half term	Next half term
Biology	<p>Separate Science Students: Have been learning about types of disease, the body's defences and how drugs are developed and tested. They have started the Plants topic learning about plant transport and organisation.</p> <p>Combined Science Students: Have been learning about types of disease, the body's defences and how drugs are developed and tested. They have started the Plants topic learning about plant transport and organisation</p> <p>All: Have completed first TMA and have acted on feedback from staff</p>	<p>Separate Science Students: Will learn Separate Science only content on Plant defences and diseases before beginning to learn about plants and photosynthesis, linking to prior knowledge from Y9 and KS3</p> <p>Combined Science Students: Will continue to learn plants and photosynthesis before beginning to learn about digestion, building on and extending KS3 knowledge</p> <p>All: Will sit their first assessment on course content delivered so far. SENECA resources will be set to aid revision</p>
Chemistry	<p>Separate Science Students: Have continued with the topic of chemical bonding (C2) that they started at the end of year 9. They have completed their first assessment on the topic and completed a TMA.</p> <p>Combined Science Students: Have continued with the topic of chemical bonding (C2) that they started at the end of year 9. They have completed a TMA and will be sitting their first assessment on the whole of the C2 content (year 9 and year 10 work) in the next few weeks. SENECA resources will be set to aid revision.</p>	<p>Separate Science Students: Will start the topic of chemical changes (C4) which includes reactions of metals and acids and alkalis. This topic allows much more opportunity for practical experience than the previous bonding topic which is one of the reasons we study this before C3.</p> <p>Combined Science Students: Will start the topic of chemical changes (C4) which includes reactions of metals and acids and alkalis. This topic allows much more opportunity for practical experience than the previous bonding topic which is one of the reasons we study this before C3.</p>
Physics	<p>Separate Science Students: Are studying the topic of Electricity. They have been looking at Electric Circuits, which is building on knowledge they gained on this topic in Y8, and have now moved on to looking at Mains Electricity. They have completed several Required Practicals in the Electricity topic this half term.</p> <p>Combined Science Students: Are studying the topic of Electricity. They have been looking at Electric</p>	<p>Separate Science Students: After sitting their first test and receiving feedback, including follow-up work on 6-mark questions, the students will begin their studies of the Atomic and Nuclear topic.</p> <p>Combined Science Students: After sitting their first test and receiving feedback, including follow-up work on 6-mark questions, the students will continue their studies of Electricity,</p>

	<p>Circuits, which is building on knowledge they gained on this topic in Y8. They have completed several Required Practicals in the Electricity topic this half term.</p> <p>All: Have completed first TMA and have acted on feedback from staff, and will sit their first assessment after half term, which includes questions on all the work covered in Electricity, plus one question on Forces, which they studied in Year 9.</p>	<p>starting to look at Mains Electricity in the home.</p>
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How to support your young person in Science:

Seneca

Seneca is a free online resource which can be used to support students in their preparation for the December mocks. Students will be set a small task on Seneca. Information regarding how to log in will be uploaded for all students onto Google Classroom. Please encourage your young person to use Seneca regularly. They will need to complete the assignments set, but can also work through topics independently and complete additional assignments and quizzes on any topics they are struggling with.

Stretch and challenge Science tasks

Below are some useful website links for any students wishing to extend their knowledge of topics covered this half-term:

Electricity documentary: <https://www.youtube.com/watch?v=Gtp51eZkwol>

Vaccines: <https://www.youtube.com/watch?v=rb7TVW77ZCs> and
<https://www.youtube.com/watch?v=v-NEr3KCug8>

Religious Studies

Students have made a positive and successful start to their GCSE Religious Studies course this term. Students have been looking at Christian concepts and ideas about creation, sin, crucifixion and resurrection. They will soon be completing their first end of unit assessment, so they should be making revision maps / cue cards for work completed so far.

Students do not need to purchase published revision guides, but if they do want to refer to other resources, then the link below will guide you to the correct revision materials for this course.

<https://www.amazon.co.uk/AQA-GCSE-Religious-Studies-Christianity/dp/0198422857>

After half term they will be moving on to a topic on the Thematic Studies paper focusing on Religion and Crime and Punishment.

History

What is coming up next half term in History:

All students will be completing their paper 3 topic on Vietnam before beginning studying the Medicine in Britain unit before Christmas. Students will also complete their second assessment on the war in Vietnam in November.

How can you support your young person in History:

Please could you encourage your young person to begin creating revision material for their Vietnam assessment. This could be in the form of flash cards with key information summarised, factual questions which they can use to quiz themselves, mind maps or revision clocks. The revision material they create can be kept and used again in Year 11 for their mock and summer examinations.

Stretch and Challenge History task:

Students could make use of the quizzes on Seneca learning to help them with revision, they should be using the material on USA: Conflict at home and abroad and our exam board is Edexcel.

Or could read ahead on their new Medicine unit using the following website:

<https://www.bbc.co.uk/bitesize/topics/zppr4xs>

Geography

Students have started their GCSE geography course with enthusiasm and we are extremely proud of them. They have engaged with the topic of the Challenge of Natural Hazards from their Paper 1 by being conscientious and interested in the topic.

This is what is coming up next term in Geography:

Tropical storms soon follows – a new topic for many students but their continued awareness of global events through our Do Now tasks means that many will be already of the impacts and mitigation strategies of these events. We will then look at climate change, the causes – both natural and human as well as how we can try to reduce the causes as well as adapting to a changing climate world.

This is how you can support your young person in Geography:

A really useful link for all students to save is the BBC Bitesize summary

<https://www.bbc.co.uk/bitesize/topics/zcdrbk7> here students can re-examine the content covered and ensure that they are committing it to their long-term memory.

The Weather Channel on YouTube has lots of detailed information and amazing CGI links to show these impacts and strategies. <https://www.youtube.com/channel/UCGTUbwceCMibvpbd2NaIP7A>

Our best advice to all GCSE geographers is to be curious – ask lots of questions about the world around you and the natural hazards that occur every day.

Geography stretch and challenge task for over half term:

There are lots of quizzes on the BBC Bitesize website aimed at GCSE AQA course here

<https://www.bbc.co.uk/bitesize/articles/zdhmp9q#zvngx82>

MFL

What is coming up in MFL?

Year 10 students will sit their first assessments in MFL after half-term. These will be Speaking and Reading this term. Each teacher will give the students dates for the assessments in their classes.

Supporting your young person in German or Spanish:

Year 10 students will be sitting a new GCSE exam in 2026. The topics and assessments are different from the previous and current Year 11 ones. Here's a [summary](#) for French, which also applies to Spanish.

[A PHS guide to MFL for parents](#) –here are some ideas to help our students at home, on the school website.

MFL stretch and challenge activity over half-term:

Lyrics Training: have a go at filling blanks in a French song <https://lyricstraining.com/fr> it's a fun way to practise your listening skills and understand these annoying little words that can trip you up in an exam!

Keep following us on Twitter too:

Mr Farrell- @MonsieurFarrell

French Department - @PH_rench

German Department - @PHS_GERMAN

Spanish Department@PHS_Spanish

GCSE Business

Our year 10 students have made a fantastic start. Over the next half term they will be learning about ownership structures and business growth in their lessons including mergers and takeovers, franchising and economies of scale.

You can support your young person at home by talking to them about what is going on in the news in terms of business, and how this links to things they have been learning in lessons. You could also test them on the new key terms that they have learnt.

Business stretch and challenge task for over half term: Have a look at what the government is planning in their budget on October 30th. Think about how this might impact businesses and what the consequences for businesses will be.

Computer Science

Welcome to all the Year 10 computer scientists, GCSE Computer Science has proved to be a very popular option choice this year, with students realising the importance of the subject and where it can take them. Students have been looking at units and data representation, such as bits and bytes. After half term, we will be moving onto designing, creating and refining algorithms.

With regards to programming at home, students have been recommended to install Python <https://www.python.org/> Lots of stretch and challenge activities can be found in the tutorials and guides.

The computing science curriculum overview can be found on the Poynton High website, if you would like to familiarise yourself with it and further support your young person.

CNAT iMedia

Welcome to all the CNAT iMedia students. They have obviously been inspired by the teachers in Year 9, enjoying the creative elements of Computing, as it's the biggest cohort we have ever had! Year

10s have been introduced to the Graphics unit and have been studying how to develop a visual identity for different brands and their target audience. After half term, we will be concentrating on the design elements of graphics and developing their skills in Photoshop and Illustrator.

Students are not allowed to work on their coursework at home. We therefore encourage the students to attend after school catch up sessions, either Wednesdays in rm 29 or Thursdays in rm 28, where their class teacher will be available to offer guidance and support.

The Creative iMedia Cambridge National curriculum overview can be found on the Poynton High website, if you would like to familiarise yourself with it and further support your young person.

Art

Our Year 10 Art students have enjoyed making a start on their Natural World coursework project and have produced some excellent observational studies and photographs. They are now beginning to explore a range of artists who explore this theme and have been set some work on this to complete over the half term break. Students are expected to complete a double page of work for each assignment in their A3 sketchbooks and all instruction guides for each task are set on their Google Classroom.

Photography

This half term the students have been using the school's digital SLR cameras and are becoming accustomed to the machines through experimentation with shutter speeds and aperture. They have learnt how to correctly hold the camera, use the tripods for stability, upload their shots and edit them on Google. The group have taken shots from fast to slow shutter speeds, practiced their panning techniques and produced a series of shots that demonstrate different apertures.

All of their photographs should be stored in their Google school shared coursework folders which can be accessed from home and in school.

Next half term the students will be exploring the settings further by concentrating upon ISO and White Balance in order to gain more control with the cameras. Students are expected to adhere to all assignment deadlines as they will count towards their GCSE coursework. All learning tasks and guides are set on their Google Classroom and can be accessed at any time in case of absence.

Food Preparation and Nutrition

Students this half term have been focussing on both theory and practical. The GCSE course is split into two (practical and theory) both being weighted at 50% each. The theory is split into 3 sections which are:

- Section A – Nutrition
- Section B – Food Provenance and Food Choice
- Section C – Cooking and Food Preparation

This half term for the theory students have focussed on:

Each student has a homework book and a homework is set after each topic has been covered.

This half term students have been focussing on the following topics:

- Food safety

- Food poisoning and Food spoilage
- Major diet related issues
- The relationship between diet and health
- Vitamins and minerals
- Water
- Food provenance – food source and supply

Students have created a range of resources in their exercise books which will help them when it comes to their first assessment which will take place next half term. Information on this will come in the next few weeks, giving students time to revise.

We will continue with food theory topics throughout next term. If you would like to purchase a revision guide, please do so through Evolve and we can get one to your young person. We have completed a range of practical's this half term which we will continue to do next half term. A list of practical's will go live onto your young persons Google Classroom page which will give them ample time to get organised prior to each practical.

Product Design

This half term students have done a mix of theory and practical lessons. Both Mrs Dempsey and Mrs Cronshaw teach our Year 10 group and they have been working on the following with Year 10:

Mrs Dempsey has started the year working on Timbers theory and has been working on a modelling project based on a stool. Students have been understanding isometric drawing, drawing to scale and working out the measurements and angles of how to ensure it is a model replica. We are looking forward to seeing the outcomes of these at the start of next half term. This project enables students to really understand proportions and some of the mathematical elements of the course.

Mrs Cronshaw has been working on the earphone wrap project and has been integrating polymers theory linking this to the project. This project gives students the opportunity to work with a range of polymers, using CAD and the laser cutter as well as the vacuum former!

Next half term students will continue with both of their projects as well as theory lessons focussing on Timbers. There is an assessment period in November where students will be assessed on their Timbers knowledge. More information on this will come in the coming weeks via Google Classroom. It is suggested that students buy the Edexcel revision guide. Edexcel is our exam board so please make sure to buy the correct revision guide.

https://www.amazon.co.uk/My-Revision-Notes-Pearson-Technology/dp/1510480501/ref=sr_1_4?crid=3U0SJE5UA8KDU&keywords=edexcel+design+and+technology&qid=1697534544&sprefix=edexcel+design+and+technology+%2Caps%2C3695&sr=8-4

CNAT Sports Studies

Next half term:

Our year 10 students have made an outstanding start to their Sport Studies qualification. In the next term, our students will be completing their first unit, R186 Sport and the media. This unit is worth 40 marks towards the students overall grade.

Students will be focusing their research on a local sports club and how that club and their chosen sport utilises the different sources of media available. The students will also look at the positive and negative aspects of the relationship between sport and the media, discussing current events.

How you can support your young person:

You can support your young person by ensuring they are up to date with their coursework and enquiring about what they have been studying recently. You can also encourage their attendance to CNAT catch up club on Thursdays where necessary (this is not invitation only). If your child participates in a sport which is not covered within school, you can also support them by filming high quality video evidence of them competing, as this can then be used to support their grade.

Task for over half term:

Students should look to compare the coverage of their chosen sport (gymnastics, athletics or hockey) with that of more popular sports i.e. Football, Rugby and Cricket. Students should also consider comparison with other sports for their second and third assignment.

GCSE PE

Next half term:

The Year 10 GCSE cohort have completed the first two sections of Paper 2. On the first week back after half term they will be completing a couple of sessions relating to revision techniques to help them to continue to prepare for their first interleaving test on Friday 8th November (detailed on Google Classroom). After reviewing the test, they will then move on to the next topic which relates to ethics and deviance in sport (drug taking, sportsmanship, gamesmanship & violence). This will take them to Christmas where they will compete their second interleaving test before the break.

How you can support your young person:

You can support your young person by ensuring that they are completing appropriate revision resources over the half term break, this includes (but isn't limited to) mind maps, cue cards, completing exam questions, reading through their class notes, etc. For the next sections you could highlight moments of sportsmanship or gamesmanship in sport when you are watching activities together or when they have been competing.

Task for over half term:

A stretch and challenge activity over half term is also detailed on Google Classroom where students need to create revision resources for their first interleaving test.

Dance

Year 10 have made a great start to Dance and are getting to know and understand new terminology. Showing their understanding through choreographic tasks. They need to continue to write down what they complete in practical lessons on their revision cards, as this will help solidify their understanding of the new terminology. As everything they are doing in practical lessons can be asked in their written examinations. Well done!

Uniform

Details of our uniform policy can be found here:

<https://www.phs.cheshire.sch.uk/aboutus/schooluniform>

Equipment

- Students need to bring the following equipment to school with them every day:
 - Pens – blue or black
 - Red pen
 - Pencil
 - Ruler
 - Protractor
 - Pair of compasses
 - Calculator
 - Rubber
 - Reading book
- It would also be handy to have their own scissors and glue!

Free school meals

You can claim free school meals for each child who attends school in Cheshire East if you receive one of these benefits:

- Income Support
- Income based Jobseeker's Allowance
- Income related Employment Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit - as long as you have a yearly household income of less than £16,190 (as assessed by HM Revenue and Customs) and do not get working Tax Credit
- Working Tax Credit run-on (paid for 4 weeks after you stop qualifying for Working Tax Credit)
- Universal Credit with no earned income or with net monthly earnings less than £616.67

Phone 0300 123 5012 for further information and help or you can apply online at https://www.cheshireeast.gov.uk/schools/school-meals/free_school_meals.aspx

Child and Adolescent Mental Health

Cheshire and Wirral Partnership NHS Foundation Trust's (CWP) nationally recognised Child and Adolescent Mental Health website 'MyMind' has been refreshed and relaunched in time for this year's World Mental Health Day.

MyMind is a dedicated website for young people across Cheshire and Wirral experiencing mental health difficulties. With support from local young people from our Child and Adolescent Mental Health Services (CAMHS), MyMind has now been given a modern makeover!

MyMind provides advice and guidance around the key topics identified as most important to young people and their families: how to cope with mental health challenges, how to get help and what to do in a crisis.

The site includes a host of interactive self-help resources for young people, parents/carers and anyone who works with young people around the topics of Mood, Lifestyle and Relationships, as well as details on local mental health services in your area.

Visit www.MyMind.org.uk

Thank you

Thank you for all of your hard work year 10 and well done on such a brilliant half term. Have a lovely and restful holiday and we will look forward to welcoming you all back on Monday 4th November.

Please contact us if there are any issues or if you have any questions at all.
Thank you for your continued support.

Harriet Dovey (hdovey@phs.cheshire.sch.uk)
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Lois Hollingworth (LHO@phs.cheshire.sch.uk)
Welfare Leader to key stage 4