



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

Dear Parents and Carers,

Year 10 have made a brilliant start to their GCSE subjects in this first term.

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 next half term 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**

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

### **English**

#### **Year 10 Language, Term 2: Rhetoric and Genre:**

Rhetoric is the art of using language – especially spoken – to persuade. The concept has its origins in ancient Greece: however, this term's focus will be on how the methods of rhetoric have been used in the 20<sup>th</sup> and 21<sup>st</sup> Centuries.

During the first part of this term, you read and analyse some powerful and iconic speeches from the 20<sup>th</sup> and 21<sup>st</sup> century, including Malcom X and Greta Thunberg. This study helps you to develop your own persuasive writing skills, which are assessed through Paper 2. The work from this also informs your Speaking and Listening activities, which you complete in term 3.

GCSE English Language requires a familiarity with 20<sup>th</sup> and 21<sup>st</sup> Century narrative fiction. In term 2, this is done through the lens of genre, with a particular focus on science fiction and dystopian

writing. This journey takes you from H.G. Wells's *The Time Machine* through to Cormac McCarthy's *The Road*, examining how writers use fictions of the future to highlight the problems of the present. During this term you also prepare for your Year 10 exams, where you sit a full GCSE English Language Paper 1.

| Year 10 English Language, term 2: assessment and homework   |   |
|---|---|
| <b>Formative assessment:</b><br><i>An Island</i> Paper 1 practice   | <b>Summative assessment:</b><br>Year 10 exam: GCSE English Language Paper 1   |
| <b>Half-term 3 homework:</b><br>About 1 hour per fortnight  | <b>Half-term 3 homework:</b><br>About 1 hour per fortnight  |
| <ol style="list-style-type: none"> <li><b>Writing task:</b> Write a letter to your Member of Parliament, giving your views on proposals to lower the age for voting in elections.</li> <li><b>Revision activity:</b> create a mind-map or revision material of what you have learned about <b>rhetoric</b>.</li> <li><b>Revision activity:</b> create a mind-map or revision material of what you have learned about the <b>science fiction genre</b>.</li> </ol> | <ol style="list-style-type: none"> <li><b>Practice writing task 1:</b> Write a description of an exciting place, as suggested by the picture (image on Google Classroom)</li> <li><b>Exam practice:</b> Re-read the extract from <i>The Time Machine</i>, then answer the question: <b>How does the writer use structure to interest the reader?</b></li> <li><b>Practice writing task 2:</b> Write a story about time travel.</li> </ol> |

### Year 10 English Literature, Term 2: Macbeth:

This term, you continue your work on Shakespeare's *Macbeth*, making sure that you've read and studied every line of the play.

In the exam, you are given a question which is accompanied by an extract from *Macbeth*. It is vital that you have a thorough and detailed knowledge of the events of the play, so that you can write confidently about this.

Underlying all of this is the implicit understanding that the play is a piece of drama, and should always be considered as such. For this reason, the school has invested in Digital Theatre+, where you can watch many productions of this and other texts, brought to life on stage. The school login details are:

Login: user.poyntonhs                      Password: morning@7738

The term culminates with your Year 10 exam, where you will complete GCSE English Literature Paper 1 Section A.

| Year 10 English Literature, term 2: assessment and homework   |  |
|---|--|
| <b>Formative assessment:</b><br>Guided <i>Macbeth</i> essay.  | <b>Summative assessment:</b><br>Year 10 exam: Paper 1 Section A <i>Macbeth</i>   |
| <b>Half-term 1 homework:</b><br>About 1 hour per fortnight  | <b>Half-term 2 homework:</b><br>About 1 hour per fortnight   |
| <ol style="list-style-type: none"> <li><b>Act 2 revision:</b> make a detailed revision material of the events of Act 2. This should cover at least a side of A4 in your book.</li> <li><b>Act 3 revision:</b> make a detailed revision material of the events of Act 3. This should cover at least a side of A4 in your book.</li> <li><b>Act 4 and 5 revision:</b> make a detailed revision material of the events of Acts 4 and 5. This should cover at least a side of A4 in your book.</li> </ol> | <b>Directed revision: Macbeth prepare 1</b><br>You will receive a printed booklet of revision activities to complete in the run-up to the Year 10 exams. Deadlines and other materials to support this will be posted on Google classroom. |

### Maths

Year 10 have now sat their first formal GCSE level assessment and we are pleased with their progress. Their next assessment will take place in January and will continue to assess their recall of the topics they have covered since September, and students will be able to use the results from their previous assessment to understand what areas they need to focus their revision on.

Set moves will take place for a small number of students in the new year, this is to ensure that the pace and depth of the work is best placed to aid their learning. All students in year 10 are

following the same scheme of work, which is adapted to suit the tier of paper they will sit at GCSE.

If you have ordered a revision guide for your young person, they should have now received this and can use this to continually revise topics they have covered in class. If you missed the deadline to order a copy and would still like to purchase one, it is still possible to do so via Amazon:

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>

## Science

| Subject          | This half term  | Next half term  |
|------------------|---|---|
| <b>Biology</b>   | <p><b>Separate Science Students:</b><br/>Have recently started the heart, lungs and communicable disease topic and will learn about how the heart and lungs work together to provide the body with the energy it needs to function. They will have the opportunity to dissect a heart to learn about its structure</p> <p><b>Combined Science Students:</b><br/>Have been learning about the Digestive System and completing a series of investigations to find out the nutrient content of foods and how the actions of enzymes are affected.</p> <p><b>All:</b><br/>Have completed their first assessment and reviewed their progress, identifying their own areas for development.</p> <p>BBC Bitesize link:<br/><a href="https://www.bbc.co.uk/bitesize/topics/zxdtywx/articles/zpc6fdm#z4g7h4j">https://www.bbc.co.uk/bitesize/topics/zxdtywx/articles/zpc6fdm#z4g7h4j</a></p> <p>Required practical link:<br/><a href="https://www.youtube.com/watch?v=8Yqbu56lmXk&amp;t=14s">https://www.youtube.com/watch?v=8Yqbu56lmXk&amp;t=14s</a></p> | <p><b>Separate Science Students:</b><br/>Will learn about the structure and function of the different blood vessels, as well as looking at heart disease and its treatments.</p> <p><b>Combined Science Students:</b><br/>Will continue to learn about digestion including investigating the effect of pH on the rate of enzyme activity. This is one of the Required Practicals. They will then move onto a new topic looking at the heart, lungs and non-communicable diseases.</p> <p><b>All:</b><br/>Will complete TMA activities in order to develop their extended writing skills using biological detail</p> |
| <b>Chemistry</b> | <p><b>Separate Science Students:</b><br/>Have completed the first section of the chemical changes topic (C4) which included reactions of metals, acids, alkalis and neutralisation. This topic</p>  | <p><b>Separate Science Students:</b><br/>Will continue studying the topic of Quantitative Chemistry (C3). This topic focuses on the calculations needed in chemistry to work out how much of a</p>  |

|                       |  |  |
|-----------------------|--|--|
|                       | <p>involved much more practical work than the previous bonding topic and students carried out their first required practical to make a soluble salt. They have started the C3 Quantitative Chemistry Topic.</p> <p><b>Combined Science Students:</b><br/>Have been studying the first section of the chemical changes topic (C4) which included reactions of metals, acids, alkalis and neutralisation. This topic involves much more practical work than the previous bonding topic and their first required practical to make a soluble salt.</p> <p>BBC Bitesize link:<br/><a href="https://www.bbc.co.uk/bitesize/topics/zt6ppbk">https://www.bbc.co.uk/bitesize/topics/zt6ppbk</a></p>  | <p>substance is needed for a reaction to work and how much can be made. Students will need to bring a calculator to each lesson. They will then learn about Electrolysis.</p> <p><b>Combined Science Students:</b><br/>Will complete chemical complete the first section of the chemistry changes (C4) topic then start the topic of Quantitative Chemistry (C3). This topic focuses on the calculations needed in chemistry to work out how much of a substance is needed for a reaction to work and how much can be made. Students will need to bring a calculator to each lesson.</p>   |
| <p><b>Physics</b></p> | <p><b>Separate Science Students:</b><br/>Are now moving on to their studies of the Atomic and Nuclear topic, which includes some overlap with their Chemistry lessons. This half term they have completed the Electricity topic, which has built and expanded on their prior knowledge from KS3. They have also completed their first assessment, on Electricity and also Forces which they studied in Y9.</p> <p><b>Combined Science Students:</b><br/>Are finishing their studies of Electricity, concluding with looking at Mains Electricity. They have also completed their first assessment, on Electricity and also Forces which they studied in Y9.</p> <p>BBC Bitesize link:<br/><a href="https://www.bbc.co.uk/bitesize/topics/zcg44qt">https://www.bbc.co.uk/bitesize/topics/zcg44qt</a></p> <p>Electricity Required Practical 1:<br/><a href="https://www.youtube.com/watch?v=nEaV0qzL6Rg">https://www.youtube.com/watch?v=nEaV0qzL6Rg</a></p> | <p><b>Separate Science Students:</b><br/>Will be completing the Atomic and Nuclear topic, before moving on to studying the Triple-only content in the Energy and Particles topics that they began studying in Y9.</p> <p><b>Combined Science Students:</b><br/>Will be moving on to studying the Atomic and Nuclear topic, and then following this with the final section of the Energy topic that they started in Y9.</p> <p>BBC Bitesize link:<br/><a href="https://www.bbc.co.uk/bitesize/topics/zshssrd">https://www.bbc.co.uk/bitesize/topics/zshssrd</a></p> <p>Specific Heat Capacity Required Practical:<br/><a href="https://www.youtube.com/watch?v=tIWt0Px2fy0">https://www.youtube.com/watch?v=tIWt0Px2fy0</a></p> |

**How to support your young person in Science:**

**Seneca**

Seneca is a free online resource which can be used to support students. Please encourage your young person to use Seneca regularly. They will need to complete any 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:

How big is a mole? <https://www.youtube.com/watch?v=TEI4jeETVmg>

How the food you eat affects your gut:

[https://www.ted.com/talks/shilpa\\_ravella\\_how\\_the\\_food\\_you\\_eat\\_affects\\_your\\_gut?subtitle=en](https://www.ted.com/talks/shilpa_ravella_how_the_food_you_eat_affects_your_gut?subtitle=en)

How much electricity does it take to power the world?

[https://www.ted.com/talks/ted\\_ed\\_how\\_much\\_electricity\\_does\\_it\\_take\\_to\\_power\\_the\\_world?subtitle=en](https://www.ted.com/talks/ted_ed_how_much_electricity_does_it_take_to_power_the_world?subtitle=en)

### **Religious Studies**

Students have worked well this half term starting the first topic of the Thematic Studies exam, 'Religion, Crime and Punishment.' They have approached the ethical issues covered with empathy and respect when studying serious issues of crime, the treatment of criminals, punishments and forgiveness. Students have engaged in discussions about real case studies, offered thoughtful opinions and learnt Buddhist and Christian responses to the ethical issues studied.

In the New Year students will be moving onto a topic learning about 'Christianity in the local and wider community.' This will allow them to discover how Christians support people in need in different communities, through various charities and organisations.

Over the half term holiday students could be reading ahead for the next topic by looking at the following website links:

<https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/7>

<https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/8>

<https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/9>

To consolidate their learning, students can make revision cue cards or mind maps to aid their long term revision planning and preparation.

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>

### **History**

#### **What is coming up next half term in History:**

Year 10 have worked very hard this term completing the Vietnam unit and practicing their paper 3 exam skills. All students will have had their papers back and will be aware of the grade they achieved. They have begun their new unit on the History of Medicine in Britain and will be continuing with this in the new year. Thank you to parents who have ordered the GCSE revision guides these will be delivered to school in January.

### **How can you support your young person in History:**

Please encourage your young person to keep their USA exercise book and revision notes in a safe place, these will be used again in Year 11.

### **Stretch and Challenge History task:**

In order to help develop their knowledge of the new unit students should make use of the BBC Bitesize and Seneca Learning pages on the History of Medicine.

## **Geography**

Most of our year 10 geographers have now completed one unit of their GCSE – The Challenge of Natural hazards and we are now moving onto a paper 2 topic - Urban Issues and Challenges.

### **This is what is coming up next term in Geography:**

They will be studying both the opportunities and challenges facing cities in the rapidly growing economy of India and then much closer to home in the ever-changing city of Manchester, over the last 200 years and much more recently.

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

This topic builds on their understanding from year 9 of the gaps in development but also enables students to see the locations that we are studying if they visit city centre Manchester, especially areas such as Ancoats, the Northern Quarter and Salford Quays. As ever the BBC Bitesize link is a useful extra resource <https://www.bbc.co.uk/bitesize/topics/z9wgcg82> .

As students develop their revision techniques this provider on YouTube is a brilliant explanation of how to answer GCSE style questions in geography <https://www.youtube.com/watch?v=7fQJ1S6Ydis>

### **Geography stretch and challenge task for over half term:**

<https://www.youtube.com/watch?v=VF-oY-hRUys> Christmas for us geographers can sometime feel as though there is a lot of waste for a short time experience. Watch this clip on how to have a more sustainable Christmas and make a poster (on the back of wrapping paper maybe?!) to show the main ways that we can have a more sustainable Christmas!

## **MFL**

### **What is coming up in MFL?**

In Year 10, in French we have just started our new unit of work on school, comparing French and British school systems and will continue with it for the next half-term. In Spanish, the next unit of work will be on free time.

We are also very much looking forward to the Spanish exchange starting in the spring term and a letter coming to parents about a French trip to Normandy, look out for emails!

### **Supporting your young person in MFL:**

[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:**

Why not watch a Spanish or French film with subtitles over the Christmas holidays? Maybe try some Christmas recipes from Spain or France too.

Joyeux Noël! ¡ Feliz Navidad!

**Keep following us on Twitter too:**

Mr Farrell- @MonsieurFarrell

French Department - @PH\_rench

German Department - @PHS\_GERMAN

Spanish Department@PHS\_Spanish

**GCSE Business**

Next half term our year 10 students will be continuing to look at human resources, with a focus on recruitment and selection. They will be learning about what the different stages of the recruitment process, creating their first CVs and having a go at some psychometric tests.

You can support your young person by talking about recruitment and selection processes you have been through. Test them on some of the tricky interview questions you have had in the past!

**A stretch and challenge task for over Christmas: Select** a business of your choice and research their previous Christmas marketing campaigns, consider which has been the most effective and why. Try to come up with a future Christmas marketing campaign for that business.

**Computer Science**

Year 10 students have been designing, creating and refining algorithms this half term, as well as being introduced to programming in Python. After Christmas, time spent on programming will increase.

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**

Year 10s have been busy working through the Graphics unit and have been planning and researching for the creation of their chocolate box lid for Choco Indulgence. After Christmas, we will finally be using Adobe Illustrator and Photoshop to create the visual identity and chocolate box lid. This unit will be completed by Easter term, when we will move onto a different unit.

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 students have made a great start to their GCSE course. They have been exploring the theme 'Natural World' by studying a range of artists who have used animals and nature as their subject matter. Peony Yip, Si Scott, Yellena James are some of the artists that have been studied and the students have had the opportunity to experiment with fineliner pen, paper cutting techniques, posca pens, watercolour and inks.

We have been very impressed with the quality of the work produced so far, and we look forward to the artworks that our year 10 artists will be developing in the New Year.

We would encourage all of our year 10 artists to ensure that their sketchbook work is up to date over the Christmas break and in addition the students should be improving any feedback that their teacher had provided. This will enable them to start the new term with their coursework completed to the best possible standard. The coursework unit is 60% of their overall GCSE grade.

### **Photography**

The Year 10 students have continued to explore the technical aspects of photography by investigating the camera settings in the 'Basics' project. They have experimented with ISO, aperture and shutter speeds to better understand exposure of shots and how to use these important aspects of photography. The group has recently gone onto fully manual mode with the cameras. They will be developing their manual skills further throughout the course for greater creative control with their shots.

The quality of their work continues to progress and they are becoming more independent when working in the photoshoots. Their 'Basics' coursework project and all of the future projects are completed on Google Slides files. These files are stored and accessed through their coursework folders on Google Drive. The 'Basics' project forms part of the coursework component of the course and this accounts for 60% of the GCSE grade.

The 'Basics' project will be nearing completion early in the spring term and students will be expected to finish all outstanding work up to date for their return on 8th January. A compositional task will be set for completion over the Christmas break.

### **Food Preparation and Nutrition**

This half term Year 10 students have been doing a mixture of theory and practical lessons. During theory lessons students have been learning about different cultures and cuisines and the different foods that they eat. Students have been able to apply their knowledge to exam questions to help to deepen their knowledge and understanding.

This half terms assessment was based on Vitamins and Minerals. We did memory and recall to see what students could remember from last half term during a revision lesson where students created revision material for them to revise from at home.

Year 10 students have also participated in a range of practical's; they have made:

- Potato rosti
- Cottage pie
- Quiche Lorraine (with homemade pastry)
- Gingerbread

It has been fantastic to see their theory knowledge be applied practically in the food room.

During the last week of term, students have also be involved with making and preparing sandwiches, cakes and scones for the Elderly persons film day which we run every year. This is a fantastic opportunity for students to perfect their skills as well as working as part of a team.

### **Product Design**

This half term students have continued to do 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 continued with the Timbers theory in preparation for their Year 10 assessments this half term. Students will have begun to understand exam technique and how they can apply their theory knowledge.

Throughout their practical lessons with Mrs Dempsey, students have been modelling theory stool. They have been using modelling materials and their isometric sketches and measurements to create a scale down version. This project has allowed students to understand the purpose of modelling as well as understanding the mathematical side of the subject.

Mrs Cronshaw has been working on the earphone wrap project and has been integrating 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. Following on from their assessment this half term students will be able to reflect on their exam technique and perfect this during upcoming theory lessons.

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&srefix=edexcel+design+and+technology+%2Caps%2C3695&sr=8-4](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&srefix=edexcel+design+and+technology+%2Caps%2C3695&sr=8-4)

We also have the pocket revision guide and revision workbook available to students on Evolve to buy.

### **CNAT Sports Studies**

#### **Next half term:**

Our year 10 students continue to make excellent progress in their qualification. The students continue to work through the R186: Sport and The Media unit and over the next half term will

finalise their Topic 2 – The positive aspects of the relationship between sport and the media assignment and complete their final Topic 3 – The Negative aspects of the relationship between sport and the media assignment.

**How you can support your young person:**

You can encourage your young person by asking questions about the subject content they have been learning as well as encouraging them to attend the Thursday CNAT Catch Up Club where necessary to ensure that they are completing as much work for each heading as possible. This will be every Thursday in room 7 from 3:15 – 4:15pm. In practical lessons, our students will be assigned to one of three groups from January to February half term: Netball, Rugby, or Table Tennis. It is important that our students are prepared for their lessons and bring appropriate kit for the cold weather.

**Task for over half term:**

To stretch and challenge your young person over the half term, please ask them to consider the following question: Can you think of 3 different ways that having so much media involved in sport could have a negative impact? Keep up the superb start you have made year 10, we are really impressed!

**GCSE PE**

**Next half term:**

The Year 10 GCSE cohort have completed the first three sections of Paper 2. When students return after half term, we will be moving onto the next topic which is Sports Psychology, which includes characteristics of skilful movement, classification of skill, goal setting, guidance and feedback.

**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 skills in the sports they are competing in and look at how feedback and guidance is given to learn skills and to improve.

**Task for over half term:**

A stretch and challenge activity over half term is to review all the content that they have studied so far for Paper 2 and to make sure that they have their revision materials complete. They can also use these to test themselves

**Dance**

Year 10 have made a great start to the term, learning all the new terminology for GCSE Dance. They have shown their understanding by producing excellent choreographies. They are currently working on a performance piece which will be assessed before we break up for Christmas. After Christmas they will start solo choreographies based on past questions set by AQA.

**Uniform**

Details of our uniform policy can be found here:

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

**It is important that when students return in January they are in their full school uniform with no false nails, nail polish or jewellery other than one pair of stud earrings.**

### **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](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](http://www.MyMind.org.uk)

### **Thank you**

Thank you for all of your hard work year 11 and well done on such a brilliant term. I also wanted to let you know that Miss Hollingworth is leaving as Welfare Leader for KS4 at the end of this term. We thank Miss Hollingworth for all she has done to support our young people and wish her luck in the future. From January Ms Mahoney will be joining us as the Head of Year 10 to support our young people.

Have a lovely and restful Christmas holiday and we will look forward to welcoming you all back on Monday 6<sup>th</sup> January 2025.

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@poyntonhigh.org.uk](mailto:hdovey@poyntonhigh.org.uk))  
Director of Learning to key stage 4