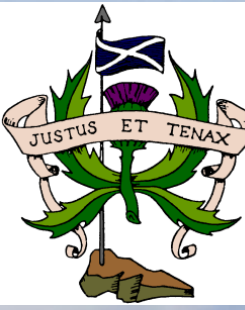


Boroughmuir High School S3 Parents' Information Evening 2021



**Mr Hembury
Depute Head Teacher S3/4**





Our Vision

To ensure a confident, nurturing & inclusive learning community where ALL achieve their true potential & embrace life's challenges



Content

1. Curriculum Summary
2. School Expectations for S3
3. School Support
4. S3 Assessments, Revision and Study Skills
5. Tracking & Reporting
6. Future Planning and Extra-Curricular Opportunities
7. Questions

1. S3 Curriculum Summary

Courses in S3 provide continuity from S2 using Curriculum for Excellence (CfE) Working Levels. In S3 there is a focus on CfE Level 4 which equates to SQA National 4 standards and increasing work at SQA National 5 standards.

Tracking and reporting are based around CfE Level 4 in S3.

Pupils make a balanced course choice at end of S2 with 8 subjects from a range of curricular areas including:

- **Maths and English**
- **French, German or Mandarin**
- **Biology, Chemistry, Physics or Science**
- **Geography, History, Modern Studies, Economics or RMPS**
- **3 additional free choices**

S3 course changes
close on
Friday 27th August
2021

In addition to 8 subjects, the S4 curriculum contains:

1. PE as a double period



2. Personal and Social Education (PSE) taught by their Pupil Support Leader (PSL) / Guidance teacher

3. Health and Wellbeing & Wider Achievement Awards

Spread out over S3 and S4 pupils explore factors that influence personal wellbeing, and to make decisions that contribute to improving personal wellbeing. Pupils look at connections between mental, emotional, social and physical health, and to look at different ideas of health and wellbeing at a personal, community, societal or global level. The Wellbeing Awards are Levels 3, 4 and 5.



This also includes the Youth and Philanthropy Initiative (YPI) – pupils work in teams to direct a grant of £3000 to a local charity. It is powerful active citizenship programme, empowering young people to make a difference in their communities while developing a range of skills.



Boroughmuir High School: S1-3 Curriculum & Courses Summary 2021-22

S1-3 Working Levels are typically at Level 3 and 4. The Letters W and P to indicate **how much** of the curriculum has been covered or achieved. These appear on tracking reports as 3W, 3P, 4W, 4P.

W = working within the level with **less than half** of the **National Benchmarks** covered or achieved

P = progressing within the level with **half or more** of the **National Benchmarks** covered or achieved

Teachers track and report **Progress** at these levels using 4 categories.

Typical Learner Progression

S1 CfE Level 3 (L3)

Art and Design
Business Education
Computing Science
Design and Engineering
Drama
English
French *and* German
Geography
Health and Food Technology (HFT)
History
Mathematics
Mandarin (if not studying French & German)
Modern Studies
Music
Physical Education
Personal and Social Education (PSE)
Religious, Moral and Philosophical Studies (RMPS)
Science



S2 CfE Level 3 (L3)

Art and Design
Business Education
Computing Science
Design and Engineering
Drama
French *or* German
English
Geography
Health and Food Technology
History
Mathematics
Mandarin
Modern Studies
Music
Physical Education
Personal and Social Education (PSE)
RMPS
Science

S2 Enrichment Period (Expressive and Technical) – tbc

App Development & Machine Learning, Art Attack, Design & Engineering, Digital Skills for Business, Drama, Food Manufacture & Development, Media Studies, Music, Young Sports Leader Award

S3 Core Curriculum

- PE
 - PSE
 - Wider Achievement Awards in
 - 1) Health & Wellbeing
 - 2) Religion, Belief & Values
- Also including Youth and Philanthropy Initiative (YPI)

Courses new to S3

S3 CfE Level 4 / Nat 4 / Nat 5

Administration and IT
Applications of Maths – *N4 only*
Art & Design
Biology
Business Management
Chemistry
Computing Science
Design & Manufacture
Graphic Communication
Drama
Economics – N5 only
Engineering Science
English
French
Geography
German
Health & Food Technology
History
Mathematics – *N4, N4/5 or N5*
Mandarin
Media Studies
Modern Studies
Music
Physical Education
Physics
Practical Cookery
Practical Woodwork
RMPS
Science / **Princes Trust Award – N3/4 only**
Social Subjects – *N3/4 only*
Spanish



Boroughmuir High School: S4-6 Curriculum & Courses Summary 2021-22

S4 Curriculum National 3,4,5

Administration and IT
Art & Design
Biology
Business Management
Chemistry
Computing Science
Design & Manufacture
Drama
Economics
Engineering Science
English
French
Geography
German
Graphic Communication
Health & Food Technology
History
Mandarin
Maths – *National 4/5 or*
Applications of Maths – *N4*
Media Studies
Modern Studies
Music
Physical Education
Physics
Practical Cookery
Practical Woodwork
RMPS
Science
Spanish

S4 Core Curriculum

- PE
- PSE
- Wider Achievement Awards in
- 1) Health & Wellbeing
- 2) Religion, Belief & Values

College Courses

S5 or S6

Schools College Partnership (SCP)
Courses - Various
Foundation Apprenticeship

National 5 or SCQF Level 5 NPA

Applications of Maths
Art & Design
Business Man.
Computing Science
Digital Media
English
Maths N5
HFT
Practical Cookery
Practical
Woodworking
Media Studies
Photography
Practical Science
Physical Education
Sports Leadership

Higher (H) or SCQF Level 6 NPA

Art & Design
Biology
Chemistry
Computing Science
Data Science
Digital Media
Design & Manufacture
Drama
Economics
English
Engineering Science
French
Geography
German
Graphic Communication
HFT
History
Human Biology
Mandarin
Mathematics
Applications of Maths
Media Studies
Modern Studies
Music
PE
Philosophy
Photography
Physics
RMPS
Spanish
Sports Leadership
College Courses

College Courses

S6 only

Schools College Partnership (SCP)
Foundation Apprenticeship

S6 Advanced Higher (AH)

Art & Design
Biology
Business Management
Chemistry
Computing Science
Database Design & Programming (Oracle)
Design & Manufacture
Drama
Engineering Science
English
French
Geography
German
Health and Food Technology
History
Mandarin
Mathematics
Mathematics of Mechanics
Mathematics - Statistics
Modern Studies
Music
Physical Education
Physics
RMPS
Science Baccalaureate
Spanish

S5 Core Curriculum
Career Management Skills
PSE
PE and Study

S5 H to S6 AH

S6 Core Curriculum
PSE – Assembly – Study

Typical S3 School Timetable	1	2	3	4	5	6
Mon	English	History	Physics	Music	Maths	French
Tue	PE	PE	Maths	Graphic Com.	Chemistry	History
Wed	Chemistry	French	Physics	English	Music	Graphic Com.
Thurs	French	Music	PSE	Health & Wellbeing Rota	English	Chemistry
Fri	Graphic Com.	History	Maths	Physics		

CfE Levels articulate with National Qualification (NQ) Levels in S3

		Stage	CfE Levels	NQs
CfE Levels S1-3	S3-6 NQ Levels	By end of P3	Level 1	
		By end of P7	Level 2	
		S1 and S2 S3	Level 3 Level 4	National 3/4/5
		By end of S4		National 3/4/5
		By end of S5		National 3/4/5 Higher (6)
		By end of S6		National 3/4/5 Higher (6) Advanced Higher (7)

Assessment Structure

National 2/3/4: Ongoing Unit assessments + assignments
No final exam. Graded as Pass or Fail

National 5: Coursework assignments + final exam
Graded A,B,C
Grade D or No Award

More information on course content & assessment arrangements can be found on the SQA [website](#)



Level of National Qualification Presentation

All pupils are expected to work towards achieving a qualification in each of their 8 subjects by the end of S4. The Working Level level can be National 2, 3, 4 or 5. The *final Working Level* is based on their progress over S3 and S4.

All pupils remain in their subjects for S3 and S4 and target a qualification in each.

Do all pupils sit 8 x National 5 exams?

No, approximately 60% of S4s achieve 8xN5s. Our main aim is for pupils to achieve a qualification at the end of S4 in each subject.

2. School Expectations for S3

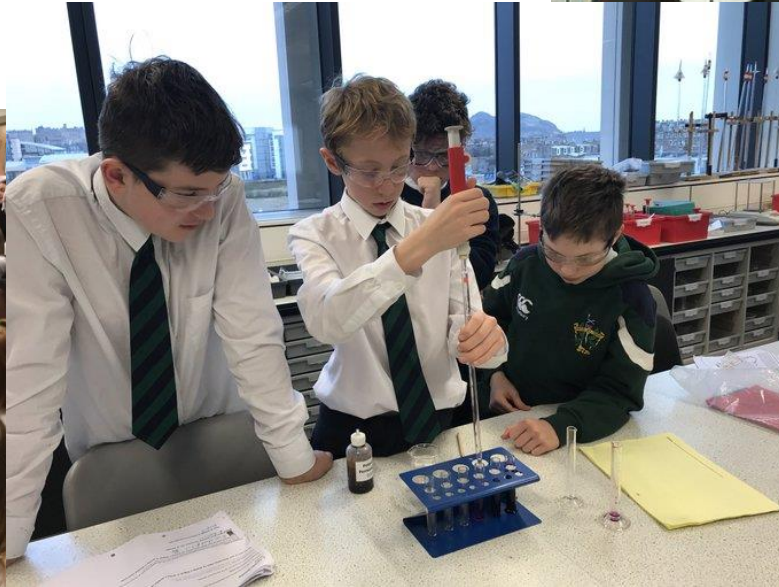
Form positive relationships with other pupils and school staff – new S3 classes are mixed with S3s from across the year group.

Good punctuality & attendance – pupils attendance is monitored each period. All must arrive on time. If pupils are consistently late or miss classes without reason parents and carers will be contacted. Pupils can be placed on attendance sheets and can lose break and lunchtime privileges.

Dress code is strongly encouraged, it gives a sense of belonging and pride in the school, discourages competition between pupils, bullying and victimisation. We need parents and carers support with this.

Dress code in action!





Best efforts and **positive attitude** are required. Pupils should aim to produce **high quality** work as many of the topics covered now in S3 will be assessed in S3 assessments, S4 prelims and S4 end-of-year exam next year.

With age comes increased **responsibility**, to the school and themselves. It is important that S3 pupils see themselves as **role models** for younger year groups.

3. School Support

Support for Pupils

Pupil Support Leaders (PSLs) are the Heads of each House and provide help and support to pupils as well as providing information, advice and guidance. They work in close partnership with teachers, parents/carers and other specialist agencies. In addition they:

- Deliver PSE – organisational/study skills/learning styles/note taking.
- Review tracking and teacher comment reports
- Wellbeing overview of pastoral/personal care
- Overview of educational needs
- In class support (pupil support assistant/S6)
- **Attendance** – sometimes alternative arrangements and adjustments are required. PSLs and DHTs coordinate this and liaise with teachers.



Boroughmuir Houses – House Heads

Hartington -	Miss Grant
Leamington -	Miss Nisbet
Montpellier -	Mr McIlwaine
Viewforth -	Mr Brandie
Westhall -	Mrs Wallace

Support for Learning (SfL)

Mrs Hall, Support for Learning Leader and the team of specialist Support for Learning Teachers, Officers and Pupil Support Assistants (PSAs)

- Provide support in classes and in 1:1 settings, to ensure that the effects of learning difficulties or disabilities are minimised
- Offer specialised teaching to develop necessary language and learning skills
- Promote understanding of additional support needs
- Develop effective teaching and learning approaches for pupils with additional support needs
- Identify and implement assessment strategies and ensure that the results are reported to parents
- Involve parents in the planning of their son's/daughter's progression throughout secondary school
- Support pupils in our Hub



4. S3 Assessments, Revision and Study Skills



- Lists the essential knowledge and skills required for each course
- Past Papers and answers are available ... a must for revision!

Subjects

▼

National 5 Chemistry

National Qualifications

Chemistry

National 3

National 4

National 5


Higher

Adv Higher

Course Specification

—

This explains the overall structure of the Course, including its purpose and aims and information on the skills, knowledge and understanding that will be developed.

- [N5 Chemistry Course Specification](#)  September 2019

Past Papers and Marking Instructions

+

Coursework

—

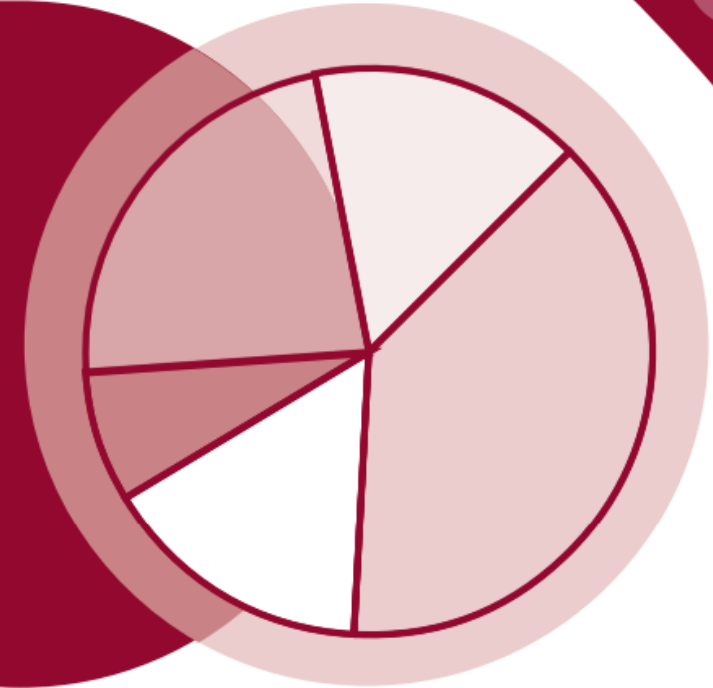
Nationals in a Nutshell

- What skills will my child develop?
- What will my child experience during the Course?
- Assessment

Mathematics

What skills will my child develop?

- Understanding and applying mathematical skills in algebra, geometry, trigonometry, and statistics
- Simplifying and solving problems
- Selecting and applying mathematical techniques to real-life contexts
- Making connections and informed predictions
- Using mathematical language and exploring mathematical ideas
- Resilience and confidence in problem-solving
- Analytical and evaluative skills
- Interpreting, communicating and managing information in mathematical form
- Logical reasoning skills
- Assessing risk and making informed decisions
- Creativity and the ability to think in abstract ways
- The manipulation of abstract terms to solve problems and generalise



the National Parent
Forum of Scotland

www.parentforumscotland.org

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning will develop confidence and self-motivation as learners experience a range of tasks and activities
- A blend of classroom approaches including whole class, small group or one to one discussions; direct interactive teaching
- Space for personalisation and choice for developing areas of interest

ASSESSMENT

- The course will be assessed through two question papers (exams), which will be marked by SQA and graded A to D.
- Question paper 1 (non-calculator) is worth 50 marks and makes up 45% of the total assessment mark. Learners answer a series of questions that demonstrate their mathematical skills and their understanding of mathematical processes. They must show their working in their answers.

Heriot Watt University SCHOLAR courses have been running for over 20 years and offer 37 high quality online courses for Scottish schools aligned to the SQA curriculum at National 5, Higher and Advanced Higher level.

Each pupil is provided with their own username (their SCN number) and a password.

Science and Mathematics			
	N5	H	AH
Biology	✓	✓	✓
Chemistry	✓	✓	✓
Computing Science	✓	✓	✓
Human Biology	**	✓	**
Mathematics	✓	✓	✓
Physics	✓	✓	✓

Languages			
	N5	H	AH
English	✓	✓	✓
ESOL	✓	✓	**
French	*	✓	✓
Gaelic	*	✓	
German	*	✓	✓
Mandarin	✓		
Spanish	*	✓	✓

Business			
	N5	H	AH
Accounting		✓	✓
Art and Design		✓	
Business Management		✓	✓
Economics		✓	✓
Psychology		✓	**

* Please note: these National 5 courses are support materials only.

** Please note: SQA do not provide a qualification for this subject at this level.

Homework and Home Study



Bitesize

Home

Daily lessons

Learn

Support

Careers



[Application of Maths](#)



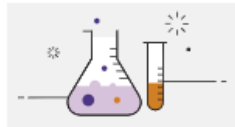
[Art and Design](#)



[Biology](#)



[Business management](#)



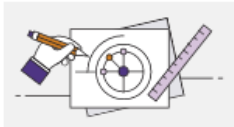
[Chemistry](#)



[Computing Science](#)



[Dance](#)



[Design and manufacture](#)



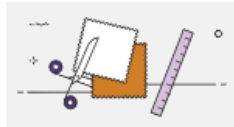
[Drama](#)



[Engineering science](#)



[English](#)



[Fashion and textile technology](#)



[French](#)



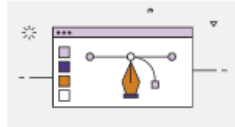
[Gaelic \(Learners\)](#)



[Geography](#)



[German](#)



[Graphic communication](#)



[Health and food technology](#)



[History](#)



[Hospitality](#)



[Maths](#)



[Modern Languages](#)



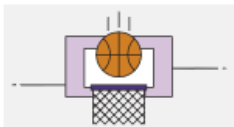
[Modern Studies](#)



[Music](#)



[Music Technology](#)



[Physical Education](#)



[Physics](#)



[Religious, moral and philosophical studies](#)



[Spanish](#)



[Technologies](#)



Boroughmuir High School

Subject Resources Information Booklet

S3 and S4 Courses

Updated version – March 30th 2020

Introduction:

This resource is for our learners, parents and carers to support individual home learning and also learning that occurs within the school day. Examples of these materials include *course outlines, topic benchmarks, class notes, teacher's slides and revision notes*.

It has been produced in 3 parts, each available separately, for:

S1/2 Courses

S3/4 Courses

S5/6 Courses

For each subject, information is described in 4 sections as listed below.

Course information

Resources

Home Study Materials

Assessment

The majority of this information is stored online on Office 365. Each pupil in the school has their own username and password. The Office 365 log in page can be accessed via the *Useful Links* table on the front page of the [Boroughmuir High School Website](#)

Office 365 contains a suite of programmes which contain useful learning materials. These include SharePoint, OneNote and Teams.

 Office 365



Subject Name: **Computing Science (National 5)**

Course Information	Class Resources and Revision	Home Study	Assessment
National 5 The course is split into 4 sections:- <ul style="list-style-type: none"> • Computer Systems (CS) • Software Design and Development (SDD) • Database Design and Development (DBDD) • Web Design and Development (WDD) <p>Each unit consists of theory work and practical tasks. This will give pupils the knowledge and skills to prepare for the course assessments.</p> <p>This qualification is developed to follow the Course Specification which can be found here: SQA - National 5</p>	<p>All classes have a OneNote class notebook. This can be accessed via Office365. http://office365.edin.org</p> <p>All teaching and learning materials can be found in the class notebook. This includes, course notes, revision notes, written tasks, practical tasks, past papers and solutions.</p> <p>Practice practical assessments will be carried out throughout the month of January/February to prepare for the SQA Practical Assignment.</p> <p>Each class also has a Microsoft Team. This allows communication with peers and teacher. Homework tasks and assessment deadlines will be shared via teams.</p> <p>Supported Study is provided for National 5 pupils on Tuesday and Thursday lunchtimes as well as Wednesday's after school.</p>	<p>Pupils should use their class notebook to revisit tasks and revise using class notes and revision material regularly.</p> <p>Revision Guides are not provided but are strongly recommended. Useful Textbooks include: Hodder Gibson How to Pass National 5 Computing Science: Second Edition Bright Red – Study Guide – Nat 5 Computing Science Leckie and Leckie – National 5 Computing Science Success Guide</p> <p>Please ensure latest version of textbooks are used as structure of course has changed.</p> <p>Further consolidation resources can be found at: Heriot Watt Scholar Programme Scholar (Pupils have a unique username and password) BBC Bitesize BBC National 5 CS SQA National 5 exemplar and past exam papers are found here: SQA Past Papers</p>	<p>Written mid unit and end of unit assessments for all sections detailed in Course Information.</p> <p>Practical end of unit assessments in Programming, Web and Databases.</p> <p>S4 Question Paper Prelim (November)</p> <p>Final SQA award consists of:</p> <ul style="list-style-type: none"> • SQA Practical Assignment worth 50 marks (31%) . • SQA written exam (2 hours) worth 110 marks (69%) <p>SQA Practical Assignment is carried out in February/March over 9 periods in class. It is an open book assessment but carried out under exam conditions. It will include a practical task involving a program, relational database and website.</p>

Blended/Futureproof Learning, Teaching & Assessment Policy



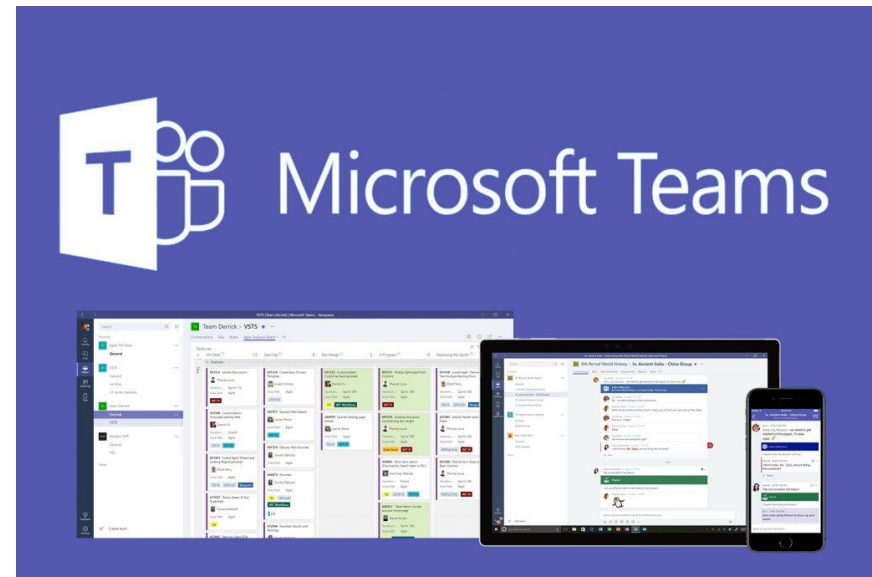
Aim - We will provide and deliver high quality futureproofed learning for every learner every day. To futureproof our learning, teaching and assessment we will continue to **blend our digital and face to face learning**.

Our learning will be:

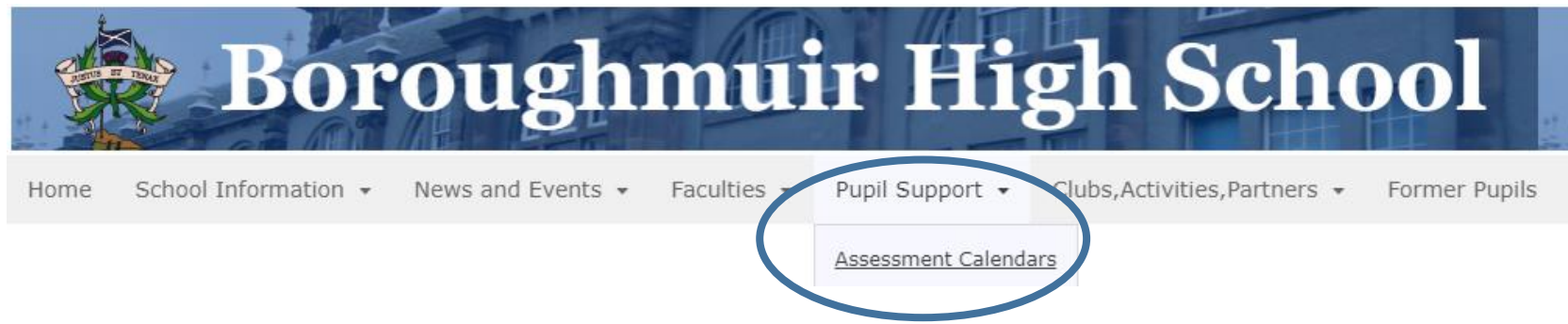
- Purposeful – clear learning intentions, context and purpose made clear for all learners
- Engaging – varied, active, inclusive, collaborative and appropriate for home or school, assessment as and for learning
- Successful – shared measurable success criteria, opportunities to develop and apply skills and knowledge supported by regular effective assessment and feedback on progress – face to face and virtually

How will we do this?

- All pupils and all staff will continue to engage with MS Teams and use this as our virtual bridge/platform for blending learning digitally and learning in school.
- Moderate and quality assure standards across faculties using the “Planning Learning, teaching and assessment cycle” (Moderation cycle) and processes outlined



S3 Assessments



Towards the end of S3 Assessments –April/May 2022 S3 pupils will complete a suite of in-class assessments covering much of the work completed throughout the year.

These allow pupils to practice their revision techniques and are a vital opportunity to practice assessments that are similar to those that they will complete in the S4 prelims in November 2023



Why are deadlines important?

- They are there to help pupils manage their workload
- They are there to help teachers manage their workload
- They are needed so that teachers can “authenticate” pupil work
- If teachers are unable to authenticate pupil work they cannot submit coursework to the SQA
- Please refer to the school senior assessment calendar for deadlines

5. Tracking and Reporting



S3 Tracking reports give a ‘snapshot’ of how well your child is performing in each subject.

- i) Tracking – November
- ii) Parents Evening – 24th November
- iii) Tracking - March
- iv) Tracking and written report - June 7th

Written reports use 3 sections:
- Course Content, Individual Progress, Next Steps

Exceeding expectations	1
Meeting expectations	2
Use NSI for Improvement	3
Cause for Concern	4

5. Changes to Tracking and Reporting 2020-21

Change Tracking Level Titles, Colours and Descriptions

From	Level	To	Colour
Excellent	1	Exceeding Expectations	Gold
Good	2	Meeting Expectations	Green
Inconsistent	3	Use NSI for Improvement	Orange
Needs Improvement	4	Cause for Concern	Red

Progress (S1-3 only)	How well is pupil is performing against national benchmarks?
Effort	Is a pupil consistently engaging in learning?
Homework	Is homework completed to expected standards? This can also reflect the degree of independent home-study (if applicable).
Behaviour	Is behaviour meeting school expectations?

In S3 - **Progress** is judged on evidence of learning and indicates **how well** a pupil is performing within the Working Level.

		Progress	Effort	Homework	Behaviour
Exceeding expectations	1	Consistently exceeds national benchmarks. Working very well independently and making very good progress overall.	Pupil is highly engaged and effort is conscientious and consistent	Always makes a very good attempt	Behaves very well at all times in class
Meeting expectations	2	Consistently meeting national benchmarks and making good progress at this level	Pupil is engaged in learning and effort is consistently good	Always makes a good attempt	Behaves well in classes
Use NSI for Improvement	3	Meeting some benchmarks and requires support at times . Some gaps in knowledge, understanding and skills	Pupil is not always engaged and effort is inconsistent	Inconsistent when completing homework	Inconsistent behaviour and some improvements required
Cause for Concern	4	Not yet meeting national working level benchmarks at this level	Pupil is not engaged and effort is minimal	Rarely makes a good attempt	Serious concerns with behavior

In S4 - **Progress** is shown using **Working Grades** and **Target Grades**

6. Future Planning and Extra-Curricular Opportunities

- Some additional vocational opportunities are available in S3 and S4

JET Academy
YOUR PATHWAY • YOUR FUTURE

♦ **EDINBURGH** ♦
YOUR COUNCIL – YOUR FUTURE

What is JET?

- ▶ **Job** - Extended Work Placement Programme running from September to April
- ▶ **Education** - Gain a Qualification
- ▶ **Training** - Opportunity to take part in JET Training Pathways

The Aim of JET

Supporting pupils to develop transferable skills desirable to employers such as:

- ▶ Initiative
- ▶ Planning
- ▶ Teamwork
- ▶ Communication
- ▶ Problem Solving

Careers Advice - Our Careers Advisor is **Ms Cara Davidson**
Cara.Davidson@sds.co.uk appointments can be made by
request through the Pupil Support Leaders or by email.



Careers



Edinburgh Guarantee Bulletin:

[Edinburgh Guarantee Opportunities Bulletin 16-06-20](#)

[Edinburgh Guarantee Opportunities Bulletin 02-06-20](#)

[Edinburgh Guarantee Opportunities Bulletin 28-04-20](#)

Introduction to Career Management Skills Slides

[BHS CMS Assemblies](#)

Developing Young Workforce Slides

[DYW Slides – Computing and Business](#)

[DYW Slides – Drama](#)

[DYW Slides – Modern Languages](#)

[DYW Slides – Physical Education](#)

The Careers part of the website contains additional information including information as to how our subjects departments are developing skills for the young workforce.

My World of Work is a key source of careers information



Useful Parent/Carer Resources

Research/Support

- My Kids Career
www.mykidscareer.com/
- My World of Work
www.myworldofwork.co.uk/parents
- DYW – E resources
www.dyw.scot/edyw.html
- Digital World
www.digitalworld.net/
- Articulation Routes
www.pathways.ac.uk

Opportunities

- Apprenticeship.Scot
www.apprenticeships.scot/
- The Guarantee
www.theguarantee.org/
- SDS Edinburgh Facebook
www.facebook.com/SDSEdinburgh/



Raising Teens with Confidence

6 week course for parents and carers of teens

It aims to help adults understand how they can best support their teenage children to

- navigate increasing independence
- develop confidence, security and resilience
- promote and benefit from emotional wellbeing

The latest research around what helps support emotional wellbeing throughout life is used & includes adolescent brain development, risk taking behaviour, importance of communication and the effects of stress.

The course provides an opportunity to explore with other parents how the teenage years can be a time for the whole family to ***‘thrive rather than just survive’*** (Siegel 2014)!

Further information to course dates at Boroughmuir High School to follow in due course.

PARENTS AND CARERS COURSE

Raising Teens with Confidence

Promoting Mental & Emotional Wellbeing



• EDINBURGH •
THE CITY OF EDINBURGH COUNCIL

Information for parents and carers

Adolescence is the time when young people seek increasing independence and experience physical, social and emotional change which can be difficult to manage but also creates many exciting opportunities.

Raising Teens with Confidence aims to give parents and carers increased understanding about how they can best support their teenage children to navigate this time of change and help promote resilience.

Drawing on the latest research in teenage brain development and mental and emotional wellbeing the course gives parents the opportunity to explore together how the teenage years can be a time for the whole family to *'thrive rather than just survive!'* (Siegel 2014)

The course consists of 6 x 2 hour sessions covering the following topics.

1 **Introductory Session: Why what you do matters**

Explores definitions of emotional wellbeing and why relationships with parents and teenagers are changing but remain critical to developing positive emotional and mental health.

2 **The Amazing Teenage Brain: What's going on in there?**

An introduction to the latest brain development research helping to explain some teenage behaviour.



'Understanding the teenage brain and changing my approach to dealing with day to day situations.'

'I have learned that I can't control their world anymore but that I can influence it a bit. Also, communication is key.'

'Useful sharing experiences with others as rarely meet other parents at school – unlike at primary school. Every parent should do this course.'

'The course has helped me listen to my kids, enjoy my kids, be a good role model, be kind to myself ... and be positive.'

'Being able to talk openly with other parents. FAB!!!!'

'There were some really good tips about dealing with situations. I liked the session on risk and the fact that teenagers need to experience a level of risk. This was reassuring.'



3 **Risky Business: Managing adventure, risk and resilience**

Taking risks is a normal part of the teenage years and this session looks at why this is important and ways to positively manage these experiences.

4 **It's Good To Talk: The importance of staying connected**

Conflict is common in families, especially when children become teenagers. However some communication techniques can prevent arguments becoming the norm whilst supporting positive relationships and the development of social and emotional skills in teenagers.

5 **The Brain Under Stress: Overcoming setbacks and promoting resilience**

Explores how the brain responds to stress and what parents can do to support young people to manage stress now and build resilience for the future.

6 **Looking After Your Wellbeing: Coping with the changes**

Leading on from the previous session this session explores how parents and carers can look after their own wellbeing, act as role models for their young people and cope with all the changes that come with shifting family dynamics and structure.



- Funded by SportScotland
- High quality opportunities for participation in sport and physical activity within schools
- Partnership with schools, community clubs, coaches and volunteers
- Support Young Ambassadors and Sports Leaders
- Co-ordinate school entries to events/competitions for example, swimming, athletics and team tennis championships
- Assist with clubs and teams run by school staff

Tony Segall - Coordinator



Extra-Curricular Sport Activity at BHS

- Clubs will be gradually starting again from Aug/Sept 2021



- 35 clubs and teams (Term 1, 2019-20)
- 246 males taking part
- 254 females taking part

6 paid coaches

36 volunteers:

- 12 parents/family members
- 8 senior pupils
- 7 school staff
- 6 club coaches
- 3 students

Number (percentage) of pupils participating in Extra-Curricular sports clubs:

2017 (Term 1): 430 (36% of school roll)

2018 (Term 1): 469 (37% of school roll)

2019 (Term 1): 500 (40% of school roll)

7. Questions

Thank you for taking the time to review this information.

If you have any queries and questions please send them to the email address below. We will collate these and issue as frequently asked questions (FAQs) .

Email your questions to:

coursechoice@boroughmuir.edin.sch.uk

