



Welcome to the third edition of 'The Tutor Times', updating you on what we have covered in our tutor curriculum in and outside the classroom! We endeavour to ensure that these experiences are helping students to develop, grow and be informed as we develop the whole person. We hope that by sharing this information with you, it will give you the opportunity to build upon these topics at home and engage in conversations about what students have learnt.

The last term has been very busy at President Kennedy School. The Tutor Curriculum has covered a broad range of topics including; peer influences and knife crime, online sexual harassment and appropriate language as well as LGBTQ+ and inclusive language. This has all been underpinned by our '3 strands'. Students have also been involved in a number of informative as well as celebratory experiences.

YEAR 7

In recognition of Holocaust Memorial Day, students were invited to write their own poem about the importance of this day in relation to living in the wider world. Student's poems were displayed in our Bridge heart space for other students to read. Some of the poems created were emotional and touching, really trying to capture both the sadness and sacrifice of the Holocaust.

On the 2nd of March, Year 7 students celebrated World Book Day through the 'Book-in-a-box' competition which challenged students to create and imagine a scene from one of their favourite books and re-create this as a cardboard box interpretation. This allowed their imaginary worlds of reading to come to life.



THE 3 STRANDS



Students also celebrated International Women's Day on the 8th of March where they were asked to consider inspiring women in popular culture and link this to their own lives. Later in the week - which was also National Careers Week - students were challenged to consider women in careers.

Students explored the gender pay gap and discussed the importance of celebrating women in all that they have achieved over the last few centuries.



YEAR 8



In Year 8, students have been able to explore and discuss issues and concerns relating to LGBTQ+. This provided an opportunity to raise awareness of the discrimination that these individuals may face and also to discuss the use of inclusive language so that students are conscious of the appropriate language that they should use to promote equality.

unifrog

Students have been considering their future options and exploring possible future careers through the use of Unifrog. Students completed personality tests which then provided them with recommended careers for them to explore further through Unifrog.

Students have also had the opportunity to explore and discuss issues surrounding vaping and alcohol misuse. Student voice indicates that this really resonated with students as it developed their understanding of the laws on these issues and the effects that vaping and alcohol can have financially, environmentally and on their health.

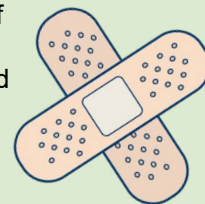
YEAR 9

The main focus over the last half term has been careers. Students have been supporting students with their GCSE option choices to ensure students are making sensible choices for their future career pathways. All subjects presented to students with a detailed list of how that subject will develop them personally and also to inform them of potential future careers.

This term has also focused on addressing the issue of vaping amongst young people. The aim of this was to ensure students understood the potential harmful consequences of vaping. Providing students with a safe space to explore and discuss this issue has allowed students to be open and honest in asking questions and sharing their thoughts on this growing concern in society.

Year 9 also spent a week developing their understanding of first aid. The aim of this was to increase the number of young people able and willing to help in an emergency and develop their understanding of health issues and how to care for themselves.

First aid education has developed our student's self-confidence, self-esteem and ability to cope with emergencies.



YEAR 10

This term the focus has been on preparing Year 10 students for the next big step on their Key Stage 4 journey: Synoptic assessments. We have been listening to student's thoughts around this and they were looking for ideas for how to revise. Students explored revision strategies such as the Pomodoro technique, created a bespoke revision timetable and reflected back on what went well last time they sat a set of assessments. It was also important that pupils understood that this could be a challenging time and so has access to information on coping with the pressure of exams and time management, as well as the importance of healthy diet, sleeping patterns and the benefits of exercise.

In addition to the big focus on Synoptic assessments, we have also been looking at careers through the Job of the Week session which we run on Fridays and getting some ideas on pathways beyond GCSEs. This is a theme that pupils in Year 10 will carry through into the summer term.

We have also had opportunities to celebrate elements of LGBTQ+ Pride month, address issues around safer internet use and discuss pupil's ideas of self-image and how to promote a positive self-image.

YEAR 11

Over the past few months, tutors of Year 11 have been busy supporting students with their personal development to prepare students for their next steps and also for their GCSE examinations. As many students had never completed an interview before, students were given mock interview questions to discuss with their tutors to help in their preparation for Post 16 and/or college interviews. Students have been guided on how to become more independent in their learning to promote the productivity of their time beyond the school day so that they can engage in independent revision and balance revision for all of their subjects. Alongside this, students have received advice on what it means to effectively revise and how they can maximise retention of knowledge in their long-term memory.

Students have also had opportunities to discuss and explore a range of issues that are pertinent to them, including knife crime and gangs, online sexual harassment and LGBTQ+. Students have been able to learn about and discuss these issues in a safe and non-judgemental environment in order to raise awareness, challenge misconceptions and promote a culture where discrimination is not tolerated.



POST 16

Post 16 students have been exploring the topic of relationships. Students have looked at professional relationships, and how we would conduct ourselves differently in the workplace and online. We have explored the difference between healthy and unhealthy relationships, why relationships may come under strain and unpicking how to manage the end of a relationship. We have also explored extremism and radicalisation within our curriculum looking at real life case studies in our debates and linking these to British values. Our most recent topic has covered parenthood. We have debated when the right time is to start a family, explored rights surrounding a person's choices regarding when to start a family and discussed abortion rights and fertility treatment.

Year 12 students have been preparing for work experience and Year 13 students have been finalising UCAS choices and exploring strategies to enable them to successfully prepare for upcoming external exams. As always, each Friday we explore an area of Finance, this has included consumer rights and student loans as some examples.



CAREERS

Year 8, 9, 10 and 12 have had several fantastic opportunities to participate in online career webinars. These webinars have allowed students to develop their knowledge on a range of NHS related careers from Paramedic science and Operating Department Practitioner to Children's and Young People's Nursing and Midwifery.

On the 10th May we proudly hosted an NHS England Nursing mini conference with over 150 students from across years 8, 9, 10 and 12. In this format students rotated around the three nurse specialists to take part in interactive activities followed by question-and-answer sessions.



KNIFE CRIME - WHOLE SCHOOL CAMPAIGN

In January we launched our second whole school campaign to raise awareness of knife crime to support in students being safe and healthy. Throughout this campaign, students learnt about the tragedy of Bin Kinsella who was killed by knife crime 15 years ago.

In Year 7 and 8, students explored the consequences of knife crime, they had opportunity to challenge the belief that victims are involved in criminal activity and considered the impact of knife crime on those other than the victim.

In Years 9 and 10, students explored why people might join gangs and how choices affect their lives and also the negative consequences of offending including the use of a weapon. Students in Year 11 and Post 16 discussed how events can spiral quickly out of control and that small decisions can have major outcomes. They also explored how carrying knives doesn't work out well for anyone and developed their understanding of appropriate behaviours with regards to Respect and Equality.

**One
decision
can change
your life
forever**

#StopKnifeCrime

The Ben Kinsella Trust
benkinsella.org.uk



SEXUAL HARASSMENT - WHOLE SCHOOL CAMPAIGN

In April we launched our third whole school campaign to raise awareness of the issues surrounding sexual harassment. In Years 7 and 8, students focused on exploring hurtful behaviours so that students could discuss and develop their understanding of respectful and disrespectful behaviours towards others. They also discussed the impact of hurtful behaviour and strategies to challenge hurtful behaviour.

In Years 9 and 10, students explore the issue of online sexual harassment and learnt to recognise when they might be at risk of online sexual harassment, understand the emotional impact online sexual harassment can have on those involved and how to report online sexual harassment.

Students in Year 11 and Post 16 developed their understanding of the term online sexual harassment and the emotional impact online sexual harassment can have on those involved. They also developed their understanding of recognising when you may fall victim to online sexual harassment and the concept of consent.