



Spring Term Newsletter 2023



Don't you just love this time of year? Bright mornings and lighter nights. We can at last put the bad weather behind us (hopefully) and look forward to the warmer part of the year.



Since our Christmas Newsletter we have been very busy in school. We have welcomed many new pupils into our PRU family. Everyone is different and some people take a while to get used to us and things work at the PRS. This can lead to some unsettlement but please know that we are here to talk through anything if you have any worries or concerns.

Everyone generally is working hard and making good progress in their studies. Our current Year 11s are now heading towards their final hurdle of GCSEs and revision booklets and support are well under way.

As you will see as you go through our newsletter the pupils have been involved in lots of exciting things that have been happening such as Beat Boxing, The Arts Arcade Project and an exciting theatre trip.

In this newsletter we have also tried to give you all a flavour of other things that are associated with us as a school such as our Reading Programme, assemblies and pupil voice sessions that take place. These are the types of things that help pupils to understand the wider world and think about their own culture and capabilities not just their life here in Scarborough.

We are here alongside yourselves to offer the best possible opportunities for all of our pupils on their journey through secondary school and on to Post 16 education. We work closely with all of the local secondary schools and many of our pupils attend their home school at least once per week. This supports them in their transition back to mainstream but more importantly keeps up relationships with their peers and staff and also helps them to feel secure in their learning.

Thank you for your continued support, remember we are only a phone call away if you have any concerns or questions. I hope you all have a lovely Easter.



Mrs Jo Fox

Assistant Headteacher

English

There has been some excellent work in English this term with pupils working towards their GCSE English Language and Functional Skills exams. The pupils who were entered for their Functional Skills exams produced some really great work for their Speaking and Listening exam.

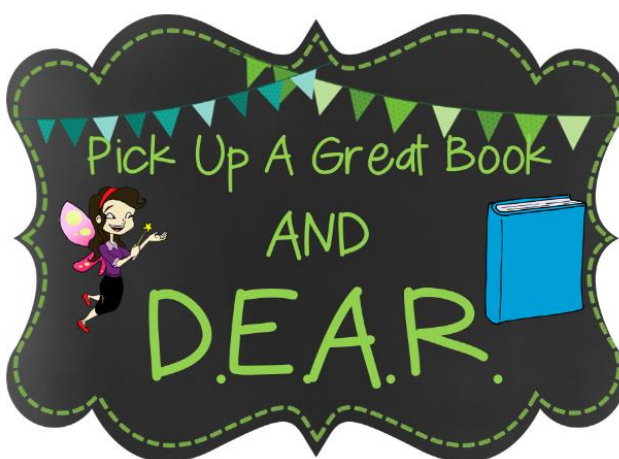


All the Year 11 pupils completed their mock examinations and I was very proud of the mature way they approached them. I hope they really focus in the coming term so that they are confident when the exams are finally here in May.

As part of the speaking and listening element of the qualification, factual

power points were produced on cars and hair care, all very informative!

Reading has been a focus and all pupils have now chosen their own books and are reading every week in DEAR time (Drop everything and read). I am very proud of Trenton, Lucy and Tegan for reading in lessons and really getting into the book, "Stone Cold".



Maths

The spring term has been a busy time in maths. We have welcomed several new pupils, Chloe, Kayla Rose, Parker, Kieran, Olly and Macey who have all been working really well.

Write your name here

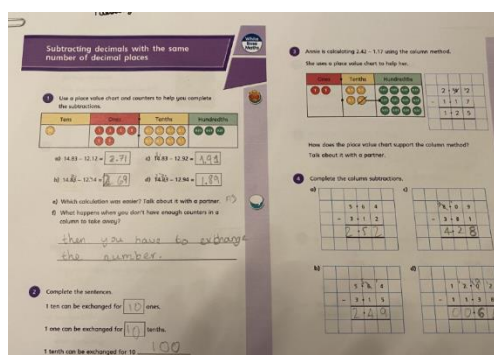
Surname _____ Other names _____

Pearson Edexcel Centre Number _____ Candidate Number _____
Level 1/Level 2 GCSE (9-1)

Mathematics
Paper 1 (Non-Calculator)

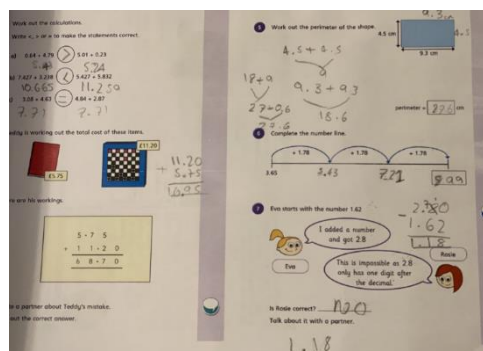
It is an especially busy time for our Year 11 pupils, as their GCSE examinations are approaching. Pupils have sat their mock examinations and Functional Skills Levels 1 and 2 and are aware of the importance of the coming months.

These are some of the GCSE maths topics that our pupils have been studying during this spring: Probability, Forming and Solving Equations. Pupils are to begin their revision next term and to help them they are to be provided with a revision workbook and a study guide.



The GCSE mathematics examinations for year 11 consist of one non-calculator and two calculator papers. These examinations assess pupils' skills in problem solving skills relating to real life maths situations. In addition to this problem solving and justification of their solution has become an integral part of our pupils' mathematics lessons.

This term has also seen the introduction of the new White Rose Maths teaching and learning resources. These tools encourage pupils of all abilities to learn and engage whilst also reducing barriers and misconceptions. Worksheets are always differentiated making maths simple and enjoyable.



Science

This term in Year 11 the students have been completing the units on Energy and Forces in their final units in the Science iGCSE single award.

They are all working towards completing the units into next term so they can start revising for the exams in biology physics and chemistry in June for the International single award in science.



In year 10 the pupils have been looking at Chemical reactions as part of the iGCSE course and the AQA foundation science course and investigating which metals are the most reactive in the metal reactivity series.

Pupils experimented by adding different metals to sulphuric acid and writing down the observations to determine an order of reactivity.



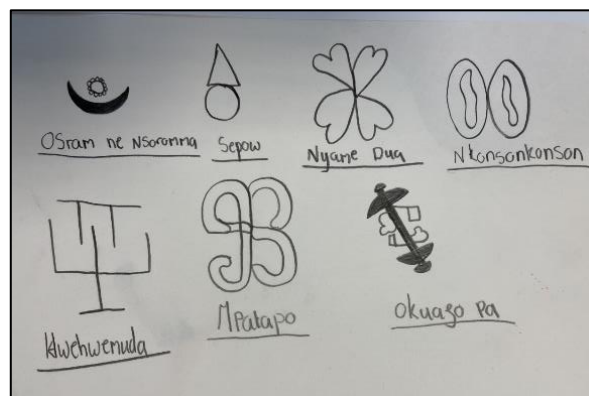
In Key Stage 3 the Year 8 pupils have been working a unit on Acids and Alkalis.

Pupils loved the practical lessons where they tested 3 different carbonates to see which one was the best at neutralising an acid. One of the pupils decided the carbonate in the centre of the picture was the best because the indicator was a green colour which is pH 7 and neutral. The one on the right is blue- a strong alkali.



Art

This term we went ancient and primitive in art. Printing dates back centuries and is said to have originated in China. These traditional methods are still used in arts and crafts today. While these methods have been closely observed all this time, the stimuli can be varied and modern.



In key stage three we went in search of the Akan people from the Ivory Coast and Ghana. There they use Adinkra symbols on cloths printed traditionally for important people such as royalty. Each one of these intricate symbols holds significant meaning. After getting to grips

with these tricky ancient emojis, we had a go at designing our own. We gave them meaning and crafted them to form a poly-print stamp. Next, we borrowed some inspiration from the artist Jane Davis who uses harmonious colour schemes to create abstract prints. The final outcome would be the bringing together of these wild, coloured backgrounds overlaid with our repeated Adinkra prints.

A special mention has to go to Lucy for her hard work on this printing project. She achieved so much and learnt lots of new skills. Forget Etsy, think Saachi.



In key stage four we looked at some traditional methods of printing but gave it a modern twist. The origins of monoprinting are unknown.

This unique process incorporates both elements of drawing and printing to produce work which is possibly attributed to a Dutch painter by the name of Hercules Seghers.





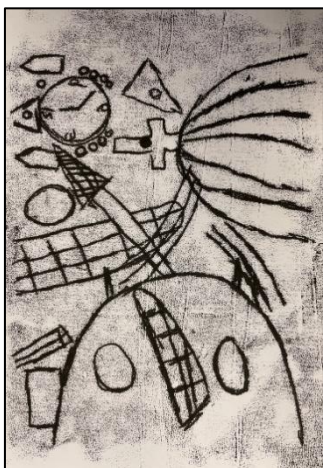
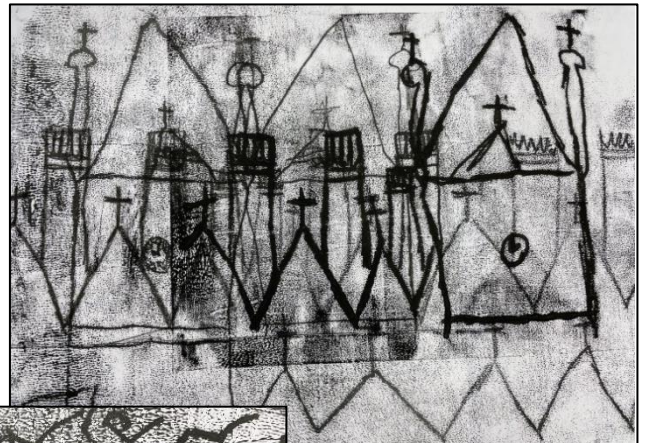
Using architecture as a starting point, we sketched many elements of different architectural styles. Then came the tough decision of how we were going to organise our compositions which would form the final design idea ready to create our finished piece.



Maddi revealed herself to be quite the abstract designer when it came to mixing and matching the elements of her first ever monoprint design. What was really interesting to watch was how each pupil dealt with the subject matter very differently, resulting in each piece being completely unique.

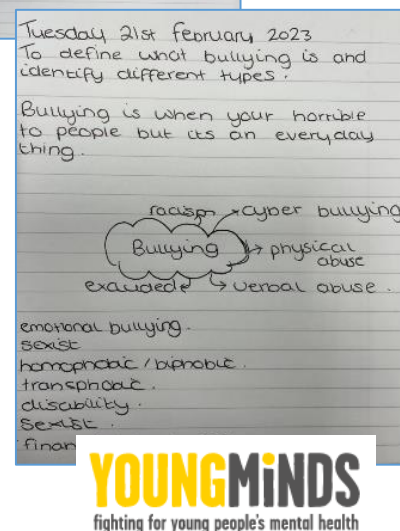
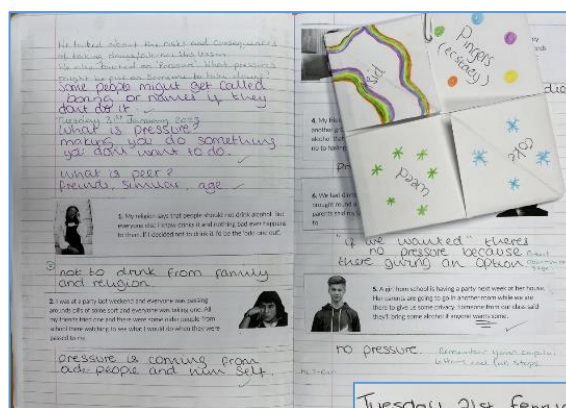
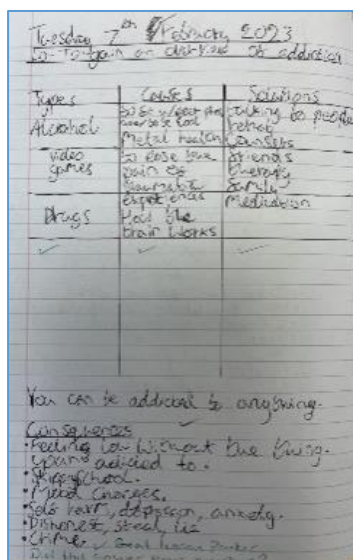
Once we had a taste of success, we were eager to repeat the process again using different ideas.

We hope you like.



PSHE

PSHE always gives us much to think about. Our topics this term have been no exception. We first discussed alcohol and other drugs, looking at the risks and consequences involved for young people. It seems tempting to become involved in activities that 'everyone' does. This we found out is simply not true. Just because everyone is talking about it, doesn't mean what they say is true. When asked the question 'Why do people drink?' for example, it was concluded that there are a great many reasons why some people use alcohol and other drugs. "But my mates are doing it and I don't want to be the odd one out." Strategies on how to cope with peer pressure became key to dealing with the pitfalls of teenaged life as was known to get help.



- S - Several
- T - Times
- O - On
- P - Purpose

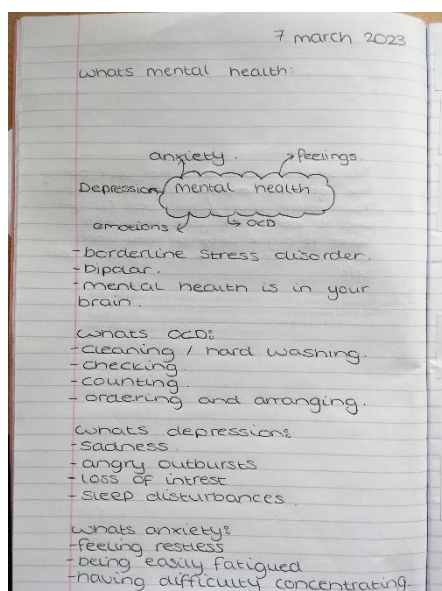
How to manage pressure continued at the core of our following topic on bullying. Defining bullying, understanding what it looks like and knowing the impact it can have, were paramount to being able to work on the best strategies we could use to deal with it. Parker pointed out that staying safe online could be problematic if you didn't know how to report it. It would seem that the fear of missing out can prove a tricky obstacle to overcome when it comes to hitting the 'block' button. If this is too difficult reporting to a trusted adult is the way to go. In conclusion real friends don't bully one another, instead they support one another.

SEAL (Social and Emotional Aspects of Learning)

This term in SEAL the pupils have been working hard to develop their self-awareness skills to support their emotional health and wellbeing. The term started off with learning about healthy relationships. Louise, Skye and Will explored the features of a healthy relationship and how to recognise the differences between healthy and unhealthy behaviours.

Tegan, Trenton and Leonie looked at how we can manage changing friendships, something that happens to us all throughout life. They explored both the benefits and challenges of making new friends as well as

describing the reasons why friendships might develop and change over time.



The pupils have also been looking at both physical and mental wellbeing. KS3 have identified that the things they value, enjoy or are good at can all support mental and physical wellbeing. Positive relationships, eating a balanced diet and sleeping well can also help.

KS4 have been reflecting on ways that they can contribute to others' mental wellbeing such as being a good friend or supporting those experiencing bullying or loneliness.

It is always good to talk about it to friends and trusted adults and there are lots of organisations that can help such as Childline, the Mix or Shout.

Childline: childline.org.uk/info-advice

Or call 0800 1111

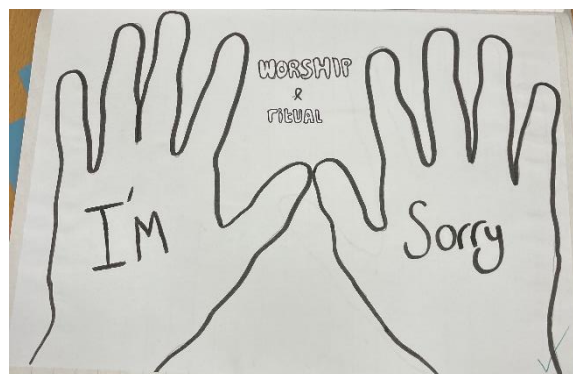
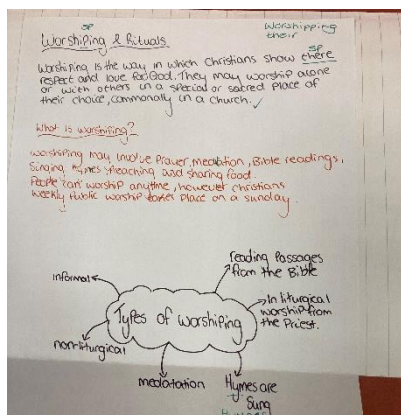
The Mix: Call 0808 808 4994

Shout: Text 85258



RE

This term we have been looking at the term 'Worship' what it means, where it comes from and how it is practiced. Pupils have been researching different types of worship in relation to different religious groups as well as looking at their own opinions and point of view.



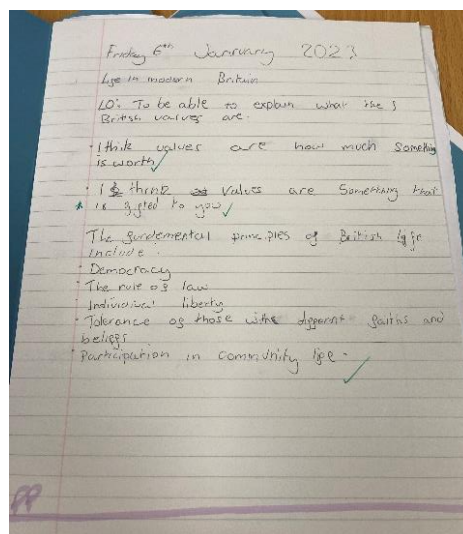
RE gives the pupils the opportunity to talk through any questions they have and allows them to be curious about the world around them.

Citizenship

All Year 10s have been studying British Values this half term. We have been looking at how we as British citizens live in a democratic society and have a freedom of speech, pupils have shown a real interest in this.

We have also been looking at how the United Kingdom is separated and how the different countries are governed.

Key Term	Match Up	Definition	Why is it important we study this?
Citizenship skills, processes and methods		Here we will look at the make-up and dynamics of British society, how identities are formed, investigate the media and the UK's role in global issues.	Life changes quickly and how we have to change to cope with that and just get on with it all around us.
Life in modern Britain		Here we will learn about presenting our own views, creating sustained and reasoned arguments, practical citizenship actions and evaluating their effectiveness.	How I live my life in citizenship.
Rights and responsibilities		Here we will look at political power in the UK, government and democracy, as well as how parliament works and the electoral system.	How the laws are made. How we are allowed to vote.
Politics and participation		This is where you will apply your skills through your own campaign. You will be assessed on this in Paper 1 section A (it's 15% of the total marks).	How your opinion can be heard.
Active citizenship		Here we will look at laws, making of laws, the criminal justice system, human rights and how citizens engage with all of these to bring about change.	Understand what it's like to be a citizen. Understanding your rights and your freedom. Speak up!



Humanities

For the first half of this term KS3 have been studying Geography. We have looked at the Earth's structure including tectonic plates, earthquakes and volcanoes. The second half term has switched to Religious Education and we have been looking at what worship is and how different religious groups worship.



KS3 have been working really hard in Humanities. They really involve themselves in discussion and debate which leads to interesting conversations.



IT

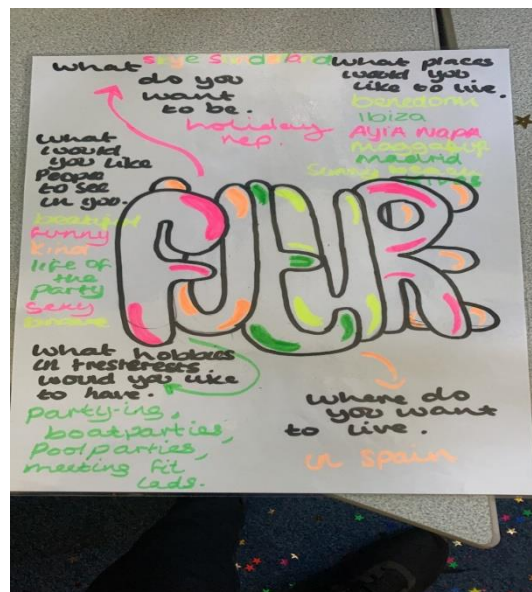
This term we have been thinking about our knowledge of internet safety, we like to make this fun so we have had many Kahoot battles to see who has the best knowledge. We have covered employability skills, and are brushing up our skills making posters.



Careers – Mr Brannan

In career lessons this term Year 11 pupils have been focusing on Post 16 options. Pupils have been completing C.V.s and exploring future college and apprenticeships options ready for the next step when they leave school in June.

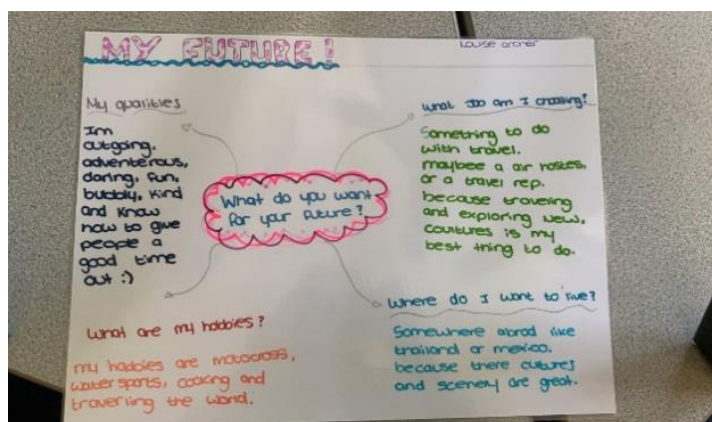
A lot of our pupils have explored options and the majority are looking towards an apprenticeship. Teigan for example, is looking towards a future in travel and Lizzie is seeking a role in childcare.



Skye and Louise made fantastic posters about how they'd like their futures to look. These posters have made the classroom wall look a lot brighter. Skye can't wait to be 18 so she can explore her ambitions and Louise has a passion for sport and wants to travel the world.

We have had our yearly job fair where local businesses and colleges came into the school and showed what they have to offer once the pupils leave school. This day was very successful and we thank everyone who attended.

Year 9s and 10s have been focusing on how they can improve their skills and qualities to help them succeed for when they start work. There have been lots of work based discussions looking at appropriate and inappropriate social



skills which have managed to produce some interesting group work.

Cooking

This term in food technology, we have been following recipes from the website, 'Food a Fact of Life'. There you can find lots of information on following a varied and balanced diet.



there was a and fluffy sponge joy to see the break and lunch parents and have managed to taste a slice mainly ate and shared them in



We made two types of pizza wheels. The first batch was made from pastry, and the pupils made this into a rectangle covered it in their choice of toppings, then rolled and cut them, the same technique was followed for the dough pizza wheels but these took much more work, requiring at least ten minutes of kneading to make the dough.

Pasty recipes were adapted so that the ingredients were ones that the students would try and these turned out to be very tasty.



As Pancake Day falls in spring term, we had a week of students making pancakes and learning the art of flipping without sticking it to the ceiling. We have finished the term decorating cupcakes with a spring theme, making our own fondant flowers.



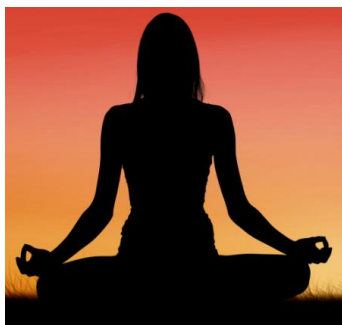
enjoy the tangy dip.

Varieties of Swiss rolls were made definite skill in getting the light to roll without it splitting; it was a pupils enjoying their cakes during time. Some carers may but the pupils school.



Yoga

We visit the yoga studio for PE on a Wednesday, the boys were offered this as an option but they only managed one session before they went back to football. The girls were very happy about this as they preferred yoga.



The studio is a very calm environment and the students who attend make the most of this time. Some will join in with the class, others preferring to use this time to meet stillness on their mat. We often end the session with non-sleep deep relaxation time, which all the students take part in and say they enjoy. They are visibly calmer after the session.



Life Skills

This half term In Life Skills, KS3 have been looking at 'Living in the wider world'

Tegan and Trenton have been learning how to plan a visit using the train. This included planning routes, reading timetables and paying for tickets. They have also been looking at understanding money, using acquired skills to run a budget and to be able to prioritise.

Lucy has done some great work around the different areas of homelessness, the causes and the assumptions. It's been great to see her have an empathetic view and understanding of the scale of homelessness. She has been able to recognise the need for the help and the help that is available.



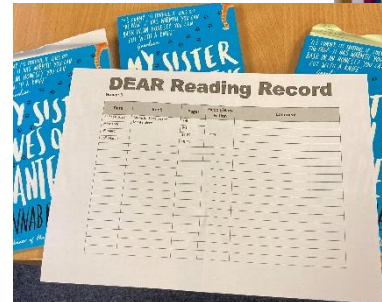
Olly has done some great work around breaking down stereotypes that exist around homelessness, which is currently occurring throughout the country. It's been great to see the pupils research the charities that support people who are experiencing difficulties such as a shelter and our local charity The Rainbow Centre

Reading

During this last academic year, we have made huge improvements to our reading programme and encouragement of 'Reading for Pleasure' across the school.

We have DEAR time every Thursday Period 1 – 'Drop Everything and Read'.

This involves everyone, we all take 20 minutes to read in lesson time.



Pupils keep a record of their reading in their exercise books to show how far they have come.



In each classroom there is a 'Disciplinary Literacy' board – basically this means a board that displays subject specific vocabulary to expand the literacy knowledge of our pupils in each of their lessons.



We have a book wall that displays books relating to each subject – some of which we stock and some which can be loaned out from our online library.



We also have a fully functional library, a calm and comfortable environment full of fiction and non-fiction books that pupils and staff are free to borrow.



If pupils are unsure of what to read we have a 'Lucky Dip' that is full of different titles to try.



Pupil voice

Here at the PRU, we are keen to embed 'Pupil Voice' into our school community life.



We are very fortunate to have James Koppert to join us every term for Pupil Voice. James is the Youth Voice and Creative Engagement Officer for North Yorkshire County Council.



Every term the pupils come together to have their say about what happens in our school. Pupil Voice at the PRU means a whole-school commitment to listening to the views, wishes and experiences of our pupils. It means placing value on what our pupils tell school staff about their experiences.

We want our pupils to feel respected and valued as their ideas and comments are given time and consideration.

The outcomes of Pupil Voice are then displayed around school on our Pupil Voice display boards. Mrs Chopping also gives the pupils the opportunity to discuss the topics in assembly and will answer any questions they have.

This allows the pupils to share their thoughts and opinions in an informal way.



Beach School.

Each Thursday we take pupils to the beach as part of our enrichment programme. This term we have taken students to Cayton Bay where students use a flint and drift wood to make a fire.



also completed a map reading exercise on the North Yorkshire Moors.



At Cayton Bay pupils were also shown how to safely light a fire and then extinguish it and toasted marsh mallows.



We made a fire in a World War 2 concrete shelter out of the wind. We



Assemblies

Assemblies are an important time for us to come together to discuss topics that maybe don't naturally sit within the day to day curriculum, or topics that maybe need embedding in line with our SMSC (spiritual, moral, social and cultural) policy.



This can be a time to reflect on what is happening in the world and of course celebrate our achievements. It has also allowed time for us to run charity events, which has given us the opportunity to work as part of a community.



Staff have taken it in turns to brush up on their knowledge of key religious holidays and events, historical traditions, safety days, cultural events and awareness days. It would be quicker to tell you what we haven't covered. We have learnt about everything from Yom Kippur, Holocaust Memorial Day and LGBT+ to World Book Day. Any excuse for staff to dress up is met with excitement. Pupils are encouraged to contribute in discussions and activities relating to the assembly topics, which can often be very interesting and lively.



Pupils get the opportunity to celebrate their successes from the week and of course, spin the wheel. All the merits earned are added to the wheel and as we all know, points mean prizes.



Our School Website

Please take a look at our lovely website. It has lots of information about what's been happening, our expectations and other details about our school including support for you as parents and carers.

www.scarboroughpru.n-yorks.sch.uk

Curriculum

Whole School Curriculum - 2022-2023

	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
English	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Maths	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Science	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
History	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Geography	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Art	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Music	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Physical Education	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Religious Education	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Personal Development	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Modern Foreign Languages	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Computing	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Design	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Food	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Health and Social Care	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Business	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Law	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Media	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Physical Education	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Religious Education	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Personal Development	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Modern Foreign Languages	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Computing	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Design	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Food	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Health and Social Care	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Business	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Law	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30
Media	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30

Curriculum Intent

The curriculum is designed with the intent to engage pupils as learners, have high expectations and ambition for all through the provision of opportunities in which they can be successful. We are an inclusive setting and as pupils with varying lengths of time there is a need for a flexible and personalised curriculum. This enables pupils to progress to the next stage of their educational journey wherever their starting point. We offer a broad and balanced curriculum providing pupils with the opportunity to develop life skills, resilience and critical thinking skills enabling pupils to evaluate themselves and have the knowledge and tools to make their own decisions. The curriculum provides opportunities for all young people to learn and flourish, building on their existing knowledge, skills and understanding to fulfil their academic potential and personal aspirations.

Overview

The school curriculum is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject.

Values and Ethos

We are to help all our pupils to become positive contributors to the local community, to develop their independence, skills, and become responsible and caring citizens.

We want all our pupils to have the opportunity to develop their independence, skills, and become responsible and caring citizens. We want all our pupils to have the opportunity to develop their independence, skills, and become responsible and caring citizens.

[View how we promote British Values](#)

Contact us **Latest News** **Pupil Voice** **Policies**

Support for Parents

Thinking of the school as a community, we have a responsibility for the support of our pupils.

Parent View **CEOP** **Ofsted** **Department for Education**

Think You Know **North Yorkshire County Council** **Tech and Play** **North Yorkshire Outdoor Learning Service**

Year 11's

All Year 11's who are being entered for GCSE's, Functional Skills or Entry Level exams will receive a revision booklet before the Easter holidays. The booklet will cover maths, English and science.

Revision Tips and Tricks!

Record It

Record yourself on your phone or tablet reading out the information. These can be listened to as many times as you want!



Teach it!

Teach someone your key facts and the get them to test you, or even test them!



Flash Cards

Write the key word or date on one side and the explanation on the other. Test your memory by asking someone to quiz you on either side.

Hide and Seek

Read through your knowledge organiser, put it down and try and write out as much as you can remember. Then keep adding to it until it's full!



Sketch it

Draw pictures to represent each of the facts or dates. It could be a simple drawing or something that reminds you of the answer.



Read Aloud

Simply speak the facts and dates out loud as you're reading the Knowledge Organiser. Even try to act out some of the facts – it really helps you remember!



Practice!

Some find they remember by simply writing the facts over and over again.

Post its

Using a pack of post-it notes, write out as many of the keywords or dates as you can remember in only 1 minute!



Back to front

Write down the answers and then write out what the questions the teacher may ask to get those answers.



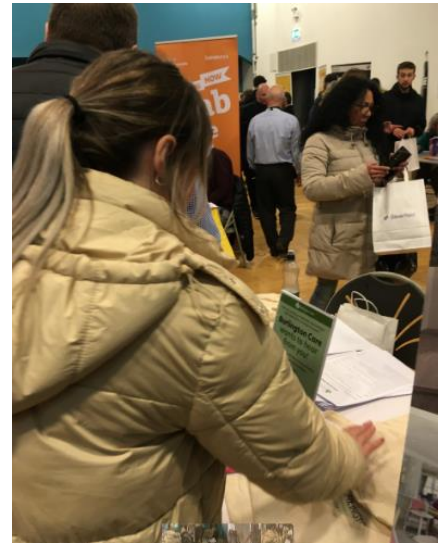
If any pupils wish to have 1-1 sessions after school with teaching staff, to assist them with their exam preparation please do not hesitate to contact us here at the school and we will arrange that support.

Scarborough Job Fair

On 22nd February some year 11 pupils attended Scarborough Job Fair which was based at The Street in Scarborough.

The pupils interacted with local employers and colleges to find out what they offered and how to go about attending different workplaces and further education providers.

Some pupils completed application forms for summer jobs. All the pupils who attended were confident in talking to new people and engaged well.



Careers Afternoon



On 26th January held a Careers Afternoon in school, this event was attended by Scarborough TEC, Future works, Supporting choices, NYBEP.

Local employers included Haven, J&J Driveways LTD and a self-employed cleaner.



we

Pupils were able to walk round the common room freely to speak to employees and further education providers. Pupils were given opportunities to ask questions to providers about what they offer and how they go about applying for their company/ further education provider.



Birds on the Edge Arts Project

ARCADE

Arcade Arts are working with the pupils across a range of topics, including a Poetry Slam, Beatboxing, and a "Birds on the Edge" project.



Conrad Murray from the Beatbox Academy has revisited the PRU to work with our pupils and help them build their confidence with his beatboxing expertise alongside Steve Arnott from Beats Bus.

The first part of this project was where pupils participated in classes, on a Thursday afternoon, to write lyrics and add music with the help of everyone there.



Poetry Slam

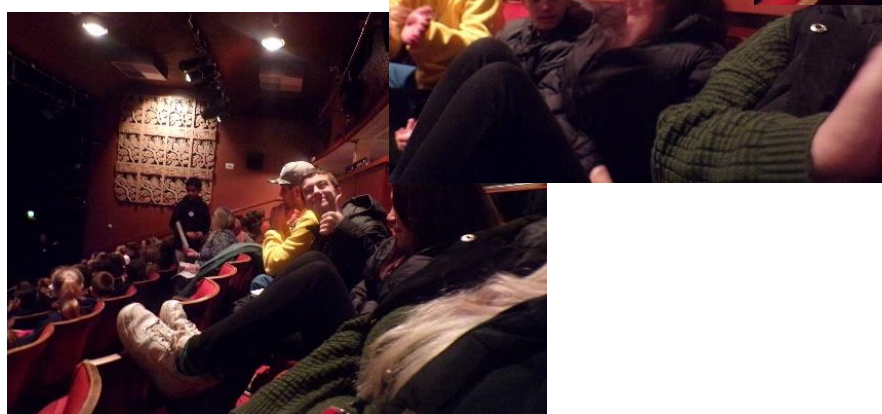
The pupils worked with a professional DJ and musician and the help from James Koppert, to put their own lyrics to music. This would be performed at the Stephen Joseph Theatre where they would get the chance to perform to other pupils who had entered.



Lizzie and Chloe had both completed recordings which were played during the performance. They got lots of applause and praise from the audience and great feedback from the judges. Helen Williams, a judge at the theatre, commented that, "All of them wrote and delivered with such passion".

The star of the show was Kieran, who not only performed live on-stage, but also got amazing feedback from both the audience and the judges.

Yasmin Stefanov-King, who was one of the literacy Trust judges said, "Kieran spoke with passion and clarity, and his performance in itself would be enough to write to you about – he held that audience in his palm". It was a pleasure to be part of this amazing work and I look forward to seeing what the pupils come up with next on the "Birds on the Edge Project".



Trip to York Theatre to watch "An Inspector Calls"

As part of the English Literature exam, pupils have been studying "An Inspector Calls".

Mrs Ford, Mr & Mrs Fox and Mrs Trueman took Will, Teigan, Alex and Skye to a live performance of the play which was being shown at the Grand Opera House in York.

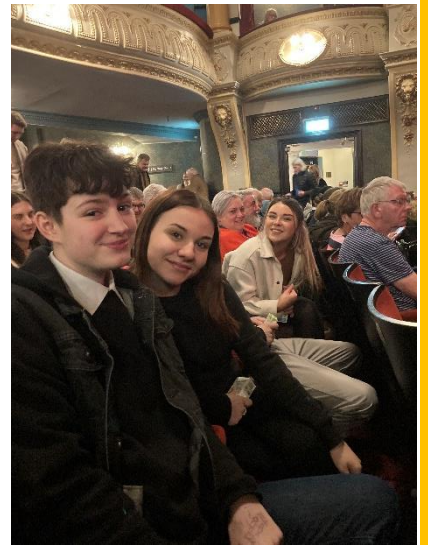


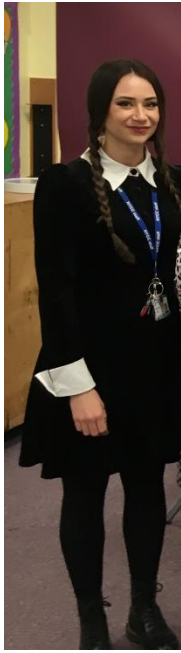
Written at the end of the Second World War and set before the First, "An Inspector Calls" is a compelling and haunting thriller. The story begins when Inspector Goole arrives unexpectedly at the prosperous Birling family home. Their peaceful dinner party is shattered by his investigations into the death of a young woman. His startling revelations shake the very foundations of their lives and challenge us all to examine our consciences. More relevant now than ever, this is a must-see for a whole new generation.



This was a very interesting take on the world-renowned play where it oozed atmospheric ambience. The play was a modern set with the traditional script and focused on the imagery and symbolism of the play itself.

After the performance all the pupils were taken to McDonalds where they had their tea before embarking on the trip home. A great day where we all had a fantastic time and the Year 11's can really get something from this experience to use in their forthcoming GCSE's.





World Book Day at the PRS.

March 2nd was World Book Day and Mrs Ford was determined it was going to be a fun day.

She encouraged most of the staff to get dressed up as their favourite characters for "World Book Day", as you can see some did participate except for Mr Tostevin (Shame on you!).



The day started with an assembly about the origins of the day and why it is celebrated every year. There was a quiz identifying the book covers and both Tegan and Lucy were amazing and won! Well done girls!



DEAR time (Drop Everything and Read) was during Period 1 when all of the pupils read their own books. This is an ongoing part of our reading programme so that all pupils will hopefully read for pleasure. Who doesn't love a good book!



The morning carried on by completing various activities all associated with reading and World Book Day.

Watch this space for next year!





Christmas 2022

Because of when the newsletter goes to print we missed our Christmas activities.

In our last week of the Christmas term we had a few things going on.

We had 'Hot Chocolate Day'. This went down a treat. Pupils had hot chocolate, marshmallows and cookies at breaktime.



This was also our Christmas jumper day when many of our pupils wore their favourite jumper for charity.



We had our Christmas lunch which is always amazing. Parents and other visitors were invited and as usual Lynne didn't let us down.

It was Lynne's last Christmas with us as she has now retired and we wish her the very best and hope that she now has a well deserved rest. We have welcomed our new cook (also called Lynn) and look forward to an exciting menu.





On the last day of term we had a Christmas party for all of the pupils and staff. We had a silent disco, games and a quiz and everyone seemed to have a great time.



As usual Mrs Ford didn't miss a trick to dress up and came as Santa's little helper!



New Dress Code from 18th April 2023

One of the key changes to stem from Pupil Voice is the alteration to our dress code for the coming term. Pupils say they want to feel comfortable and confident when they come to school and don't want to start the day with an argument about the colour of their trainers. We have listened to their views and have a new dress code below which will hopefully keep everyone safe but also help pupils to feel more secure about attending school without an argument at the entrance.

- Pupils can wear any colour trainers, shoes or boots but no high heeled shoes, sliders or flip-flops.
- Pupils can wear any colour t-shirts, shirts or jumpers but no hoodies, crop tops, vest tops or low-cut tops.
- Pupils can wear any colour leggings, trousers, jeans or sports style trousers but no ripped jeans, no transparent leggings and no flesh must be seen above the knee. i.e. No mini-skirts, no cycling shorts and no hot pants. This includes if pupils have tights on underneath
- Pupils can wear studs in their ears or their nose but no hanging or hooped ear or nose piercings.
- No eye-brow or lip piercings.
- Pupils can wear nail varnish but no false nails.
- Bracelets, rings with protruding jewels and necklaces with large pendants will not be allowed and pupils will be asked to remove them on arrival.
- We like pupils to feel comfortable and at home at PRS but they must wear shoes in school and not walk around in their socks as it is unsafe.

•Safeguarding



- Due to further safeguarding advice nationally regarding the online promotion of female sexual assault. We ask parents to closely **monitor** what their children are accessing on their devices on a daily basis, such posts are very prevalent on **Tik Tok**. This is an example of how dangerous the online world can be.
- Should you find examples of such forums or posts please use online functions to **report** inappropriate content. This can be done on **Tik-Tok** by clicking on the arrow displayed at the bottom right-hand-side of the page. A menu will then be displayed asking where the video should be 'sent to'. Choose the flag at the bottom left-hand-side of the page that says '**report**'
- Encourage children to speak openly to you about the content of what they're seeing online. Please contact school regarding any concerns and ask for support.

Please ensure your message to your children is always that they haven't created the sites and therefore they haven't done anything wrong; they're actually helping everyone by speaking out so that we can report inappropriate content and ease any emotional upset, worries or fears caused by seeing such videos or images.

Resources

- [Keeping children safe online | NSPCC](#)
- [The Go-To - Emotional wellbeing and mental health \(thegoto.org.uk\)](#)
- Email: info@community-counselling.org.uk Website: www.community-counselling.org.uk Telephone: 01653 690124
- [Mobile phone safety | Childline](#)
- [Physical activity and mental health | Mental Health Foundation](#)

NSPCC

The Go-To
For healthy minds in North Yorkshire



Before you go last note from the Acting Headteacher.....

It is always amazing to me how much we have crammed in to the term, we try and take advantage of every opportunity offered to us as we understand that our pupils need to experience different environments and work with different types of people. They need to find out what they can be successful at by trying out different types of activities; they need to be challenged outside of their comfort zone so they know what they can achieve and they need to build their confidence and self-identity so they can leave us with a clearer knowledge of who they want to be.

This means that we have pupils such as Skye and Lewis on work experience at Infiniti scaffolding. Infiniti have been kind enough to offer this opportunity so our pupils can experience the working environment, learn about the importance of soft skills such as time-keeping and teamwork and the expectations of a working day.



Lewis and Rossi have been attending Futureworks where they not only access English and maths but also have the opportunity to engage in some construction activities. Lewis is very proud of a lamp that he has made and of a jewellery box. The boys are able to take these items home or to sell them for a small profit.

Lastly, the pupils raised money through a raffle, bake sale, second hand books and guess the name of the teddy and chose to buy some presents for children in need in the local community. These presents were collected by the Salvation Army and donated where they felt they would be most appreciated.



As we look forward to next term we continue to work with Arcade Arts, the Beats Bus and North York Moors National Parks on our 'Birds on the Edge Project,' working towards a film which will integrate the plight of local birds and the problems for young people within our local communities, I look forward to the finished product and hope you will all join us at the premier in July!

