

Year 11 Parent Workshops

6 p.m. Wednesday 18th March 2026

Welcome

Great to see you



Tonight:

- We aim to give you some insights into the GCSE exams for English, Maths and Science and to share with you some ideas on how you can support your child to success.
- There will also be a short session on managing teenage wellbeing and stress particularly in this challenging and busy time.

You will stay in this classroom and the English, Maths and Science and the school's wellbeing teams will spend 20 minutes each with you and share revision ideas that you can take an active role in.

1. Head and second of English – Kim Smith / Talia Gillin
2. Head and second of Maths – Chris Johnson/ Ruth Davison
3. Head of Science and Biology – Alan Keegan / Beth Carman
4. Pastoral and Personal Development Leads – Zoe Medhurst / Emma Crowe

**Due to pressure of time, there will be no opportunity for questions.
Parents evenings are next week.**

Timings for the evening

Times	A102	A103	A104	A105	A106	A107	A108	A109 (overspill)
6.00 – 6.20	KAS English	ZMM Wellbeing	ABK Science	CIJ Maths	TAG English	EC Wellbeing	GLD Science	RGD Maths
6.20 – 6.40	CIJ Maths	KAS English	ZMM Wellbeing	ABK Science	RGD Maths	TAG English	EC Wellbeing	GLD Science
6.40 – 7.00	ABK Science	CIJ Maths	KAS English	ZMM Wellbeing	GLD Science	RGD Maths	TAG English	EC Wellbeing
7.00 – 7.20	ZMM Wellbeing	ABK Science	CIJ Maths	KAS English	EC Wellbeing	GLD Science	RGD Maths	TAG English



Reminder:

- Trial exam results are issued on Monday 23rd March at 8.30 a.m.
- 11 X Parents Evening is on Thursday 26th March, 4.15-6.30
- 11Y Parents Evening is on Tuesday 31st March, 4.15-6.30



APHRODITE



ARES



POSEIDON



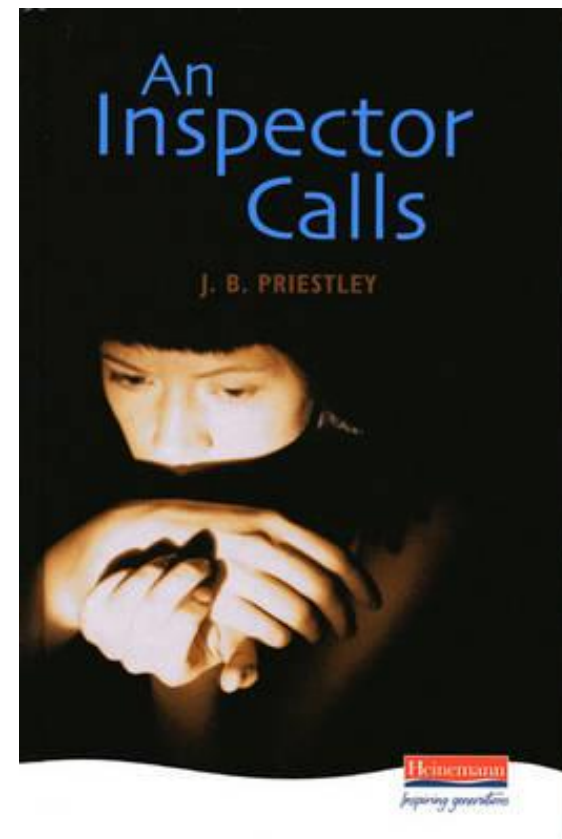
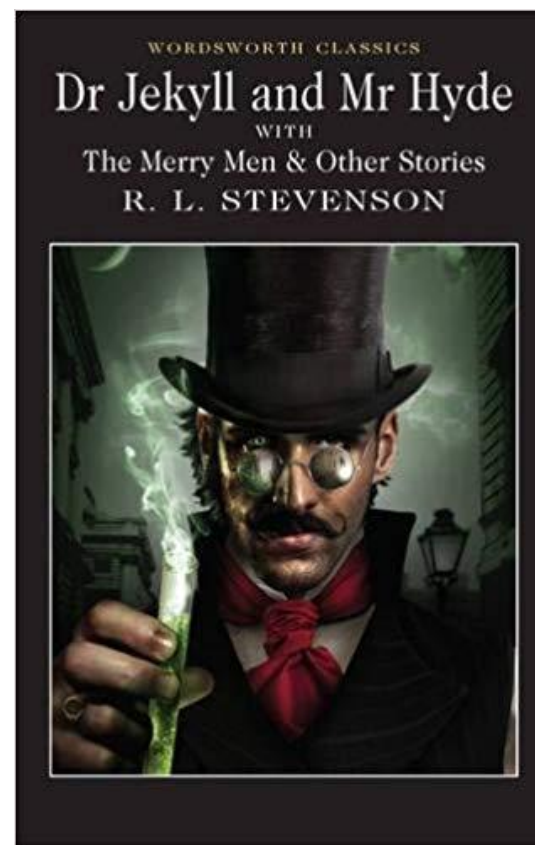
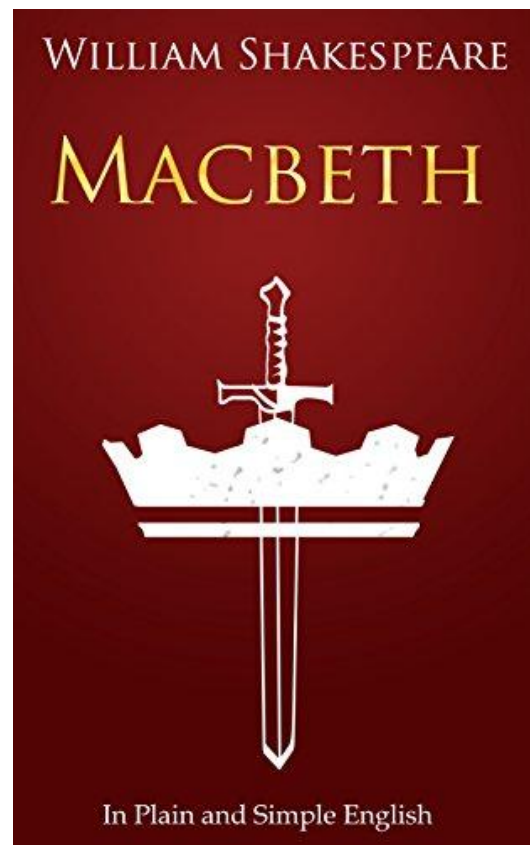
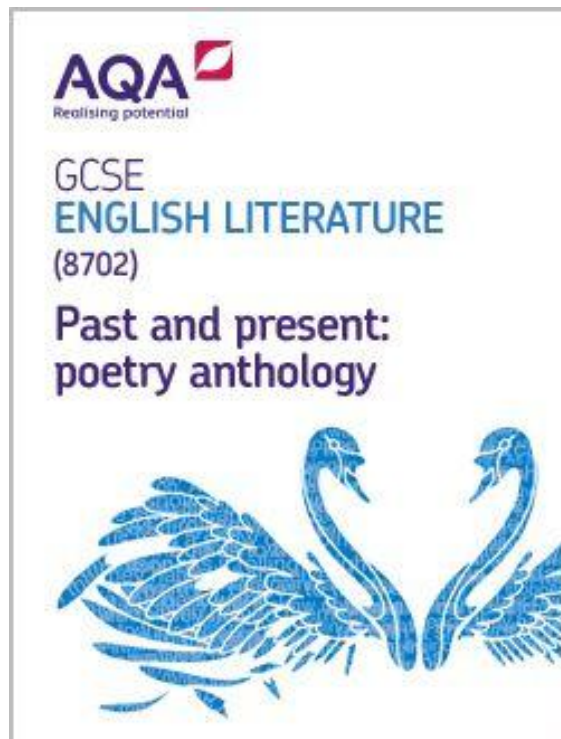
ARTEMIS

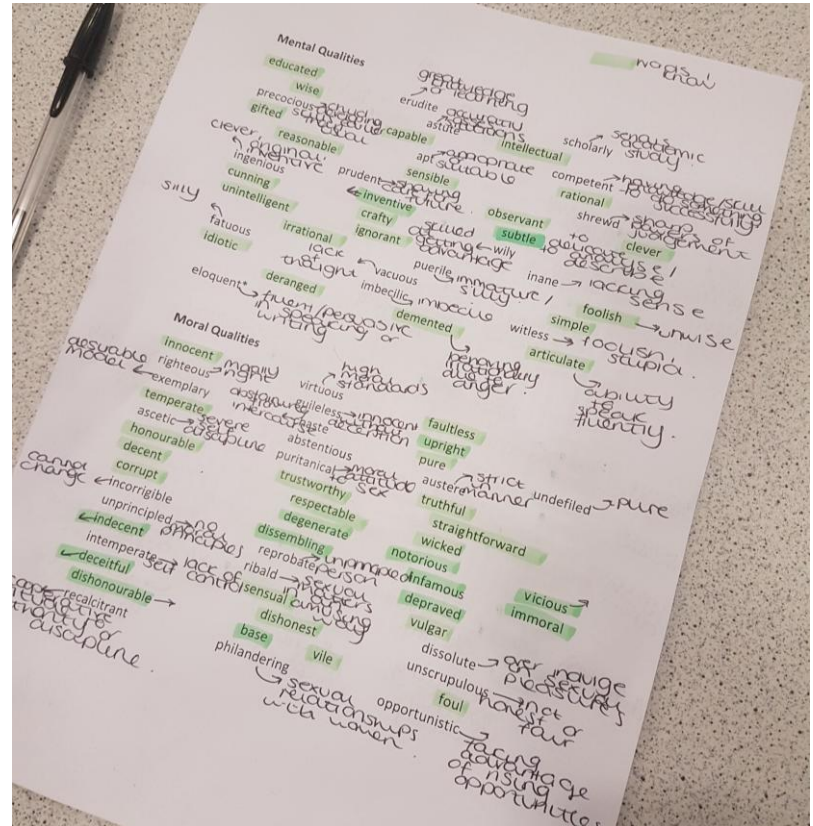
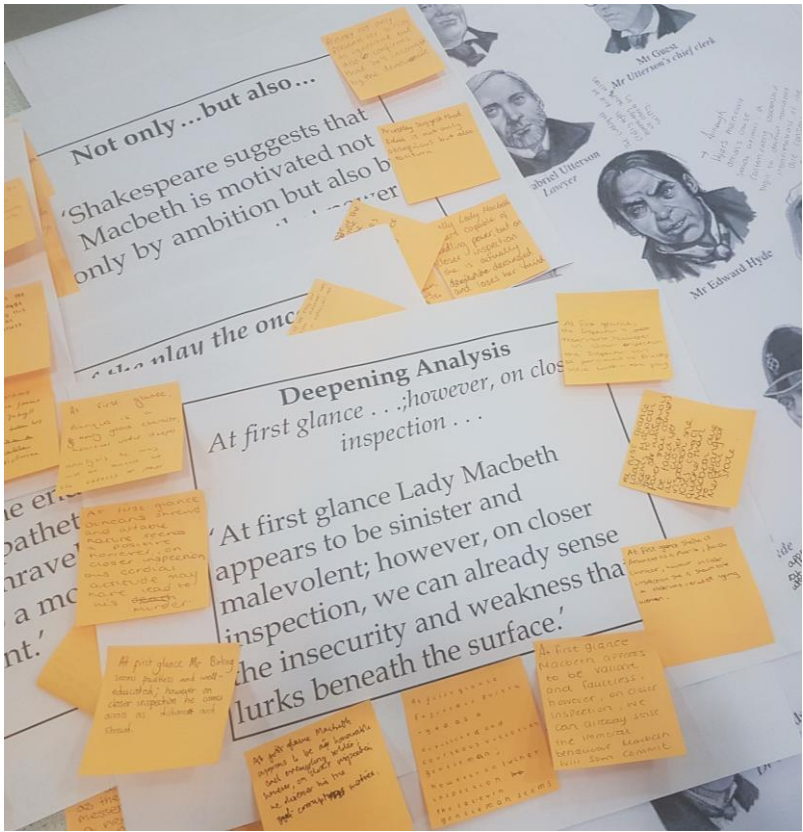


HADES



**Welcome to
GCSE English
Language and
Literature!**





Myth One

'You can't revise for English'



Myth Two



'I'm just not creative
so I'll never pass.'

Myth Three

'By now you either know it or you don't and there's too much to catch up on.'

Rise and Revise

Tuesday 8.00 am

Currently in A Block Hall or the library

Extra Support with English

Thursday after school with Mrs Clayton and Ms Rootham and members of the Learning Support Team in A226.

Homework Club - Thursday after school A219 Miss Gillin

Myth Four

'There's nothing I can do during the Easter holidays because I don't have my English teacher to help me.'

Trending All Videos My Videos



Magpieing

6 views



Knowledge Organiser

6 views



Boxing-up!

7 views

Myth Four

‘There’s nothing I can do during the Easter holidays because I don’t have my English teacher to help me.’

WBHS ENGLISH
LET'S KEEP LEARNING!

WBHS English Channel
@wbhsenglishchannel7130 366 subscribers 292 videos
More about this channel >

Subscribe

HOME VIDEOS LIVE **PLAYLISTS** COMMUNITY CHANNELS ABOUT

Created playlists Sort by

- A Level Language terminology (7 videos) [View full playlist](#)
- Poetry (16 videos) [View full playlist](#)
- A Level Language and Literature (3 videos) [View full playlist](#)
- Year 10 poetry for Lockdown (5 videos) [View full playlist](#)
- Self Isolation lessons for GCSE (8 videos) [View full playlist](#)
- Jekyll and Hyde Chapter Summaries (13 videos) [View full playlist](#)
- An Inspector Calls (41 videos) [View full playlist](#)
- Year Nine (15 videos) [View full playlist](#)
- A Level Language Investigation (7 videos) [View full playlist](#)
- Media (20 videos) [View full playlist](#)
- CPD (18 videos) [View full playlist](#)
- Viewpoint Writing - Lang Paper 2 (11 videos) [View full playlist](#)

Myth Four

‘There’s nothing I can do during the Easter holidays because I don’t have my English teacher to help me.’



Audiopi SIGN UP | CONTACT | SUBJECTS | FREE

Inspirational, engaging and highly informative GCSE and A Level Audio Tutorials

See what we do

 [Watch Video](#)

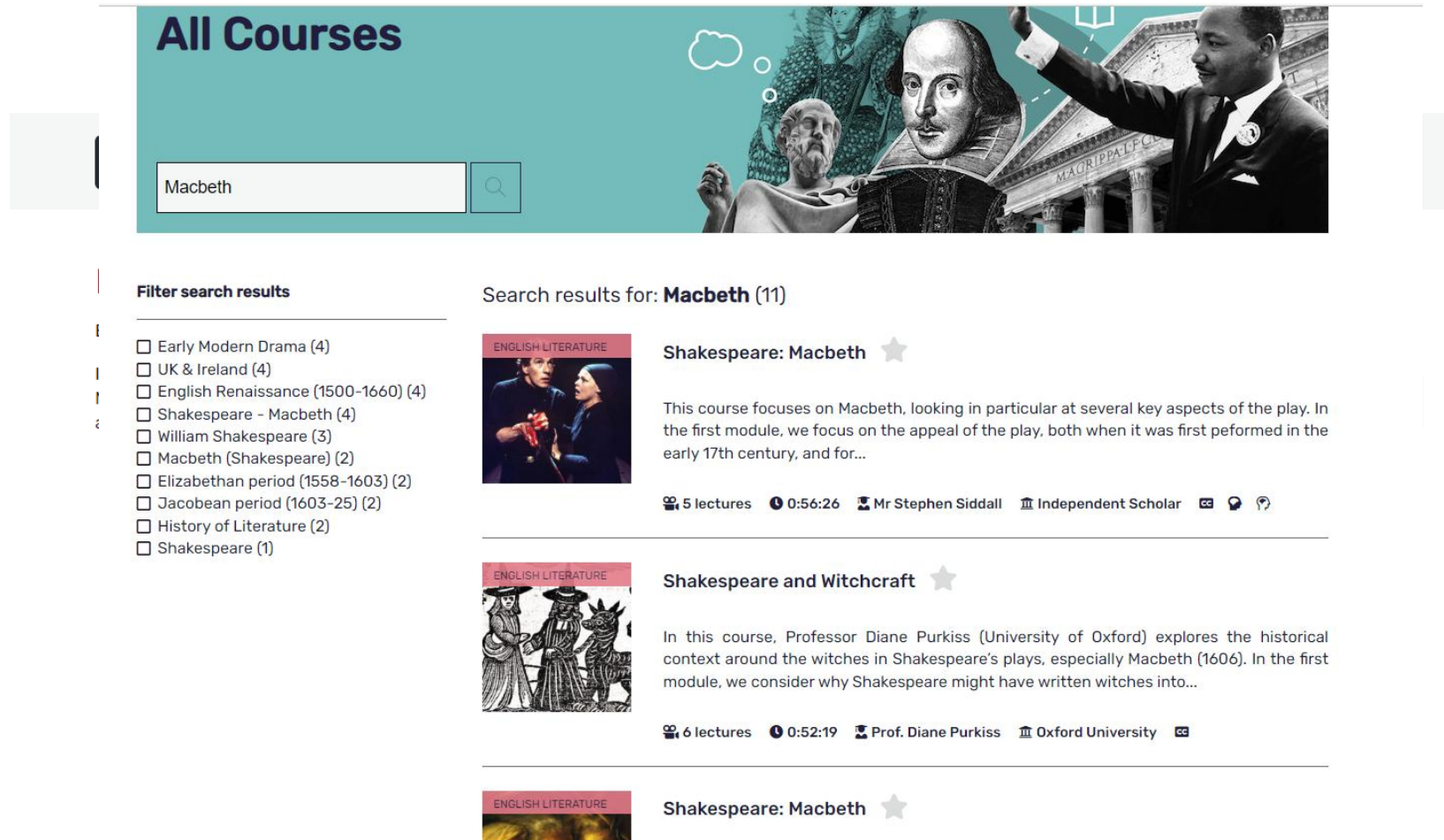
Hear what we do

 Play example 1: **Macbeth**

Login: whitley@audiopi.co.uk
Password: whitley

Myth Four

‘There’s nothing I can do during the Easter holidays because I don’t have my English teacher to help me.’



The screenshot shows a search interface for courses. At the top, there is a search bar with the text 'Macbeth' and a magnifying glass icon. Below the search bar, the results are displayed under the heading 'Search results for: Macbeth (11)'. On the left side, there is a 'Filter search results' section with a list of checkboxes and course counts. The main content area shows three course results, each with a thumbnail image, a title, a description, and metadata.


All Courses

Filter search results

- Early Modern Drama (4)
- UK & Ireland (4)
- English Renaissance (1500-1660) (4)
- Shakespeare - Macbeth (4)
- William Shakespeare (3)
- Macbeth (Shakespeare) (2)
- Elizabethan period (1558-1603) (2)
- Jacobean period (1603-25) (2)
- History of Literature (2)
- Shakespeare (1)

Search results for: **Macbeth** (11)

ENGLISH LITERATURE ★




Shakespeare: Macbeth

This course focuses on Macbeth, looking in particular at several key aspects of the play. In the first module, we focus on the appeal of the play, both when it was first performed in the early 17th century, and for...

5 lectures 0:56:26 Mr Stephen Siddall Independent Scholar

ENGLISH LITERATURE ★



Shakespeare and Witchcraft

In this course, Professor Diane Purkiss (University of Oxford) explores the historical context around the witches in Shakespeare's plays, especially Macbeth (1606). In the first module, we consider why Shakespeare might have written witches into...

6 lectures 0:52:19 Prof. Diane Purkiss Oxford University

ENGLISH LITERATURE ★

Shakespeare: Macbeth

Myth Four

'There's nothing I can do during the Easter holidays because I don't have my English teacher to help me.'

The screenshot shows the DT+ website interface. At the top, there is a navigation bar with 'DT+' logo, 'Titles', 'Genres', 'Themes', 'People', 'Series', 'English NEW', and 'Drama NEW'. A search bar contains the text 'macbeth'. Below the search bar, a dark banner reads 'Search Results: 'macbeth''. The main content area displays a grid of search results for 'Macbeth'. Each result includes a thumbnail image, a title, a description, and a duration. The results are organized into columns based on their type: Title, Series, Lesson Toolkits, Essay, Play text, Audio production, E-learning, Study guide, Audio interview, Graphic novel, Production, and Interview.

Title	Series	Lesson Toolkits	Essay	Play text	Audio production	E-learning	Study guide	Audio interview	Graphic novel	Production	Interview
Macbeth	Unlocked: Macbeth	Lesson Toolkits: Macbeth	Macbeth: A Critical Introduction Jatinder Verma	Macbeth - Act 2, Scene 1 - Speeches & Soliloquies William Shakespeare	Lady Macbeth - Act 1, Scene 5 - Speeches & Soliloquies William Shakespeare	Macbeth: Compare and Contrast - Macbeth and Lady Macbeth 6m	Unlocked Study Guide: Macbeth Giles Gough	Gregory Doran on Macbeth 10m	Manga Shakespeare: Macbeth	Macbeth Digital Theatre+ 2h 31m	Macbeth Extras - Sir Patrick Stewart on Playing Macbeth 20m
					LA. Theatre Works	Unlocking Character: Macbeth 7m		Unlocking Character: Macbeth 7m		Macbeth Digital Theatre+ 2h 31m	Character Lock In: Alison Steadman on Lady Macbeth 17m
					At Home with Shakespeare					Macbeth Digital Theatre+ 2h 31m	Macbeth: Compare and Contrast - Act 1, Scene 3 9m

www.digitaltheatreplus.com

Login: dtplus.wbhs

Password: dtif@6713

Myth Five

‘I’d love to help my child but English isn’t my thing - I haven’t got a clue what Shakespeare is getting at in Macbeth and I haven’t got time to read all those texts.’

<p>Helping your child with GCSE English Language and Literature</p>  <p>Very useful resources:</p> <ul style="list-style-type: none"> Our YouTube Channel - https://www.youtube.com/@wbhsengli Audiopi podcasts - https://www.audiopi.co.uk Email: whitley@audiopi.co.uk Password: whitley Massolit - https://www.massolit.io/users/sign_in Digital Theatre www.digitaltheatreplus.com login - dtpplus.wbhs password: dtif@6713 	<p>Exam Dates</p> <p>17TH May (am) – Literature Paper One (An Inspector Calls and Poetry). 1 hour 45 minutes</p> <p>24th May (am) – Literature Paper Two (Macbeth and Jekyll and Hyde). 2 hours 15 minutes</p> <p>5th June (am) – Language Paper One. 1 hour 45 minutes</p> <p>12th June (am)– Language Paper Two. 1 hour 45 minutes</p>
<p>Challenge Three</p> <p>Can your child tell you their opinion on whether or not the character Macbeth is good or evil?</p> <p>Make sure they explain and justify their thoughts to you.</p>	<p>Challenge Four</p> <p>Check that your child has been listening to the Audio-pi podcasts on ‘Macbeth’ and making a note of good ideas.</p> <p>Can they listen to some today?</p> <p>www.audiopi.co.uk Email: whitley@audiopi.co.uk Password: whitley</p>

AQA

Please write clearly in block capitals.

Centre number Candidate number

Surname _____

Forename(s) _____

Candidate signature _____

GCSE ENGLISH LANGUAGE

Paper 1 Explorations in creative reading and writing

Monday 5 November 2018 Morning Time allowed: 1 hour 45 minutes

Materials

- For this paper you must have:
- Source A – provided as a separate insert.

Instructions

- Answer **all** questions.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided.
- You must **not** use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- There are 40 marks for **Section A** and 40 marks for **Section B**.
- You are reminded of the need for good English and clear presentation in your answers.
- You will be assessed on the quality of your **reading** in **Section A**.
- You will be assessed on the quality of your **writing** in **Section B**.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
TOTAL	



The End

So, preparing for English exams doesn't need to be a battle of mythological proportions!

Good luck!

WBHS MATHS



Parent Workshop



1

Past Papers

Set in first lesson of week on Mathswatch

Username: **23firstname.lastname@whitleybay**

Password: **cicle**

Self-Marking

Report sent to teacher

Bespoke follow up lesson

Name: _____

GCSE Maths Past Paper 1 - Revision

June 2018 Paper 1F

Jumbled Answers:

$2\frac{1}{2}$	2 or -20	0.625	(3,0)	$\frac{17}{20}$	Positive and odd	406.23
4	4.1	5 : 1	-4.5	20.28	$9a^2$	$12\frac{3}{8}$
(18,11)	108 and 297	-7	29	14	11pm	3
6120	$x < 9$	$\frac{5}{16}$	33.3%	C	1 : 100000	2
$\frac{31}{50}$	25	2800	$1\frac{13}{80}$	21 and 20	Less time	

(Most answers included - questions with diagrams, graphs, 'show that...' etc. are not shown above)

Scan the QR code to access:
 ✓ the mark scheme
 ✓ model answers

Use these to mark your paper and correct any mistakes.

Grade Boundaries:

Grade 5	Grade 4	Grade 3	Grade 2	Grade 1
63	54	40	27	13

MATHEMATICS FOUNDATION TIER

Formulae Sheet

Perimeter, area and volume

Where a and b are the lengths of the parallel sides and h is their perpendicular separation:
 Area of a trapezium = $\frac{1}{2}(a + b)h$

Volume of a prism = area of cross section \times length

Where r is the radius and d is the diameter:
 Circumference of a circle = $2\pi r = \pi d$
 Area of a circle = πr^2

Pythagoras' Theorem and Trigonometry

In any right-angled triangle where a , b and c are the length of the sides and c is the hypotenuse:
 $a^2 + b^2 = c^2$

In any right-angled triangle ABC where a , b and c are the length of the sides and c is the hypotenuse:
 $\sin A = \frac{a}{c}$ $\cos A = \frac{b}{c}$ $\tan A = \frac{a}{b}$

Compound Interest

Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded:
 Total accrued = $P \left(1 + \frac{r}{100}\right)^n$

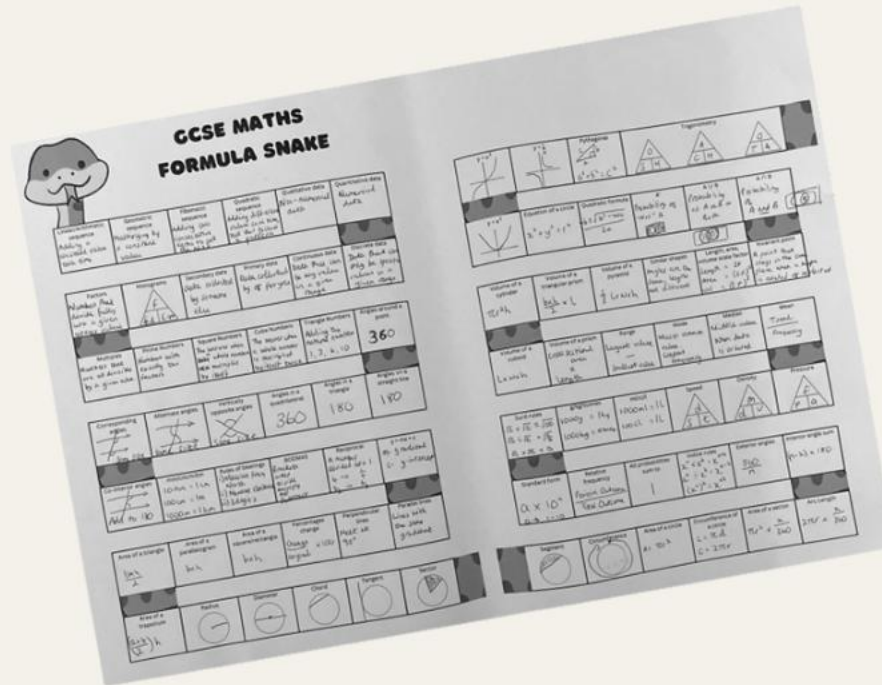
Probability

Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B :
 $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$

2

Formula Snake

The ultimate graphic organiser...



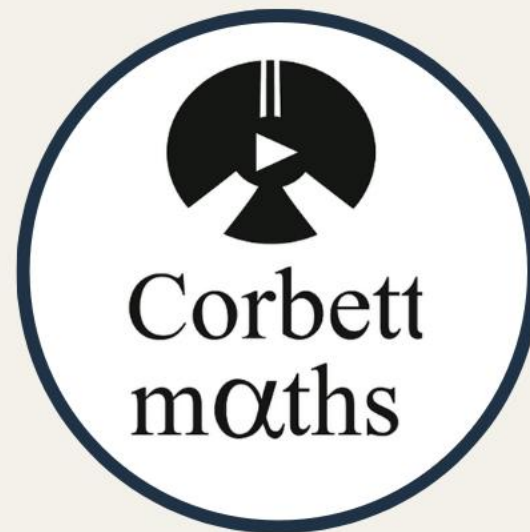
GCSE MATHS FORMULA SNAKE

Linear/Arithmetic sequence	Geometric sequence	Fibonacci sequence	Quadratic sequence	Qualitative data	Quantitative data
Factors	Histograms	Secondary data	Primary data	Continuous data	Discrete data
Multiples	Prime Numbers	Square Numbers	Cube Numbers	Triangle Numbers	Angles around a point
Corresponding angles	Alternate angles	Vertically opposite angles	Angles in a quadrilateral	Angles in a triangle	Angles on a straight line
Co-interior angles	mm/cm/m/km	Rules of bearings	BODMAS	Reciprocal	$y = mx + c$
Area of a triangle	Area of a parallelogram	Area of a square/rectangle	Percentages change	Perpendicular lines	Parallel lines
Area of a trapezium	Radius	Diameter	Chord	Tangent	Sector

3

Independent Study

For those who want to do a bit more...

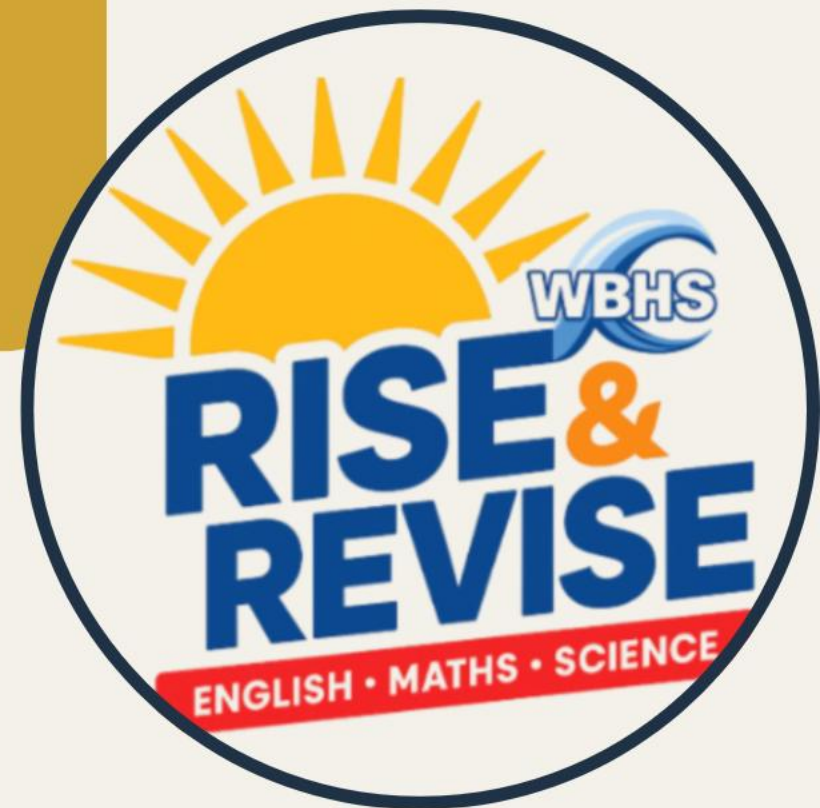




4

Maths Clubs

- **Tuesday Drop in**
 - Lunchtime A109
- **Rise and Revise**
 - Foundation - Thursday Morning - Maths Corridor
 - Grade 6+ - Thursday Morning - A107
 - Higher - Friday Morning – A Block Hall



5

Equipment

Calculator, Geometry Kit, Pen, Pencil, Rubber





WHITLEY BAY
HIGH SCHOOL

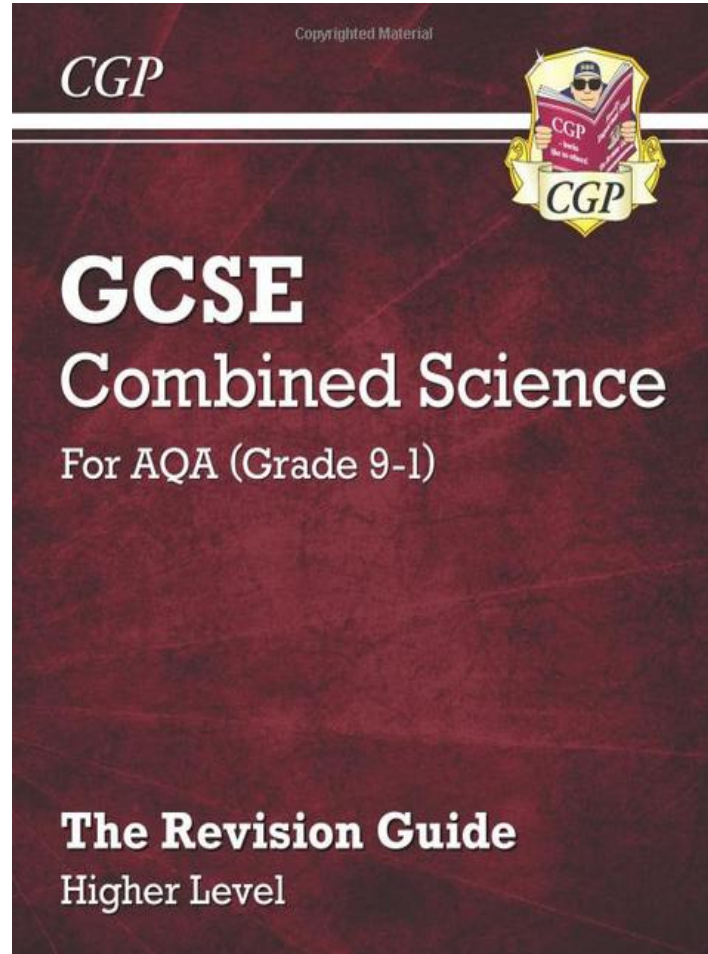


SCIENCE DEPARTMENT

How they are graded

GCSE Combined Science	Triple Science route 9 point scale		
17 point scale	Biology	Chemistry	Physics
9 9	9	9	9
9 8	8	8	8
8 8	7	7	7
8 7	6	6	6
7 7	5	5	5
7 6	4	4	4
6 6	3	3	3
6 5	2	2	2
5 5 etc	1	1	1

The basics are important..



Revision should be
ACTIVE not passive

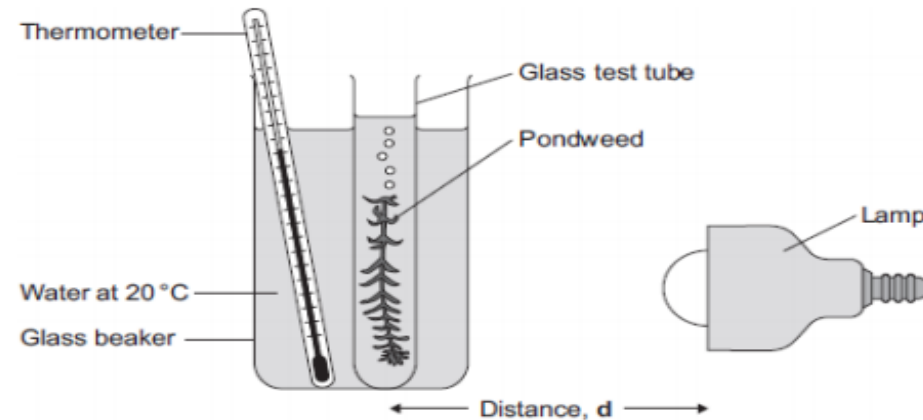
In GCSE science, students should be aware that 40 per cent of the exam marks will be available from application-based questions – **So...**

..revise the required practicals.

What is the independent variable in this experiment?

Some students investigated the effect of light intensity on the rate of photosynthesis in pondweed.

The diagram shows the apparatus the students used.



What is the dependent variable in this experiment?

Sketch the graph that the data for this experiment would give

The closer the lamp is to the pondweed, the more light the pondweed receives.

The students placed the lamp at different distances, d , from the pondweed.

They counted the number of bubbles of gas released from the pondweed in 1 minute for each distance.

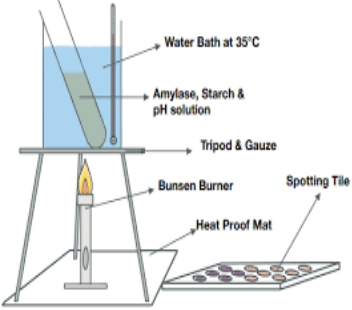
Why is it important to use a thermometer in this investigation?

Required Practical – Enzymes

Investigate the effect of pH on the rate of reaction of amylase enzyme.

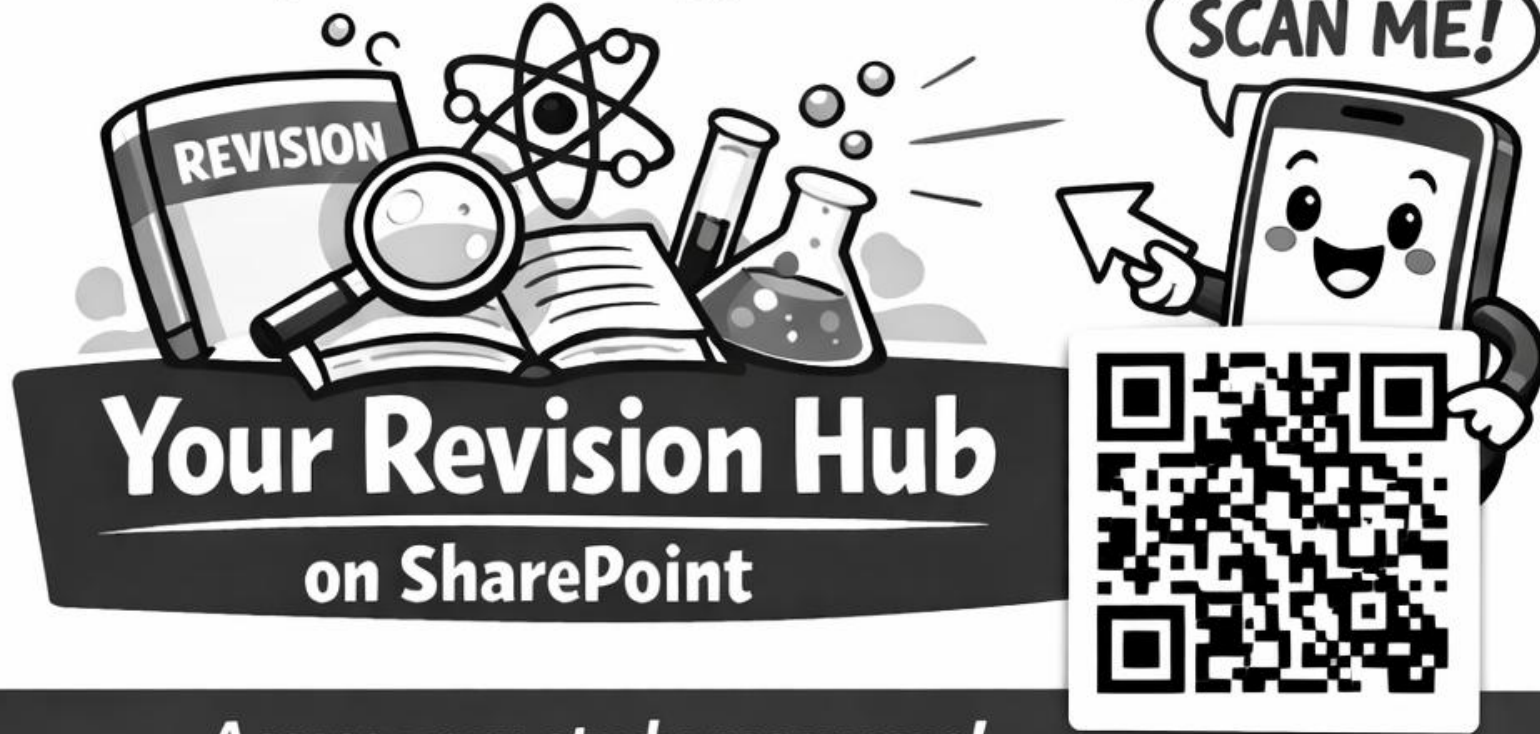
Method checklist

	Equipment
	Method step by step in a logical order
	Variables include at least two control variables
	Risk assessment- what is the hazard? How could it harm you? How can you lower the risk?
	Repeats (at least 3)
	Calculate a mean – be specific – what are you calculating the mean of?
	Double check – read back over your method and check it makes sense.

Variables		
Independent	Dependent	Control
The pH of the buffer solution → This is what you change in the experiment (e.g., pH 5, 6, 7, 8)	The time it takes for the starch to be broken down (digested) → What you measure (how long it takes for the iodine to stop turning blue-black)	1 Temperature. 2 Time interval.
Equipment	<ul style="list-style-type: none"> Spotting tile (for iodine drops) Iodine solution Test tubes and test tube rack Beakers (for water bath) Thermometer (to check water bath temperature) Measuring cylinders or syringes (for accurate volumes) Stopwatch Starch solution Amylase solution Buffer solutions (different pH values) Dropping pipettes Water bath (or a beaker of hot water at 37°C) 	Diagram 
Method (use bullet points)		
<ul style="list-style-type: none"> Add iodine to each well of a spotting tile (this tests for starch). Put 4 test tubes with either starch solution, amylase or buffer solution (this controls the pH) or empty into a 37°C water bath for 5 minutes Into the empty test tube, add 2 cm³ of starch solution, 1 cm³ of amylase solution and 1 cm³ of buffer solution. Start a timer when you mix the solutions in the empty test tube. Every 30 seconds, take a drop from the mixture and add it to the iodine on the tile. Watch for the iodine to change colour: blue-black means starch is still there; orange-brown means it's all broken down. Record the time when the iodine stops turning blue-black. This is when starch digestion is complete. Repeat the experiment with different pH buffers (e.g., pH 5, 6, 7, 8). Compare your results to see how pH affects how fast amylase breaks down starch. 		
How many repeats will you do? Will repeat the experiment twice at each pH (3 times total).		
How will you calculate a mean? What will you calculate the mean of? Will take a mean of the time taken (in seconds) to stop turning blue/black at each pH (time1 + time2 + time3 / 3 = mean)		
Risk assessment		
Hazard	Risk (harm)	Control measure
Iodine solution	Can stain skin and clothes; harmful if swallowed.	Wear gloves if needed, wash hands.
Glassware (test tubes, beakers)	Could break and cause cuts.	Keep glassware away from edges of tables

YEAR 11 SCIENCE

Physics • Biology • Chemistry



Your Revision Hub
on SharePoint

Access your study resources!

Practice, Practice, Practice

AQA 

SPECIMEN MATERIAL

GCSE
CHEMISTRY
Higher Tier Chemistry 1H

H

Specimen 2018

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- a ruler
- a calculator
- the periodic table (enclosed).

Many of the Combined Science (Trilogy) and Separate Science questions are interchangeable so students can test themselves using both.

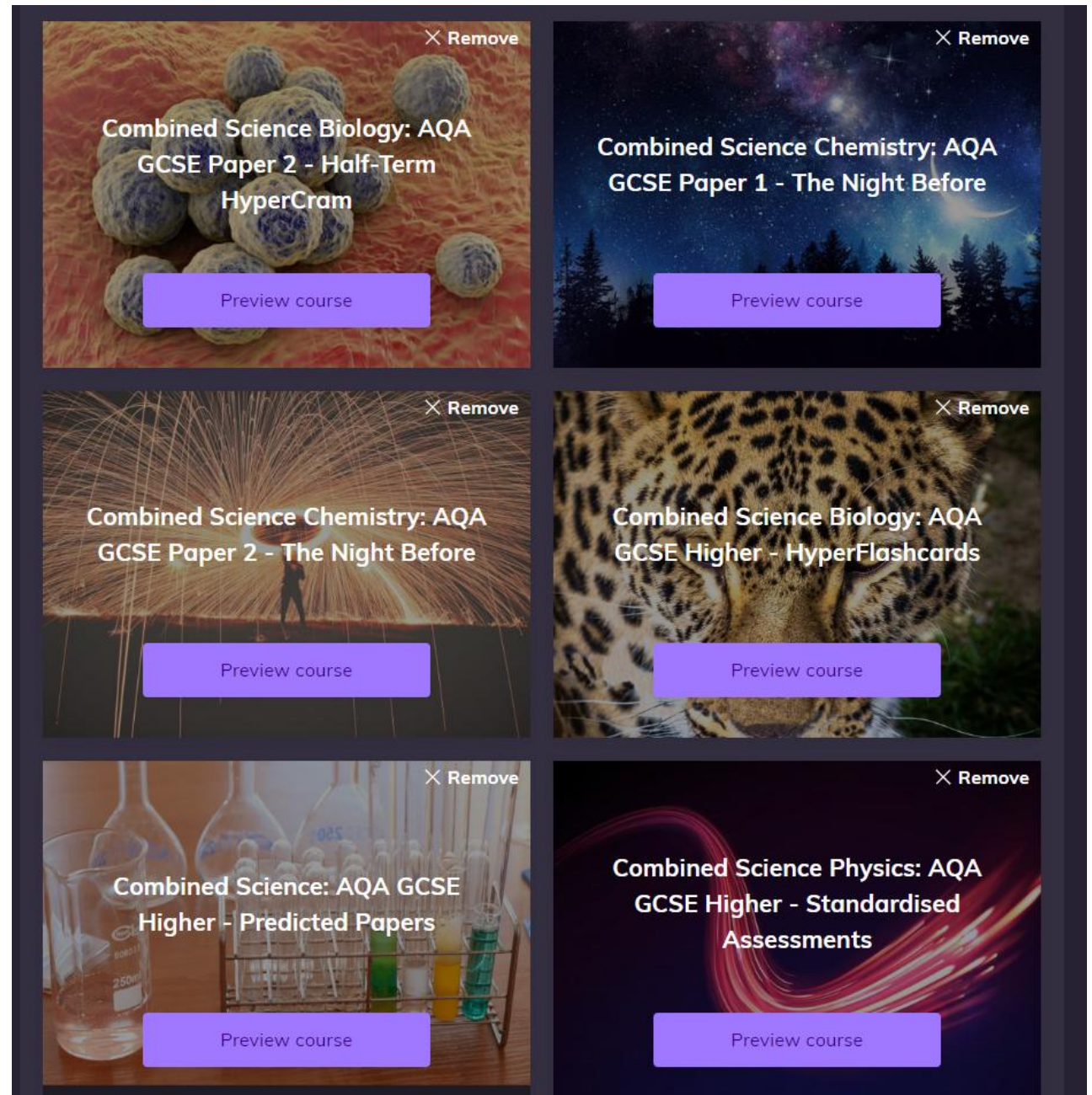
Students have been sent a link to all the available past papers and mark schemes.

All year 11 students have access to the premium version of the Seneca Online Learning platform.

They are familiar with it from their fortnightly homework.

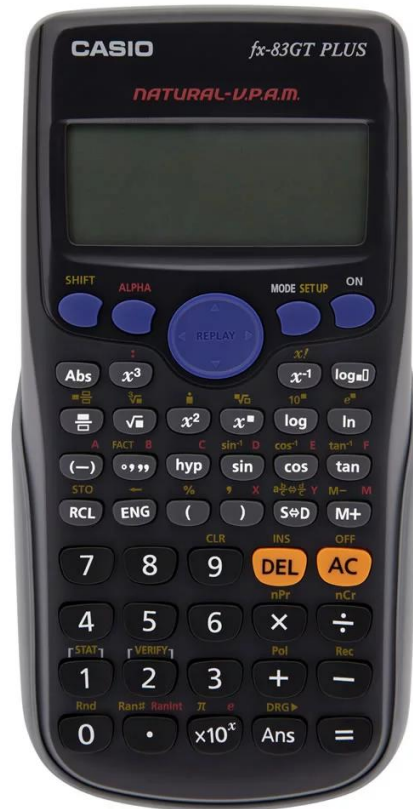
There are 46 different options available to choose from in Science **alone**.

We will help guide them towards the most appropriate, but time spent exploring would be time well spent.

A grid of six course preview cards, each with a background image, course title, and a 'Preview course' button. Each card also has a 'Remove' button in the top right corner.

- Card 1 (Top Left):** Background image of several blue and white spherical objects. Text: "Combined Science Biology: AQA GCSE Paper 2 - Half-Term HyperCram". Button: "Preview course".
- Card 2 (Top Right):** Background image of a starry night sky with a crescent moon. Text: "Combined Science Chemistry: AQA GCSE Paper 1 - The Night Before". Button: "Preview course".
- Card 3 (Middle Left):** Background image of a person standing in a field of tall grass with a large firework exploding above them. Text: "Combined Science Chemistry: AQA GCSE Paper 2 - The Night Before". Button: "Preview course".
- Card 4 (Middle Right):** Background image of a close-up of a tiger's face. Text: "Combined Science Biology: AQA GCSE Higher - HyperFlashcards". Button: "Preview course".
- Card 5 (Bottom Left):** Background image of laboratory glassware including a beaker and test tubes. Text: "Combined Science: AQA GCSE Higher - Predicted Papers". Button: "Preview course".
- Card 6 (Bottom Right):** Background image of colorful, glowing light trails. Text: "Combined Science Physics: AQA GCSE Higher - Standardised Assessments". Button: "Preview course".

Get to know your calculator



Maths skills in GCSE sciences (DfE requirement)

Biology: 10%

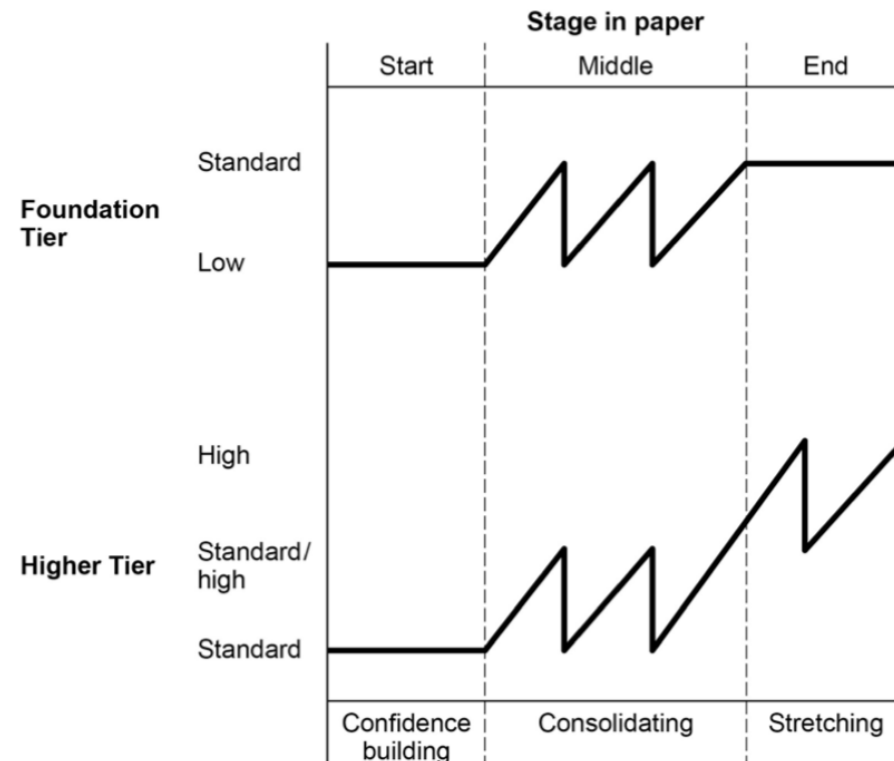
Chemistry: 20%

Physics: 30%

Combined science: 20% (1:2:3 ratio for biology, chemistry and physics). So, for each single mark attributed to maths in biology, there must be two marks in chemistry and three marks in physics.

Resilience

- The papers WILL be challenging.
- For ALL students nationally.
- DON'T be discouraged.
- Last year showed us that students at WBHS WILL be successful.



Wellbeing at WBHS

Supporting students through the exam season



Emma Crow – School Counsellor

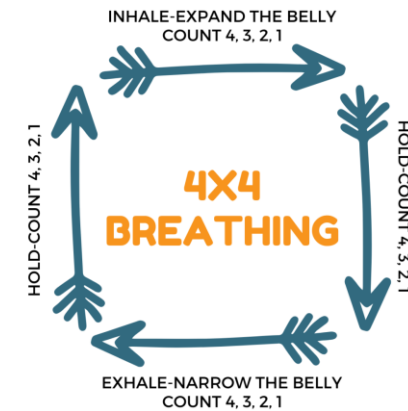
James Branson - Personal Development Lead

What our Students already know...

Through tutorials, assemblies, lessons and classroom conversations your child has been made aware of support and strategies available to them.

These include:

- The stress bucket model
- Recommended Apps
- Breathing exercises
- Talking to people and knowing who they can talk to in school
- Signposting to support (leaflets and posters)
- Padlet resources
- Support in understanding that stress is normal



SELF CARE COMES IN MANY FORMS

A grid of 20 icons representing various self-care activities: SLEEP, EXERCISE, FRESH AIR, MEDITATION, A CUP OF TEA, A NAP, WALKING, READING, GETTING A HAIRCUT, GOING TO THE DOCTOR, PAINTING, TAKING A BATH, MASSAGE, FACIAL, MANI/PEDI, QUIET TIME, BOUNDARIES, JOURNALING, THERAPY, ASKING FOR HELP, SEEING A FRIEND, and SOCIAL MEDIA DETOX.

A reminder to always talk to someone and where you can get support

Wider pastoral support

• On My Mind - Resources for Young People - Anna Freud Centre
 • Wellbeing - Whittier Bay High School
 • Every Mind Matters - NHS (nhs.uk)
 • Free - 24/7 mental health text support in the UK - 111 (111.nhs.uk)
 • Home - Kooth
 • https://www.kooth.com/uk/
 • www.calm.com
 • www.headspace.com
 • https://www.headspace.com/
 • www.stobnethethink.com
 • Childline - Childline
 • Supporting the most vulnerable people in our community (oxleasouth.co.uk)
 • Young Minds - Mental Health Charity For Children And Young People | YoungMinds

Chat Health Service

There are wellbeing app support sessions on this week at break time Wednesday-Friday

In school

Wider pastoral support Via a referral

Remember you can talk to any member of school staff about how you are feeling

Nelen	Maria	Emma	Nicole Fougler	Nina
Bullying Support Coordinator	Learning Mentor	School Counsellor	Social & Emotional Support	Support annual attendance

We're here to help!

We asked our current Sixth Form students...





What did your parents do that was helpful in supporting you through your GCSEs?



“My parents were vital in helping me get my GCSEs. They encouraged me constantly through taking an active interest in my subjects, helping me with my revision via doing flashcards with me and letting them test me on difficult topics”.

“Allowed me to revise in a larger space in the house (my dining room) without issue rather than at my small bedroom desk”.

“Made sure that I had breaks where we would talk about other things than GCSEs. They made a revision timetable with me and scheduled free time so I still had a work life balance”.

“My mam didn't put too much pressure on me when it came to revising, she had enough trust to know I'd get on with it. And she didn't nag (too much) when I didn't”.

“They made sure I didn't go on my phone when I was revising”

“They helped me find a quiet study space and gave me time to revise when I needed it. They also took me out for little breaks which really helped when I was stressed”.



Was there anything your parents did that wasn't so helpful?



“Stress me out constantly about deadlines and my future”.

“Asking me why I wasn't revising- this increased stress and put me in the mind-set that I needed to spend all my time revising which I didn't”.

“Sometimes they got annoyed when I didn't fully speak to them or get involved in conversations, when it was purely because my brain was so frazzled”.

“They would often say that they ‘knew’ I was going to do really well. This put quite a lot of pressure on me and I found that a bit unhelpful and added to the stress a bit”.

“I didn't have a quiet revision space and so caused many distractions whether offering me things or asking me what I was doing”.

“Going on about it”.



Do you have any advice for Year 11 in managing their wellbeing through the GCSE process? Anything you would do differently yourself?

“Set a time to stop revising. Sometimes if I felt I hadn't been productive enough I would work really late at night and it didn't help at all. Also be sure to have a day or two off now and again and don't beat yourself up about it”.

“Exercise was super beneficial for me to get rid of stress and excess energy, even when I felt like I couldn't be bothered”.

“I would have started revising earlier than I did. Leaving it meant I had to cram which did nothing to help my stress levels”.

“I would've believed in myself more. The biggest hurdles were the ones I put in place before I even gave myself a chance”.

“Make sure you leave time for yourself to relax otherwise you will just get stressed with an overload of information and make yourself worse off and then not taking in all that information properly”.

“Get enough sleep and don't rely on caffeine, eat regular balanced meals, don't stop doing all of your extra curricular activities because you need breaks as well”.

“Don't fall into destructive behaviours if I don't manage to revise, just take a deep breath and try again later”

“Be nicer to my parents...”

Some tips

- Try to maintain morning routines
- When possible don't leave them isolated when revising
- Try to create moments that encourages 'switch off'
- Remembering stress is normal
- Encourage revision in a public space in the house
- Know their timetable



Further support and advice for parents and carers

- Charlie Waller Trust - [Parents and Carers support - The Charlie Waller Trust](#)
- Young minds - [Parents Mental Health Support | Advice for Your Child | YoungMinds](#)
- Padlet
- Kooth
- WBHS Website



Final thoughts

- There is lots of help available, and we try to encourage students to always build resilience, use strategies and whenever possible practice 'self care' in the first instance
- The answer isn't always seeking the highest level of intervention and so knowing how to support, talk and strategise is an important step before expecting to talk to a counsellor.

