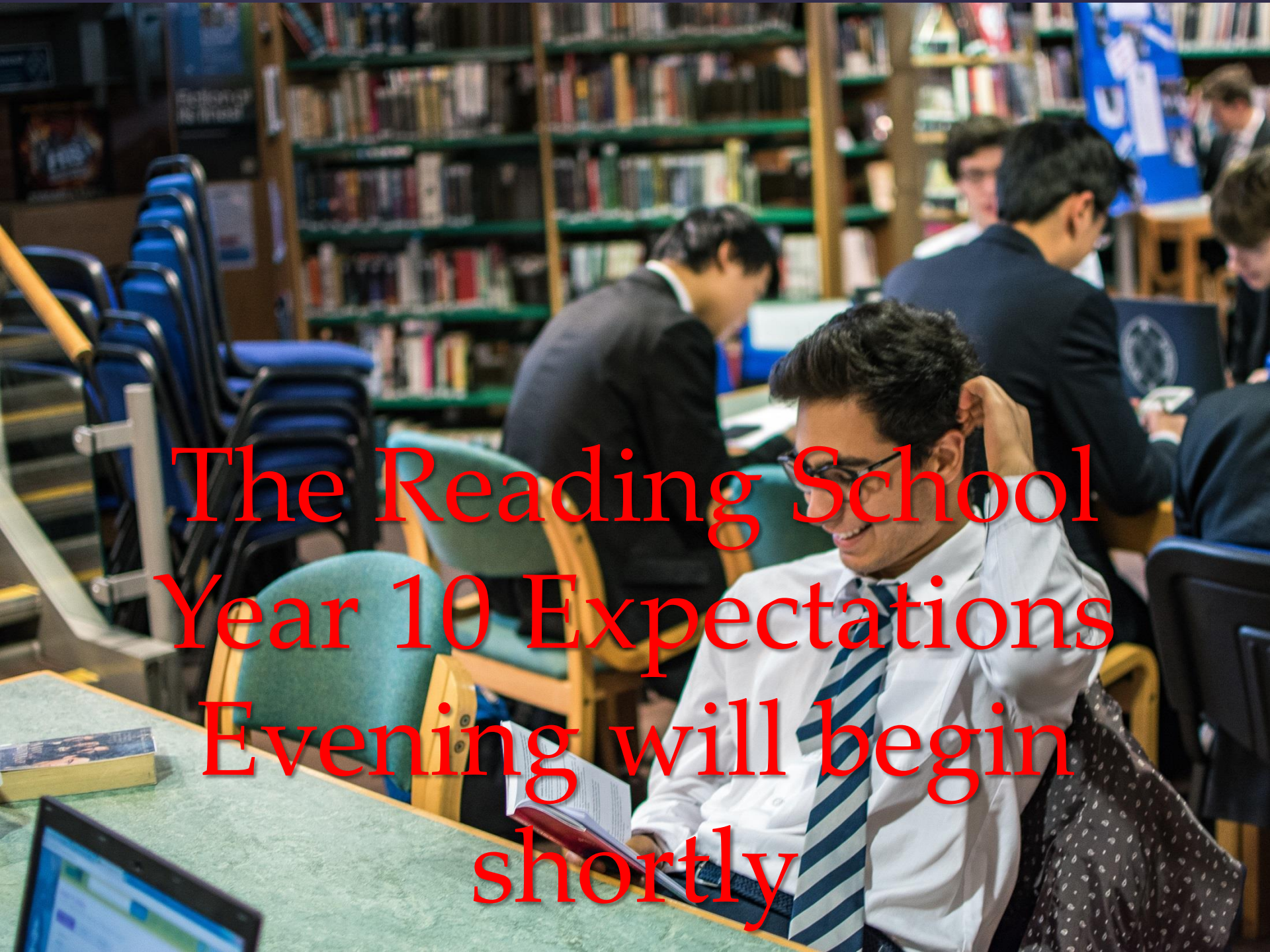
A person wearing a white lab coat splattered with various colors of paint is using a palette knife to spread a thick layer of blue paint onto a canvas. The background is blurred, showing other people in blue clothing and paint containers.

The Reading School
Year 10 Expectations
Evening will begin
shortly



The Reading School
Year 10 Expectations
Evening will begin
shortly

A photograph of a library or study hall. In the foreground, a young man with glasses, wearing a white shirt and a blue and white striped tie, is sitting at a green table, smiling and looking down at an open book. He has his hand near his ear. In the background, other students in school uniforms are seated at tables, some working on laptops. Bookshelves filled with books line the walls. The text "The Reading School Year 10 Expectations Evening will begin shortly" is overlaid in red, serif font across the center of the image.

The Reading School
Year 10 Expectations
Evening will begin
shortly



The Reading School
Year 10 Expectations
Evening will begin
shortly

Year 10
Expectations Evening
2023

Key Content:

1. Key Dates
2. Curriculum Update
3. Character Update
4. Safety, Wellbeing & Happiness
5. Working Together

1. Key Dates

<ul style="list-style-type: none"> ✂ Tuesday 17th October - ✂ Friday 20th October - ✂ Monday 23rd October – 27th October - ✂ Monday 30th October – Friday 3rd November - 	<ul style="list-style-type: none"> Chapel Choir Concert Commemoration Service Half term Reading Week
<ul style="list-style-type: none"> ✂ Sunday 12th November - ✂ Wednesday 15th November - ✂ Sunday 26th November - ✂ Monday December 11th – ✂ Thursday 21st December– 5th January - 	<ul style="list-style-type: none"> Remembrance Sunday, Chapel School Orchestra Concert House Music Competition School Carol Service Christmas Holidays
<ul style="list-style-type: none"> ✂ Monday 29th January - ✂ Monday 12th February – Friday 16th February - 	<ul style="list-style-type: none"> Staff Day – no school Half term
<ul style="list-style-type: none"> ✂ Thursday 29th February – ✂ Friday 29th March – Friday 12th April - 	<ul style="list-style-type: none"> Year 10 Parents’ Evening Easter Holidays
<ul style="list-style-type: none"> ✂ Wednesday 1st May - ✂ w/c Monday May 20th – ✂ Monday 27th May – Friday 31st May - 	<ul style="list-style-type: none"> Guitar Concert Belonging Week Half term
<ul style="list-style-type: none"> ✂ w/c Monday June 3rd - ✂ Tuesday July 16th 	<ul style="list-style-type: none"> Internal Examinations Junior Prize Giving
<ul style="list-style-type: none"> ✂ Other Year 10 specific dates for events such as sports fixtures or house competitions are sent out in the Headmasters’ Bulletin and can be found on the school website. 	

2. Curriculum Update

- ⌘ Floreat, electives and PSHE have 8 lessons per fortnight
- ⌘ PE and Games have 7 lessons per fortnight
- ⌘ Maths has 7 lessons per fortnight right through to GCSE
- ⌘ Each Science has 6 lessons per fortnight in Years 10 and 11
- ⌘ English has 9 lessons per fortnight in Years 10 and 11
- ⌘ Theology and Philosophy has 3 lessons per fortnight through to GCSE
- ⌘ Each GCSE Option has 5 lessons per fortnight (Mandarin is slightly different)

- ⌘ Maths
- ⌘ Theology and Philosophy
- ⌘ Electives
- ⌘ Outcomes

& Maths

Rationale behind Setting- set by pace working.

All sets aim for 8 & 9

Not concern for lower set, smaller class size to enable support.

About half of year do Add Maths and sets are adjusted at end of Yr 10 based on progress.

& Theology and Philosophy

OCR AS qualification Mr Miller really pleased progress on course.
Better stretching qualification and helps with preparation for
University.

Electives

Year 10 Dt/Life Six 25s

BROMCOM CODE	STAFF	10 Ev - P3 WEDNESDAY
10/EV2	DT	First Aid
10/EV3	GF	Mechanics
10/EV6	HRE	Buildings
10/EV5	JG	Coaching with RFC
10/EV7	JTE	Personal Training
10/EV1	EL	Personal Finance
10/EV4	TE	Cooking

OUTCOMES

In 2023:

43.3% of Reading School's GCSE results were a grade 9

70.5% were a grade 9-8.

88.3% were graded 9-7.

Average attainment since 2018 has been 88.8% grades 9-7.

This year we were ranked 5th out of all the
Boys Academically Selective Schools in the UK

OTHER HIGHLIGHTS

Year 13 this summer achieved 90.1% A*-B: top five BASS schools

45 (tbc!) students went to read at Oxbridge, or in the USA, or to study medicine or dentistry or veterinary medicine.

This year we celebrated:

the top GCSE Chemistry mark in the Country.

the top GCSE Ancient History mark in the Country.

the top GCSE Economics mark in the Country.

two of the top 50 A Level Computer Science marks in the country

Typically, we aim for 90% 9-7 at GCSE, and 90% A* - B at A Level.

3. Character Update



Culture

PSHE



READING SCHOOL PSHE EDUCATION: LONG-TERM OVERVIEW



	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	



READING SCHOOL PSHE EDUCATION: LONG-TERM OVERVIEW



	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work

Careers

Careers Opportunities for all students

- **Careers Convention** – every two years (last one in March 2022). Talks, including apprenticeships, from a variety of guest speakers. Delegates from all career sectors. More information can be found here [Reading School - Reading School's Careers Convention 2022 \(reading-school.co.uk\)](https://www.reading-school.co.uk/careers-convention-2022)
- **Student Teams Channel** [Careers and Opportunities](#)
- **Headmaster's weekly bulletin** – year-specific careers information or opportunities such as competitions
- **LRC** – extensive careers section (speak to Mrs Kesteven for more information)
- **Sharepoint** – for links and further information [Sharepoint - Careers](#)
- **Careers Adviser** Mrs Wray kwray@reading-school.co.uk
- **Inspire Lectures** open to all of interest
- **UniFrog** – online access begins in Y8

Floreat

BOYS THAT BOND (Y7)	VALUE OF CHARACTER (Y8)	POWER TO THE 9's (Y9)	WAYFINDER (Y10)	WISDOM FOR LIFE (Y11)
<p>TERM 1</p> <p>Who am I and where do I fit in?</p> <p>School Pillars, community values and belonging</p>	<p>HALF TERM 1</p> <p>Why do foundational behaviours matter – what is their impact?</p>	<p>HALF TERM 1</p> <p>What is leadership and how do we do it?</p> <p>Collaborative, considerate and generous?</p> <p>Leadership styles and principles</p>	<p>HALF TERM 1</p> <p>Where are we going?</p> <p>Community Building</p>	<p>HALF TERM 1</p> <p>Do my habits fit?</p> <p>Living the good life</p> <p>Creating an 'Environment for Success'</p>
	<p>HALF TERM 2</p> <p>Who am I when no one is looking? (including online)</p> <p>Character under pressure and conflict</p>	<p>HALF TERM 2</p> <p>Can we apply the theory?</p> <p>Leading together (Problem solving)</p>	<p>HALF TERM 2</p> <p>What is my purpose?</p> <p>Experiences and Stories</p>	<p>HALF TERM 2</p> <p>Am I developing wisdom?</p> <p>Habits of excellence</p> <p>Collaborative Theory and Practical's</p>
<p>TERM 2</p> <p>What is character and how do I develop virtues?</p> <p>Virtue theory and toolkit</p>	<p>HALF TERM 3</p> <p>Why do we give?</p> <p>Character and Service (Civic virtues)</p>	<p>Half term 3</p> <p>How do we assess performance and develop?</p> <p>Observations, feedback and assessment centres</p>	<p>HALF TERM 3</p> <p>What brings me joy?</p> <p>Joys and Values</p>	<p>HALF TERM 3</p> <p>Are we still listening?</p> <p>Refining, reflecting and responding</p> <p>Personal Insights</p>
	<p>Carry on video</p>	<p>Half term 4</p> <p>Can we create an effective culture and use it to drive high performance?</p> <p>(fires and cooking)</p>	<p>HALF TERM 4</p> <p>What are my strengths?</p> <p>Strengths and Skills</p>	<p>HALF TERM 4</p> <p>Can we excel together?</p> <p>The threads of success</p> <p>High Performance</p>
<p>TERM 3</p> <p>Introduction to teamwork</p> <p>Practical tasks and personal contributions</p>	<p>Performance virtues</p> <p>Why are they of value?</p> <p>Why aren't they strictly virtues?</p>	<p>Half Term 5</p> <p>Leadership through sport</p> <p>Can we work together to design, plan, develop and deliver?</p>	<p>HALF TERM 5</p> <p>How am I growing?</p> <p>Growth and contribution</p>	
	<p>An introduction to 'culture'</p>	<p>HALF TERM 6</p> <p>LTS continued (including 'Belonging week' front loading and review)</p>	<p>HALF TERM 6</p> <p>What wisdom have I gleaned?</p> <p>Belonging week reflections and Wisdom</p>	

⌘ Floreat – Yr 10 describe it as a Purpose Curriculum

Students were asked to reflect on and rank the following statements on a scale of 1-5 this week.

- I have a plan for my future
- I have hobbies that make me happy
- I feel supported by my family
- School is a safe place for me to ask questions
- I have coping skills I use when I feel sad.

INTRO: WHY KNOW YOURSELF?

What is your personal definition of success?

PURPOSE 1: SELF // Lesson 1.1.4.



ARTHUR ASHE



“ ”

Success is a journey not a destination. The doing is often more important than the outcome.

Arthur Robert Ashe Jr. (1943-1993) was an American professional tennis player who won three Grand Slam singles titles.

4. Safety, Wellbeing & Happiness

Screen Time

Monitoring / Discussing Online Behaviour

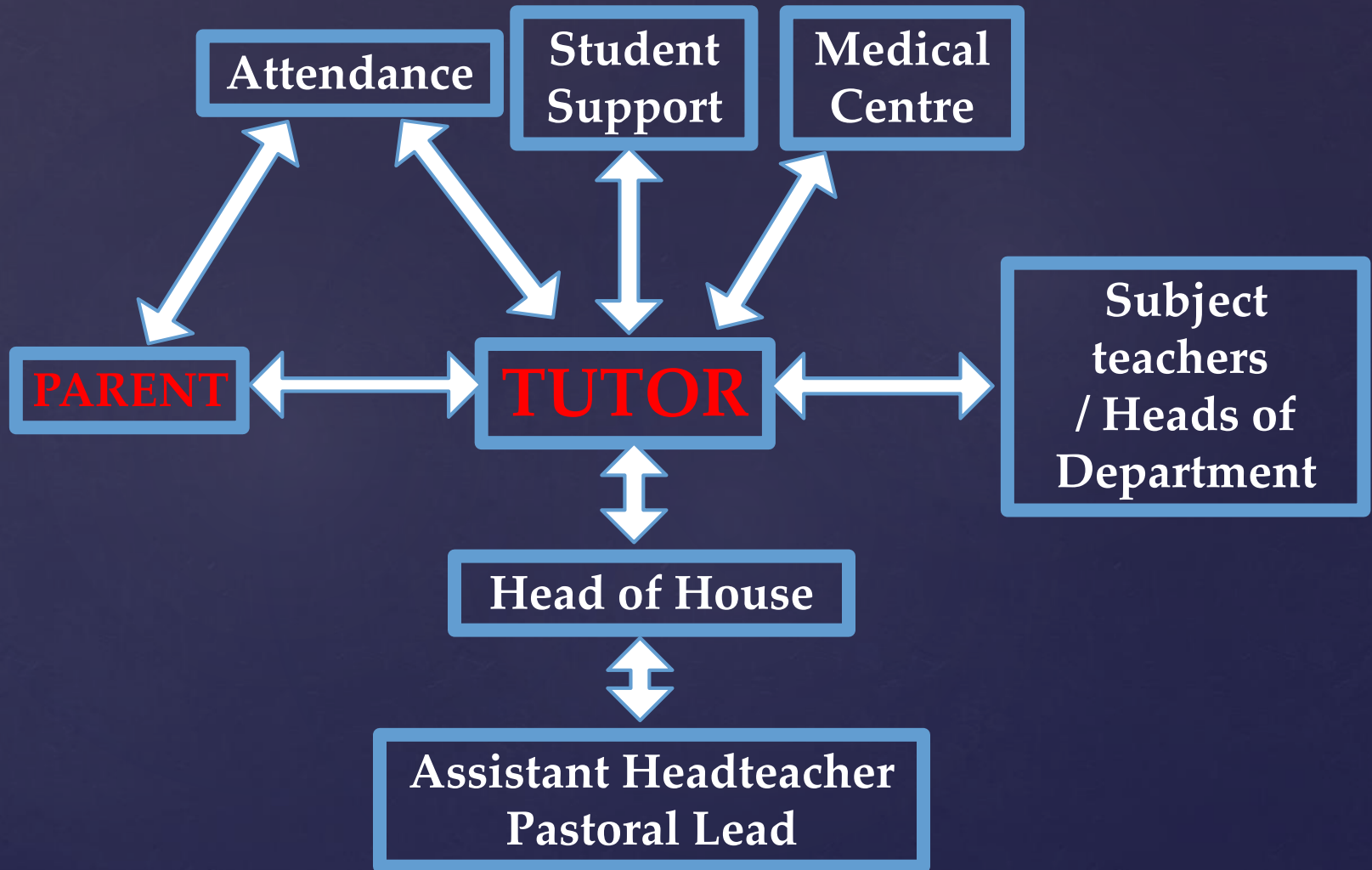
Sustaining & Encouraging Physical Activity

Talking meaningfully about relationships

Practising emotional language - positives

Creating low-stakes tests

5. Working Together



Who to ask for help this year

Heads of House:

Mr Tridgell	(County House)
Ms Rosser-Evans	(East House)
Mrs Clarke	(Laud House)
Mr Betteridge	(School House)
Mr Sanchez	(West House)

Head of Key Stage 3 & 4:

Mr McGall

Boarding Housemasters:

Mr Lloyd	South House
Mr Sanchez	East Wing

Other support:

Ms Ayres	(Designated Safeguarding Lead)
Ms Rogers	(SENCo)

careers@reading-school.co.uk

(careers appointments)

estates@reading-school.co.uk

(lockers/bike locks)

secretary@reading-school.co.uk

(lost property & general enquiries)

Who to ask for help this year

Year 10 Tutor Team:

Sarah Parker	(County House)
Jadwiga Kaszka	(East House)
Andy Robertsonson	(Laud House)
Sue Sentflechner (Ms Ayres)	(School House)
Adam Dimmick	(West House)

Attendance

Punctuality and absence

- ⌘ Required to be in their first lesson by 8.20 am. A student is considered late if he arrives after 8.25 am. This will result in a late mark being recorded in the register.
- ⌘ Watch is useful
- ⌘ Parents/Carers are asked to contact the school if students are going to be absent. Outline reason and communicated before **8.30am ON EACH DAY OF ABSENCE.** Email attendance@reading-school.o.uk or telephone from parent.

- ⌘ 95% (10 day=94.7)
- ⌘ Less 90% persistent absence
- ⌘ Requests for planned absence must be made in writing to the Headmaster (the relevant form can be downloaded from the school's website [here](#)). Holidays, if taken during term time, will be marked as unauthorised absence.

- ⌘ Achievement, wellbeing and wider development
- ⌘ Evidence shows students with highest attendance gain best exam results.
- ⌘ Parent legal duty ensure your child gets a fulltime education.

Uniform

- ⌘ Blazer, shoes and no hoodies
- ⌘ Thursday Games day only* (*PE P1 can attend)

**Many thanks for your
time**