



# Turnbull High School

*A Community of Faith Engaged in Learning*

Our Values at Turnbull High School

FAITH

LOVE

COMMUNITY

SERVICE

## S2 into S3 PERSONALISATION AND CHOICE



January 2026



# Skills Development Scotland (SDS)

- ◆ Careers Advisor: Karen Clark



# Understanding Sleep

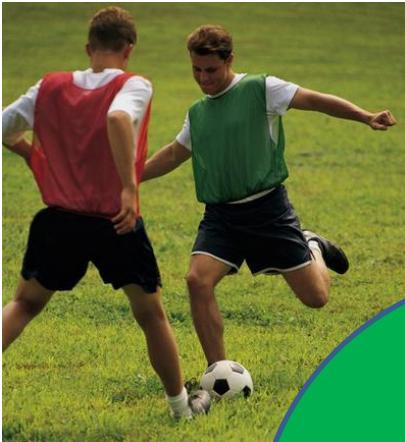
# Sound Sleep

## Aim...

To encourage pupils to take responsibility for their health and wellbeing by understanding the role and value of healthy sleep.

## The lessons will teach pupils...

- What sleep is, what it is for and why it is important to physical and emotional wellbeing.
- Why Teenagers need 8-10 hours sleep per night.
- What the body clock is and how it relates to sleep.
- What can stop you getting a good night's sleep.
- What you can do to help yourself get a good night's sleep.



Sleep

Exercise

Healthy  
Eating

**How do you feel when you  
don't get enough sleep?**

- Feel worn out, no energy, no motivation
- Struggle to stay awake when it's quiet
- Hard to concentrate
- Clumsy or accident prone
- Short temper, no patience, grumpy
- Impulsive, irrational or bad behaviour
- Stronger, less controllable emotions
- Low mood, more anxiety and stress



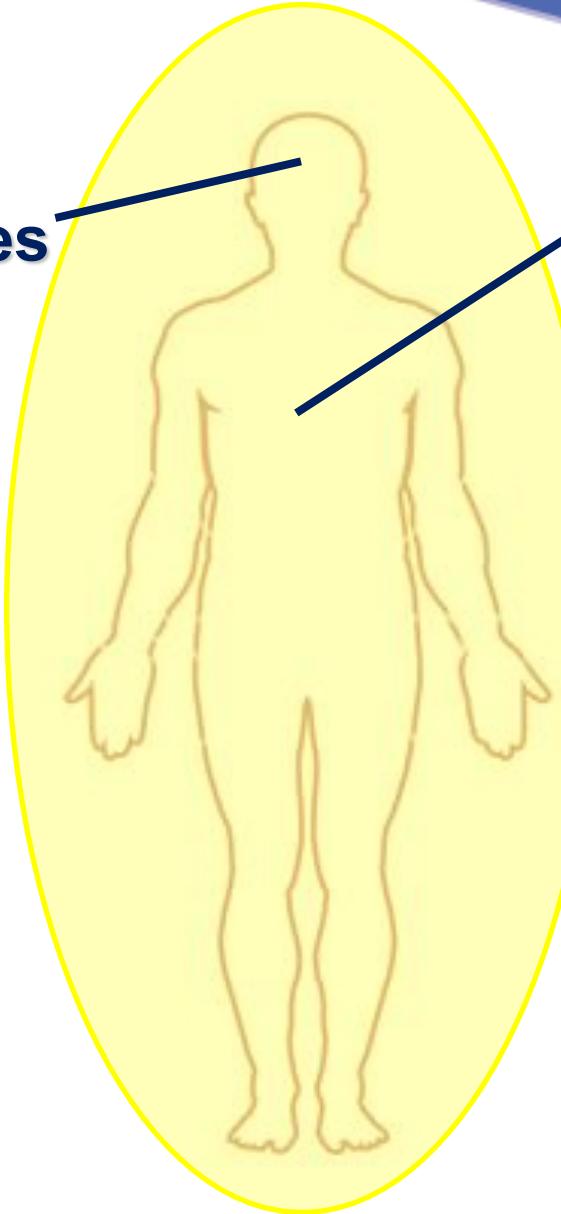
# What happens when you sleep?

## Memory consolidates

Development of vocabulary, pronunciation and the ability to remember words and sounds

## During sleep the body and brain are very busy

Body and brain development are maximised



## Growth hormone released

Muscle mass builds and bone density increases

Repair and renewal of cells

Immune system strengthens

Hormones released to maintain a healthy appetite

# Sleep and Low Mood

- Sleep deprivation affects the pre-frontal cortex, where emotions are rooted
- **Positive** memories are stored in the hippocampus which is directly affected by sleep deprivation
- **Negative** memories tend to be stored in the amygdala which is not as severely affected



# How much sleep should we get?



**Newborn**  
0-3 months  
14-17 hours



**School-aged children**  
6-13 years  
9-11 hours



**Infant**  
4-11 months  
12-15 hours



**Teenager**  
14-17 years  
8-10 hours



**Toddlers**  
1-2 years  
11-14 hours



**Young Adult**  
18-25 years  
7-9 hours



**Preschoolers**  
3-5 years  
10-13 hours



**Adult**  
26+ years  
7-8 hours

# Teenagers Why?

8-10  
HOURS

# How to get a good night's sleep



## During the day

- Get out into natural light for at least 30 minutes as early as possible
- Avoid too many caffeine based drinks
- Find ways of dealing with stress or anxiety
- Avoid having a nap during the day
- Do not have a long lie-in at weekends



## During the evening

- Clear homework out of the way
- Have a good meal, but not too close to going to bed
- Do any stimulating activities such as exercise, watching TV and playing computer games earlier in the evening



# The last hour (wind down hour)

- Switch off your TV, computer, phone and anything with a screen!
- Have a bath, wind down and chill out
- Read or listen to relaxing music
- Stick as closely as you can to the same bedtime and getting up times, even at weekends
- Try a relaxation technique in bed to help you drift off to sleep



# The bedroom

- Try and create a 'sleep room'
- Keep your bedroom dark and cool
- Make sure your bed is comfortable
- Use subdued lighting
- Remove pets that are nocturnal



# Summary

- Consider what goes on during the day – could anything potentially be affecting sleep?
- Get a good routine in place for the evening – make sure you are removing any potential barriers to good sleep
- Plan a ‘wind down hour’ and leave the day behind
- Try to have the bedroom as a ‘sleep room’ rather than a bedsit – even if you change things every night for the wind down hour

# Sleep Support Line

**Children 18 months to 18 years**

**Monday – Thursday**

**10:00am – 4:00pm**

**Email: [sleepsupport@sleepaction.org](mailto:sleepsupport@sleepaction.org)**

**(Scotland only)**



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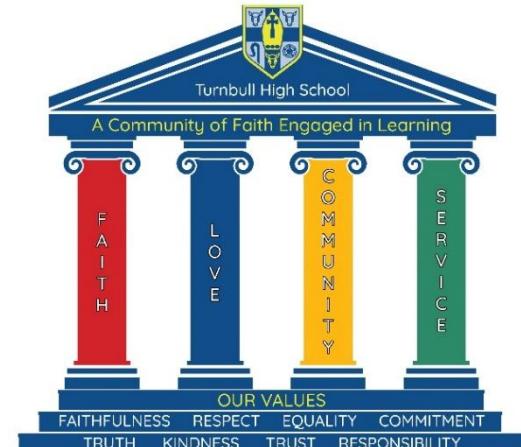
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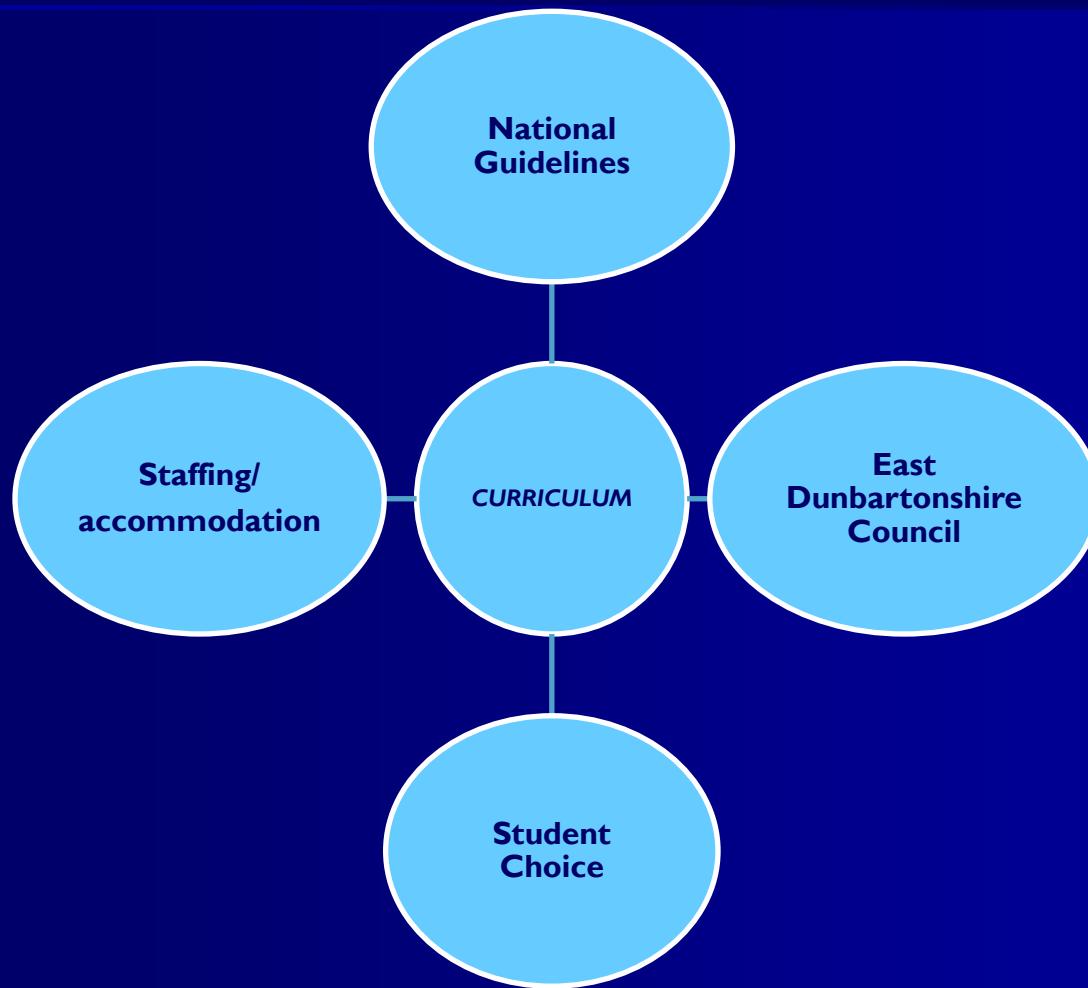
## S2 into S3 PERSONALISATION AND CHOICE



## Pastoral Care Session



# Influences on Curriculum





# EDC Secondary Curriculum Framework

- ◆ Pupils will follow a Broad General Education from S1 – S3
- ◆ Pupils will study a minimum of 9 subjects across the curricular areas in S3.
- ◆ Pupils will study a minimum of seven subjects in S4.
- ◆ Pupils will study a minimum of 5 subjects in S5.



# Core Subjects

- ◆ English
- ◆ French
- ◆ Mathematics
- ◆ RE RC
- ◆ PE
- ◆ PSE (delivered across the curriculum)



# Curriculum Areas

- ◆ Language
- ◆ Mathematics
- ◆ RE RC
- ◆ Health & Wellbeing
- ◆ Social Studies
- ◆ Sciences
- ◆ Technologies
- ◆ Expressive Arts



# PERSONALISATION FORM

Choice 1 (Social Subjects)	Choice 2 (Technologies)	Choice 3 (Sciences)	Choice 4 (Creative)	Choices 5 & 6 (Any 2 choices from below)	
Business Management	Administration & IT	Biology	Art & Design	Art & Design	History
Geography	Computing	Chemistry	Childcare	Administration & IT	Modern Studies
History	Fashion & Textiles	Physics	Practical Cookery	Biology	Music
Modern Studies	Graphic Communication		Music	Business Management	PE Studies
	Woodworking		PE Studies	Chemistry	Physics
				Childcare	Practical Cookery
				Computing	Spanish
				Environmental Science	<i>Sports Leadership</i>
				Geography	Woodworking

Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	Choice 6



# Social Studies

- ◆ Business Management
- ◆ Geography
- ◆ History
- ◆ Modern Studies



# Technologies

- ◆ Administration & IT
- ◆ Computing Science
- ◆ Fashion & Textiles
- ◆ Graphic Communication
- ◆ Woodworking



# Sciences

- ◆ Biology
- ◆ Chemistry
- ◆ Physics



# Creative

- ◆ Art & Design
- ◆ Childcare
- ◆ Practical Cookery
- ◆ Music
- ◆ PE Studies



# Choices 5 & 6

- ◆ Art & Design
- ◆ Admin & IT
- ◆ Biology
- ◆ Business Management
- ◆ Chemistry
- ◆ Childcare
- ◆ Computing
- ◆ Cookery
- ◆ Environmental Science
- ◆ Geography
- ◆ History
- ◆ Modern Studies
- ◆ Music
- ◆ PE Studies
- ◆ Physics
- ◆ Spanish
- ◆ Sports Leadership
- ◆ Woodworking



# How to Choose?

- ◆ What am I good at?
- ◆ What do I enjoy?
- ◆ What career interests do I have?
- ◆ Do these require specific subjects?



# School Support

- ◆ S2 Reports: December
- ◆ PSE Programme begins
- ◆ Assembly
- ◆ S2 Parent Information Evening
- ◆ Parents' Evening (10/2)
- ◆ Individual Interviews with PTPC (23/2- 6/3)
- ◆ Careers Adviser: S2 Class talks
- ◆ Careers Adviser: drop-in



# Parental Support

- ◆ Read the Personalisation & Choice Brochure
- ◆ Discuss PSE Lessons
- ◆ Discuss S2 Report & speak with teachers at Parents' Evening
- ◆ Research career interests
  - [www.planitplus.net](http://www.planitplus.net)
  - [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)



# What happens if a subject is undersubscribed?

- ◆ Pupil re-interviewed
- ◆ Choose from remaining subjects available in that column



# What happens if a subject is over-subscribed?

- ◆ Consult department
- ◆ Interview pupils
- ◆ Asked if they would be willing to make another choice
- ◆ As a last resort names will be drawn by lot.



# Progression to Senior Phase from CfE Levels

Variety of assessment evidence gathered over BGE

- Summative data: unit tests
- Shared assessment of standard
- Class work
- Homework
- Project work / Reports
- Video evidence



# Achieving Success

- ◆ Attendance
- ◆ Punctuality
- ◆ Work Ethic
- ◆ Study Skills



# Questions ?



# Follow up- Pastoral Care

- ◆ Andrew House- Ms Boardman
- ◆ Kentigern House- Mrs Kerr
- ◆ Marian House- Mrs Britton/Mrs Walker
- ◆ Teresa House- Mrs McBride