



16th September 2024

Dear Parent/Carer,

I am writing to inform you about your child's Personal, Social, Health, and Economic (PSHE) Education for this academic year. In line with statutory guidance from the Department for Education, both Relationships and Sex Education (RSE) and Health Education are required components of the PSHE curriculum.

The aim of PSHE Education is to provide students with a 'toolkit for life,' equipping them with the knowledge and skills they need to make informed decisions that will enable them to lead healthy, happy, and safe lives, both now and in the future.

As part of the RSE curriculum, by the end of secondary school, students will have covered the following content:

- Different families
- Respectful relationships, including friendships
- Online safety and media usage
- Intimate and sexual relationships, including sexual health

In the Health Education curriculum, students will have covered topics such as:

- Mental well-being
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Basic first aid and CPR
- Changing adolescent body

On the back of this letter, you will find a Curriculum Overview for the 2024-25 academic year, outlining the topics each year group will cover and when. This information, along with our updated RSE policy, can also be accessed on the PSHE pages of the school website. To view these resources, please visit www.nusa.org.uk, select 'Curriculum,' and then 'PSHE.'

It is important to note that both Health Education and the Relationships Education components of RSE are **compulsory** for all students, and you cannot withdraw your child from these lessons. However, you do have the right to request that your child be withdrawn from some or all of the sex education content within statutory RSE. Should you wish to discuss withdrawing your child from the sex education portion of the curriculum, please contact me at acalladine@nusa.org.uk or on 0115 9291492.

We greatly value your feedback at NUSA. If you have any questions, comments, or concerns, please do not hesitate to get in touch using the contact details provided above.

Yours sincerely,

Miss A. Calladine

NUSA PSHE CURRICULUM OVERVIEW 2024 - 2025

	Year 7	Year 8	Year 9	Year 10	Year 11
Learning Cycle 1	<i>Building relationships and mental health</i>	Mental Wellbeing	Drugs, Alcohol and Choices	Substances and influences	Relationship Safety
	<ul style="list-style-type: none"> Maintaining positive friendships. Bullying and cyberbullying. Introduction to mental health, looking at healthy and unhealthy coping strategies and ways to increase GRIT. 	<ul style="list-style-type: none"> Attitudes and stigma around mental health. Mental ill-health (stress and anxiety) and healthy coping strategies. Lifestyle and wellbeing choices to manage mental health including impact of physical exercise. 	<ul style="list-style-type: none"> Attitudes to drugs and alcohol including the law. Understanding the risks of smoking, alcohol, cannabis, and energy drinks. Positive drugs use - Antibiotics and vaccinations. 	<ul style="list-style-type: none"> Attitudes and choices around substance use. The personal and wider consequences of addiction and dependency. The risks and influences associated with substance use. Session with school PC around gangs and knife crime. 	<ul style="list-style-type: none"> Unhealthy relationships including domestic abuse. Will include domestic abuse in the media. Recognising and dealing with harassment and stalking. Will also explore these themes in the workplace. How relationships might change and how to deal with these changes. This included romantic, friendship and family relationships.
Learning Cycle 2	Physical health and Puberty	Diversity and Discrimination	Intimate relationships		
	<ul style="list-style-type: none"> Importance of exercise, diet, personal hygiene, and dental health. Choices and influences on physical health including sun safety. Puberty and menstruation. 	<ul style="list-style-type: none"> Forms of discrimination including disability, racism, LGBTQ+, religion and sexism. Equality and discrimination - Equality Act 2010) Gender identity and stereotypes. 	<ul style="list-style-type: none"> Healthy and unhealthy relationships, including the impact of the media. Consent in relationships. The law around sexting. Contraception, STIs and managing sexual pressure. 		
Learning Cycle 3	Values and Safety	Employability	Options and Careers	Intimate relationships, sexual health and fertility	Personal safety
	<ul style="list-style-type: none"> Cyberbullying, peer pressure and online grooming. Online relationships and social media. Personal values, British Values, and anti-social behaviour. 	<ul style="list-style-type: none"> Employability skills and workplace behaviour. Goal setting, future aspirations, and growth mindset 	<ul style="list-style-type: none"> ES4 Options and post-16 career pathways. Personal skills, interests, and types of employment. Budgeting, spending, saving, borrowing, debt and gambling. 	<ul style="list-style-type: none"> Healthy and unhealthy relationships. Types of intimacy, readiness for intimacy and managing sexual pressures. STIs and contraception. Long-term commitments, pregnancy choices, fertility, and miscarriage. 	<ul style="list-style-type: none"> Valuing diversity. Understanding extremism, radicalisation and FGM. Honour-based violence and forced-marriage.
Learning Cycle 4	Respectful Relationships	Respectful relationships	DANCOOP and Controversial Inquiry Project		
	<ul style="list-style-type: none"> Relationship expectations, including romantic relationships and consent. Family roles and managing change in family dimensions. Change and loss. 	<ul style="list-style-type: none"> Types of relationships and rights in them. Consent and conflict management. Domestic abuse, Child Sexual Exploitation, and harmful sexual behaviour. 			

SEND Drop in's

We offer a number of 'SEND drop ins' throughout the year for parents/cares. These are open to any parent/carer who may want to discuss their child's SEND needs further or parents/carer's who have concerns that their children may have SEND needs that are yet to be diagnosed. If you wish to book an appointment in one of the slots below, please contact reception.

Wednesday Drop In Sessions
02/10/2024
06/11/2024
04/12/2024

Parking

Please be reminded that parking at the front of school is restricted where there are yellow or zigzag lines – there should be no vehicles parked on these markings at any point during the school day.

Have a great weekend!

Many thanks,
NUSA