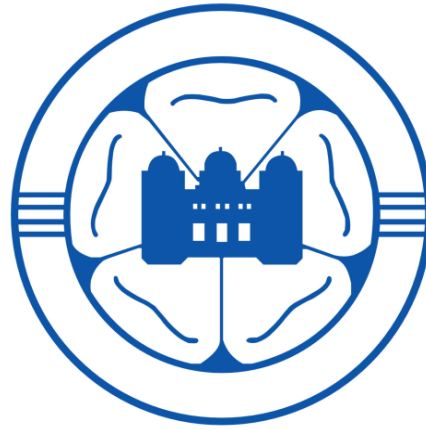


**YEAR 10
PARENTS' AND
CARERS'
INFORMATION
EVENING
2025-26**



NONSUCH
HIGH SCHOOL FOR GIRLS

FORGING OUR PATHS; BUILDING THE FUTURE

WELCOME

MS WRIGHT – DEPUTY HEAD
(CURRICULUM)

MRS TODD – DEPUTY HEAD
(TEACHING & LEARNING)

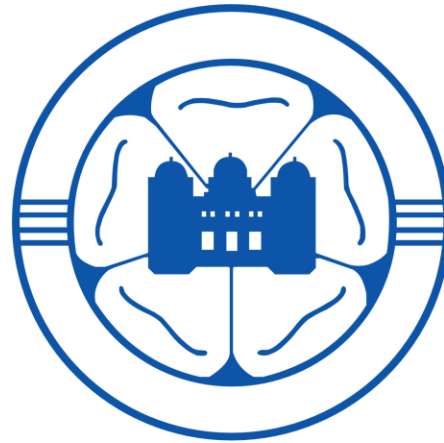
MRS NESBITT – DSI PASTORAL

MISS WHITE – HEAD OF YEAR
10

- CULTURE AND COMMUNITY
- KS4 CURRICULUM
- SUPPORT AND SAFETY
- EXPECTATIONS AND OPPORTUNITIES

**CULTURE AND
COMMUNITY**

**VISION
MISSION
VALUES**



NONSUCH
HIGH SCHOOL FOR GIRLS

FORGING OUR PATHS; BUILDING THE FUTURE



Positivity



Respect



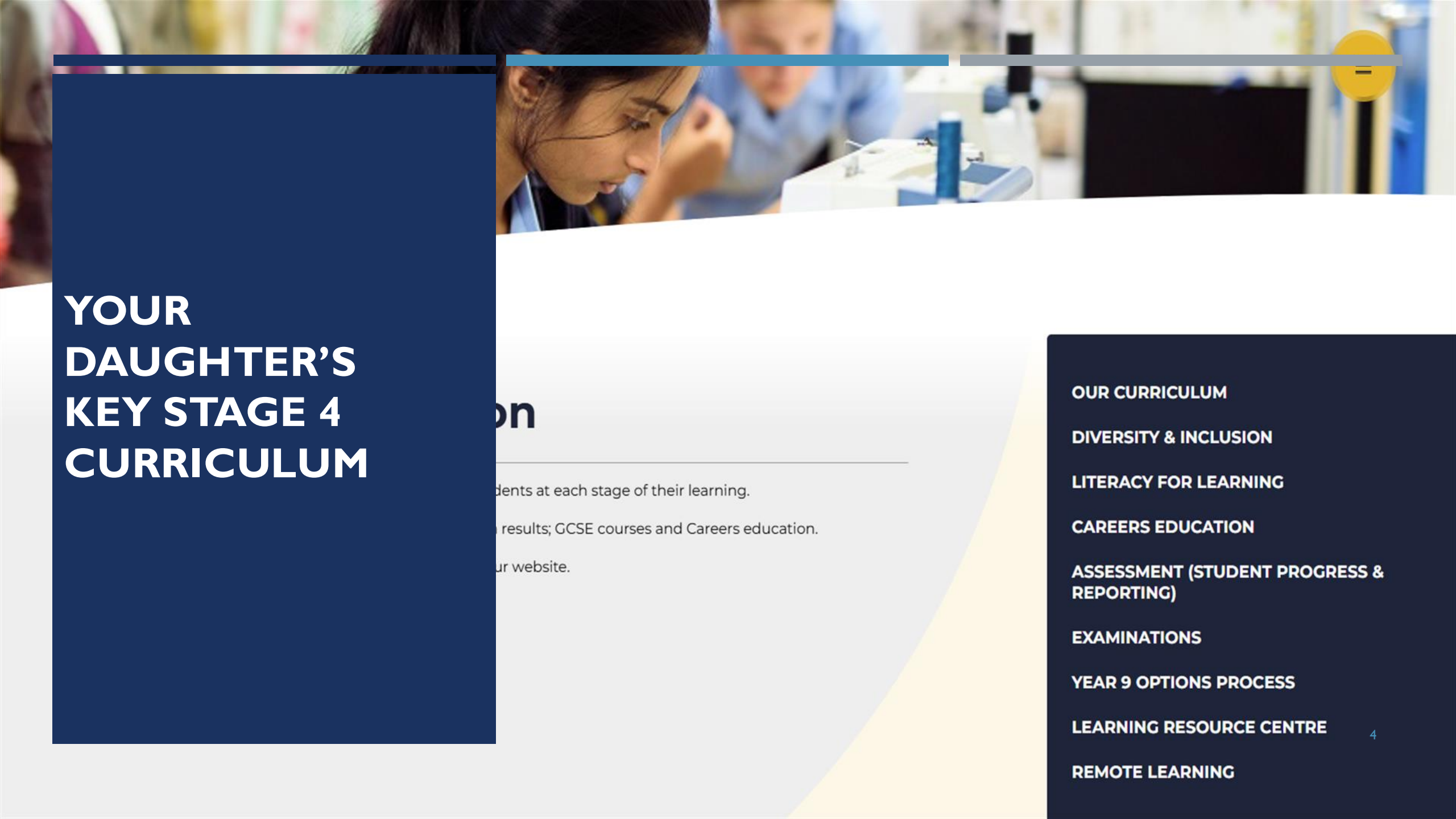
Integrity



Courage



Endeavour



YOUR DAUGHTER'S KEY STAGE 4 CURRICULUM

on

dents at each stage of their learning.

results; GCSE courses and Careers education.

ur website.

OUR CURRICULUM

DIVERSITY & INCLUSION

LITERACY FOR LEARNING

CAREERS EDUCATION

**ASSESSMENT (STUDENT PROGRESS &
REPORTING)**

EXAMINATIONS

YEAR 9 OPTIONS PROCESS

LEARNING RESOURCE CENTRE

REMOTE LEARNING

OUR KS4 INTENT:
TO DEEPEN KNOWLEDGE





[HOME](#) → [QUALITY OF EDUCATION](#) → [OUR CURRICULUM](#) → [KEY STAGE 4 - INTENT](#) → [KS4 HANDBOOK](#)

KS4 Handbook

KS4 Curriculum Overview

We offer a very broad range of subjects at Key Stage 4.

In Year 10, students are put into broad tiers of ability for Maths and Sciences only.

At Key Stage 4 all students take the core subjects alongside their chosen GCSE subjects; a detailed booklet and a comprehensive programme of advice for students and parents are provided before options are finalised.

KS4 HANDBOOK >

OUR WIDER CURRICULUM

ENRICHMENT

KEY STAGE 4 HANDBOOK

- Syllabus overview
- Class textbook/resources
- GCSE Assessment breakdown
- GCSE Teaching schedule

GCSE History



Syllabus overview

At GCSE students study history across different eras and continents. The topics studied and themes we consider continue to be relevant and will give students a valuable insight into the political, social and economic challenges that we face today. It is our intention that students of history at Nonsuch will leave us with a better understanding of the world as it was in the past, as it is today and as it will be in the future.

At GCSE we study topics including China in the twentieth century, the reigns of King Richard and King John, the development of Medicine from 1250 and the Cold War. These modules will help students to better understand the major political and economic systems of the twentieth century world - capitalism, liberal democracy, communism, fascism, autocracy – as well as introducing you to significant historical figures such as Chairman Mao, Florence Nightingale, Mikhail Gorbachev and Richard the Lionheart.

The course develops skills which are vital in a modern society that is so dependent on processing information through the media and the internet. It encourages students to look at evidence, to ask how we know about the past, and to question the reliability of different sources of information. We practise using factual material to develop clear and logical arguments, to consider why things happen and why different people react in different ways.

Residential: GCSE history students will also be given the opportunity to attend a two-day visit to the WW1 Battlefields in Belgium, which will prove to be one of the most memorable moments of their time here.

Class textbook and resources:

GCSE Assessment

Exam Board:	Edexcel History
Paper 1:	Medicine in Britain 1250 to the present including a study of the British sector of the Western Front 1914-18: injuries, treatment and the trenches.
Paper 2:	Superpower relations and the Cold War, 1941-91 The reigns of King Richard I and King John, 1189-1216
Paper 3	Mao's China, 1945-76

GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
In Year 10	The Cold War	Medicine Through Time	Medicine Through Time
In Year 11	Mao's China	The reigns of King Richard and King John	Revision



HOME → QUALITY OF EDUCATION → LITERACY FOR LEARNING

Literacy for learning

Unlocking literacy, unlocking potential

At Nonsuch, we believe that literacy is the foundation of academic excellence, personal growth, and global citizenship.

OUR CURRICULUM

DIVERSITY & INCLUSION

LITERACY FOR LEARNING >

CAREERS EDUCATION

ASSESSMENT (STUDENT PROGRESS & REPORTING)

EXAMINATIONS

YEAR 9 OPTIONS PROCESS

LEARNING RESOURCES CENTRE

LEARN MORE ON OUR SCHOOL WEBSITE

“If you want your children to be intelligent read them fairy tales. If you want them to be more intelligent, read them more fairy tales.”

-ALBERT EINSTEIN





[HOME](#) → [QUALITY OF EDUCATION](#) → [OUR CURRICULUM](#) → [KEY STAGE 3 - INTENT & OVERVIEW](#) →

[OUR WIDER CURRICULUM](#)

Our Wider Curriculum

The wider curriculum refers to all the learning experiences and opportunities provided to students beyond the core academic subjects. It encompasses extracurricular activities, enrichment programs, and personal development opportunities that support students' broader skills, interests, and well-being.

Please click on the document below which highlights our curriculum-based enrichment opportunities, which include clubs, competitions and trips available to students:

Our Wider Curriculum Provision

PDF FILE



YEAR 7

YEAR 8

YEAR 9

YEAR 9 OPTIONS PROCESS

OUR WIDER CURRICULUM

ENRICHMENT

LEARN MORE ON OUR SCHOOL WEBSITE

OPERATE A TWO-TIER SYSTEM

ENRICHMENT COURSE WHICH DOES NOT FORM PART OF OUR CORE CURRICULUM OFFER

NOT REQUIRED TO STUDY A LEVEL MATHS OR FURTHER MATHS

YEAR 10 CERTIFICATE OF MATHS

PSHE AND RSE CURRICULUM

- **Personal, social, health and economic (PSHE) education**
 - Transition to KS4
 - Personal safety
 - Health and wellbeing
 - Living in the wider world
 - Being a Good Citizen
- **Relationships and sex education (RSE)**
 - (RSE) is compulsory for all secondary school pupils
 - Contraception
 - Coercive Control
 - Neglect
 - Abortion and Unplanned Pregnancy
 - Managing Healthy Relationships

"PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future." *The PHSE Association*

PSHE AND RSE

Developments we've made to the PSHE curriculum:

- Identifying and Tracking student progress
- Fertile Questions
- Encouraging more active engagement in lessons
- Students will receive an Attitude to Learning color (ATL) on their report for PSHE
- More use of external speakers, you will be able to see when we have guest speakers in on the pastoral newsletter
- PSHE associations guidance

ENRICHMENT AND TRIPS

- We encourage all our students to attend at least one club a week. Students sign up to clubs using Evolve.
- Clubs are an invaluable opportunity to learn and discover, to extend friendships beyond their tutor group, to take risks and to build resilience.
- Activities week will take place in the summer term.

KEY DATES

- **Parents Evening: 12th February**
- **Revision Guides: 5th March**
- **Yr 10 Mock Exams: Beginning of the summer term, dates TBC**
- **NEA Week: Beginning 8th June**
- **Guidance Meetings: 8 July**



SAFETY AND SUPPORT



NONSUCH

HIGH SCHOOL FOR GIRLS

FORGING OUR PATHS; BUILDING THE FUTURE



Positivity



Respect



Integrity



Courage



Endeavour

YEAR 10 TUTOR TEAM

Tutor Group	Tutor
10 Jupiter	Ms Tuttolomondo
10 Mars	Mrs Neligan
10 Mercury	Mr Johnson
10 Neptune	Madame Rudolph & Mr Leung
10 Pluto	Mrs Kapoor & Mrs Don Bosco
10 Saturn	Ms Hustler
10 Venus	Mrs Snelgrove

KEY SUPPORT STAFF



Mrs Bond
Assistant Head SEND
Co-ordinator



Ms Osborne
Assistant Headteacher
Safeguarding, Behaviour &
Culture



Mrs Nesbitt
DSI Pastoral



Miss White
Head of Year 10



Ms Hicks/ Ms Tavares
Pastoral Support
Officers



Mrs Patel
Pastoral
Administrator



Miss Campbell
ELSA



Ms Morris
School Counsellor

STUDY SKILLS



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WHAT SHOULD REVISION LOOK LIKE

■ **DOs:**

- Creating revision resources: Mind Maps, Flashcards or even Podcasts
- Regular spaced practice
- Completing practice papers
- Looking at Mark Schemes and Examiner Reports
- Teaching content to someone else

■ **DON'Ts:**

- Re-writing Notes
- Cramming
- Highlighting or Passive Reading
- Multitasking (Keep phones and other devices quiet)

The A Level Mindset

HOW CAN YOU SUPPORT?

- **Our students work very hard, and they tend to put a lot of pressure on themselves.**
- **The biggest way you can support is by encouraging them to rest, take a break to do something they enjoy and make sure they are looking after their physical and mental health.**
- **Studies clearly show a happy student is more likely to succeed.**

PAPAYA

Let's talk about our kids and their tech

PARENT TALK WITH JENNIFER:

NONSUCH HIGH SCHOOL FOR GIRLS

DATE & TIME

WEDNESDAY 12th NOVEMBER 2025 — 7:00 PM to 8:30 PM



Jennifer Powers

Jennifer has been central to the success of the UK's Smartphone Free Childhood movement, serving as a regional leader in London and Surrey. She is co-founder of Smartphone Free Schools Rating and serves as its development director. Jennifer is the founder of the Unplugged Coalition uniting organisations committed to reclaiming childhood from addictive technology.

She is the host of the POWERS UNPLUGGED podcast and a frequent media commentator. A former Special Adviser to the Prime Minister on energy and business, Jennifer has over 25 years of experience in public policy and strategy.



Helping families to thrive in a digital age

Smartphones, social media and screen time are the parenting challenges of our age.

Whether your child already has a smartphone or you are delaying until they are older, this talk is for you.

Hard hitting but non-judgemental, Jennifer unpacks the complex issues surrounding addictive technology and helps you find solutions that work for your family.

Topics

- The risks to mental health associated with spending too much time online—including sleep, anxiety, loneliness and concentration.
- The impact of social media on the formation of positive self-esteem.
- Innovative ways for families to achieve a healthy balance with technology and encouraging parents to work together.
- Question and discussion time.

"The talk is so relevant, full of insight and eye-opening. You will walk away inspired to connect, reflect, and find out more. I highly recommend it."

— Claire Curtis, parent and SFC volunteer.

SAFEGUARDING

All adults in school have a responsibility for safeguarding

- Ms Osborne is the Designated Safeguarding Lead (DSL)
- All staff are trained and know the procedures for reporting concerns
- Pastoral staff work with parents and outside agencies to try and put the right support in place for all students

EXPECTATIONS: ATTENDANCE

Schoolgateway

- Prompt communication on the day of absence via school gateway app
- Decision over whether planned absences are authorised rests with school
- Some absences are treated as authorised
- The school may ask for further evidence to justify an absence, such as doctor's note
- Holidays in school time will never be authorised and may result referral to the Local Authority for a Fixed Penalty Notice

- It is expected that all students aim for at least 96% attendance each year
- Below 90% is defined by the government as Persistent Absence and is a serious cause for concern. An attendance plan will be put in place to support better attendance.

- A student with 90% attendance will have missed **100 lessons or four weeks** of school, over one school year.
- 80% attendance is equal to one day or 5 lessons missed per week (195 lessons in a year)

EXPECTATIONS AND BEHAVIOUR



NONSUCH
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FORGING OUR PATHS; BUILDING THE FUTURE



Positivity



Respect



Integrity



Courage



Endeavour

EXPECTATIONS: UNIFORM

Jewellery:

- Small stud earrings are allowed, number of which is not limited; **hoop or drop earrings are not permitted** for safety reasons
- **Facial piercings are not allowed under any circumstances**
- Bracelets and necklaces may be worn but **must not impede learning or cause a distraction.**
- Necklaces must be **discreet and always tucked under the shirt.**
- Small, discreet rings are permitted.
- All jewellery **must be removed during practical lessons** or when instructed by a member of staff.
- Students wear jewellery **at their own risk**; the school is not responsible in any way for lost or damaged items.

Shoes:

- Smart school shoes. They should be **black** and sturdy for wearing all day in all weathers.
- 8-hole shoes would be acceptable but **not 10-hole boots.**
- Trainers and canvas shoes are not permitted.
- Boots which rise over the ankle are not permitted.

Skirts and Blazers:

- Kilt Style in Bedford check, **worn on or below** the knee and **no rolled skirts**
- Blazers are to be worn always, except when students are given permission to remove them

EXPECTATIONS: UNIFORM

Makeup / Nails/ Hair:

- Subtle, natural-looking makeup is allowed.
- **False eyelashes, nail polish, and nail extensions are not permitted** for safety reasons.
- **Hair** must be **one natural** colour.

Coats, woolly hats, Gloves, Scarves:

- May be worn in **cold weather in corridors**, but coats **must be removed in classrooms**.
- Hoodies are not permitted

Socks:

- Plain black, navy blue, or white; ankle or knee length, **non-branded**.
- If socks and tights are worn together, they **must be the same colour**.

Lanyard- Must **always** be worn and must only have **school badges**.

Grace Period:

- **No grace period**—students must arrive in the correct uniform.

Detentions / Debits:

- Uniform infringements will result in a debit.
- **3 debits = 30-minute detention**
- **6 debits = 60-minute detention**

NONSUCH MOBILE PHONE POLICY

- All students in Years 10 to 11 should have their phones in their locker/ bag and switched off whilst on school premises
- Parents, please help your child by not contacting them on the phone during school hours
- If phones are misused, they will be confiscated
- First offence taken to the office to be collected at the end of the day and would receive a 60 minute detention.
- Second offence, parents / carers to collect from the school office

Not seen



Not heard



Nonsuch Behavioural Consequence Ladder

Remind

- Student does not follow the classroom code of conduct



C1 (Debit)

- Student breaches the classroom code of conduct again after receiving a remind
 - Student will receive a C1 debit



C2 (30-minute detention)

- Third persistent breach of the classroom code of conduct after receiving a C1
 - Student will be issued a C2 debit
 - A 30-minute after-school detention will be assigned
- Student may be moved to a different seat or group within the classroom



C3 (Referral 1-hour detention)

- Fourth breach after receiving a C2
 - Student will be issued a C3
- Student will be removed from the lesson by a member of ELT/SLT
 - A one-hour after-school detention will be assigned

Important: If a student uses inappropriate language, acts dangerously or is verbally or physically aggressive, they will receive a C3 straight away. Truancy (skipping lessons) will be an internal suspension.

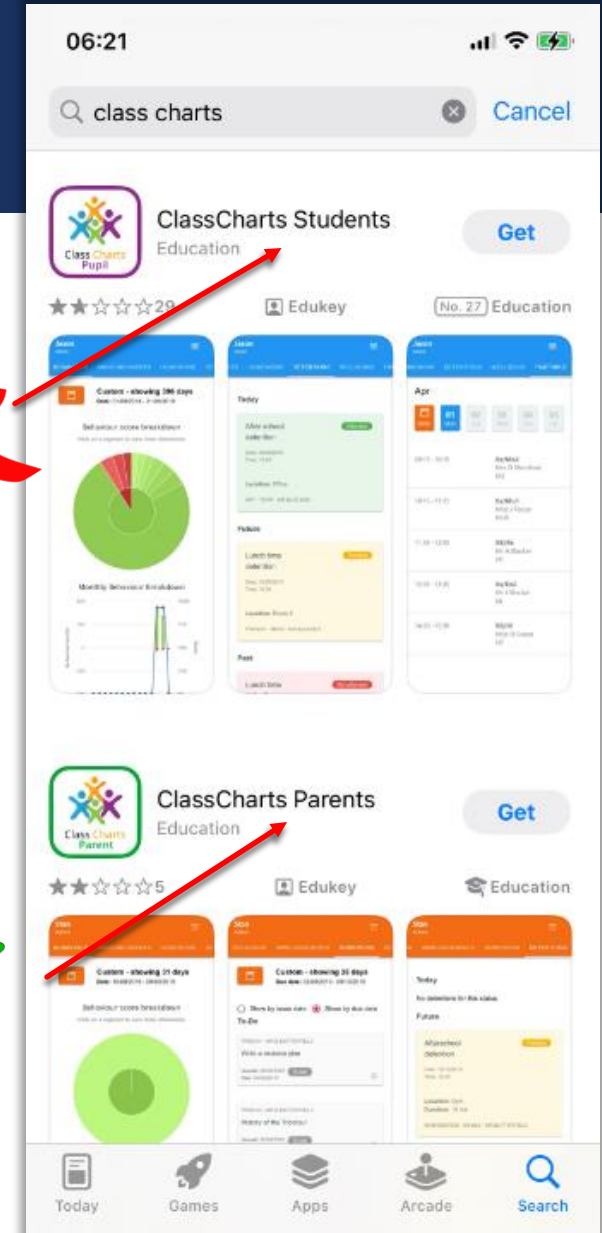
- **In-class behaviour:** The *Consequence Ladder* will be followed to manage behaviour during lessons.
- **Out-of-class behaviour:** Any incidents around school will result in a **debit** being issued.

CLASS CHARTS



To ensure that:

- Our rewards consistently match our values
- That students are consistently rewarded and that this is recognised in real time
- Students are motivated to embody the school values and feel that their efforts are recognised
- Parents can have a window into their child's day
- Any sanctions are transparent and consistent



PARENT PORTAL

- More information can be found in the parent portal accessed through our website



[HOME](#) → [CONTACT US](#) → [PORTALS](#)

Portals

Parent

On this page you will find links to slides and information that has been shared with parents during key school events. This will include:

- Parent Information Evenings
- 6th Form Opportunities (see Year 11)
- Careers Talks
- Workshops for parents (see All Year Groups)
- Trips

In addition, links to the current and previous two terms' Newsletters can be found below:

[Newsletters & Pastoral Updates](#)



[STAFF](#)
[ALUMNAE](#)

“NONSUCH PTA BRINGS TOGETHER PARENTS, CARERS, STAFF, AND STUDENTS TO ENRICH EDUCATION AND WELLBEING THROUGH FUNDRAISING, VOLUNTEERING, AND COMMUNITY SPIRIT.”



Registered Charity number 1143169



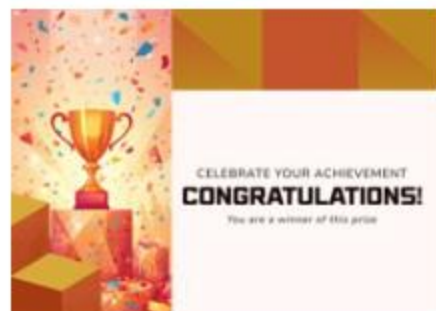
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£20,000

AMOUNT PTA FUNDED IN 2024-2025
WITH GENEROSITY OF THE NONSUCH
COMMUNITY

