

Everyday Practice → RSHE 2026

How our 1:1 trauma-informed SEMH practice delivers against the DfE 2025 statutory RSHE outcomes

September 2026

Aligned to DfE Statutory Guidance, July 2025 (in force 1 September 2026)

Whole-school document — KS2, KS3, KS4

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How to use this document

This document maps our everyday working practices to the DfE July 2025 RSHE statutory outcomes. Its purpose is twofold:

- To make explicit how much of the statutory RSHE curriculum is already delivered through the way we work, before any discrete RSHE teaching is added.
- To provide an audit trail for governors, ISI inspectors and parents — showing that our 1:1 trauma-informed SEMH practice is itself a substantial RSHE vehicle.

The document is organised in two sections.

- **Section 1 — Practice-by-practice.** For each working practice, we describe what it looks like in the school day and list every RSHE statutory outcome it contributes to. This is the readable narrative.
- **Section 2 — Reverse audit table.** For every RSHE statutory outcome, we list the everyday practices that contribute to it. This is the inspection-ready audit trail.

Reference codes. Outcomes use the same DfE 2025 reference codes as our KS2 / KS3 / KS4 PSHE-RSHE Mapping documents and the RSHE Statutory Content document. F = Families; CF = Caring friendships (primary); RR = Respectful relationships; ON = Online safety (primary); OS = Online safety (secondary); BS = Being safe; IS = Intimate and sexual relationships (secondary, withdrawable); W / MW = Mental wellbeing (W primary, MW secondary); WO = Wellbeing online; PH = Physical health; HE = Healthy eating; DA = Drugs / alcohol / tobacco / vaping; HP = Health protection and prevention; PS = Personal safety; FA = Basic first aid; DB = Developing bodies.

What this document is not. It is not a long-term plan. It does not replace the discretely taught Sex Education content (the IS strand at secondary, and the Y5/6 primary content), which is planned and evidenced separately. It is the everyday-practice complement to that discrete teaching, and to the subject long-term plans (e.g. ICT).

Cross-references. Read alongside the PSHE & RSHE Policy (April 2026), the KS2 / KS3 / KS4 PSHE-RSHE Mapping documents, the PSHE/RSHE Sequential Learning Map, the RSHE Statutory Content document, the PSHE-RSHE Advisory Statement, and subject long-term plans including the ICT / Online Safety LTP.

Section 1 — Practice by practice

Each subsection describes one everyday working practice, sets out what it looks like in the school day, and lists the RSHE statutory outcomes it contributes to. Codes are drawn from the same reference set as our mapping documents (see ‘How to use this document’).

1. 1:1 key-worker time

What it is. Every pupil has a trusted key adult who supports them daily through 1:1 sessions. This relational, attuned, individualised time is the single most powerful vehicle for delivering RSHE in our setting — it is where pupils talk, ask, disclose, rehearse, regulate and reflect, with an adult who knows them. Curriculum content is delivered alongside therapeutic relationship work, and the most sensitive RSHE topics (consent, abuse, exploitation, FGM, sexual health) are introduced 1:1 when individually appropriate.

What this looks like in school

- Daily 1:1 contact with a named key adult who is the consistent point of safety, regulation and learning.
- Curriculum content delivered at the pace and language level of each pupil, with adaptation guided by SaLT, the in-house psychotherapist and the DSL.
- The trusted adult is the pupil's first point of disclosure, help-seeking and reporting — modelling exactly the help-seeking culture the statutory guidance prioritises.
- Recorded through Evidence for Learning (EfL), conversation logs and (where safeguarding-relevant) CPOMS.
- Sensitive content (FGM, forced marriage, sexual violence, suicide prevention, detailed contraception/STIs, pornography, sextortion) is delivered 1:1 by trusted adults, planned with the DSL and in-house psychotherapist, and only when individually appropriate.

RSHE statutory outcomes covered

Code(s)	Outcome covered through this practice
F1, F4	Families and stable, caring relationships; recognising unsafe family relationships and seeking help (primary)
RR1–RR5	Respectful, kind relationships; assertiveness; self-respect; managing disagreement (primary)
BS1–BS7	Body autonomy; correct anatomical names; appropriate / inappropriate contact; reporting abuse; keep-telling (primary)
BS5–BS9	Sexual harassment, domestic abuse, coercive and controlling behaviour (secondary)
BS11–BS16	Exploitation, grooming, FGM, forced marriage, strangulation/suffocation as criminal offences (secondary, individually appropriate)

Code(s)	Outcome covered through this practice
IS1–IS4	Consent in intimate relationships; ethical behaviour; capacity to give/withhold/remove consent (secondary)
MW1–MW4	Emotional vocabulary; recognising worrying feelings; help-seeking; trusted-adult identification
MW6–MW9	Loneliness; mental ill health prevalence; co-occurrence with substance use; help-seeking
DA1–DA7	Sensitive 1:1 work where pupils have lived experience or family history of substance use
HP9	Gillick competence; legal age of medical consent (secondary, individually appropriate)
PS5, PS6	Trusted adults for worries about violence/knife crime; risks and signs of grooming or exploitation

2. Trauma-informed practice (PACE, Dyadic Developmental Practice, Trauma Recovery Model)

What it is. Every adult in school is trained in trauma-informed approaches. PACE (Playfulness, Acceptance, Curiosity, Empathy), Dyadic Developmental Practice (DDP) and the Trauma Recovery Model (TRM) shape how staff respond to pupils — particularly when sensitive content activates an emotional response. This is not a separate lesson but a cross-cutting framework that makes RSHE delivery safe and relational for our cohort.

What this looks like in school

- Staff use PACE to remain attuned, curious and non-judgmental when pupils raise difficult topics or display dysregulation.
- Pupils are sensitively given the option to step away from activating content; the SLT and DSL audit topic coverage and brief key adults in advance.
- DDP-informed conversations support pupils to make sense of their own life story, including care experience, attachment patterns and adverse childhood experiences.
- TRM informs sequencing — building safety and connection before introducing self-management content, and self-management before introducing more cognitively demanding content.
- Disordered eating, self-harm and suicide-prevention content is only delivered after staff have completed approved external training (Beat, Papyrus, Zero Suicide Alliance).

RSHE statutory outcomes covered

Code(s)	Outcome covered through this practice
RR1–RR5	Respectful relationships modelled in every adult-pupil interaction (primary)
RR1–RR4	Characteristics of positive relationships — trust, respect, honesty, kindness (secondary)
MW1–MW4	Emotions are normal; vocabulary; recognising and acting on early warning signs
MW7	Overcoming barriers to participation; courage to try things even when challenging
MW8, MW9	Mental ill-health prevalence; help-seeking and barriers to it
WO7	Safe response to distressing online content (self-harm, suicide, violence) — delivered with safe-messaging principles
BS1, BS2	Boundaries, body autonomy, recognising and reporting unsafe contact (primary)

3. In-house psychotherapy

What it is. Our in-house psychotherapist works directly with pupils and consults with staff. Therapy is integrated into the school day — not bolted on — and provides containment for material that activates pupils, particularly around bereavement, attachment, trauma history, identity, sexuality, mental wellbeing and the most sensitive RSHE topics. The psychotherapist also helps staff plan sequencing for individual pupils.

What this looks like in school

- Direct therapeutic sessions with pupils, integrated into the school day and sequenced alongside curriculum content.
- Containment and follow-up for any RSHE material that activates a pupil — staff can refer to the psychotherapist on the same day.
- Joint planning with the Head of PSHE/RSHE, DSL and key adult on how and when to introduce the most sensitive content.
- Specialist input for pupils with bereavement, separation, attachment, identity, sexual abuse history or self-harm/suicidal ideation.
- Family liaison where therapeutic work intersects with home, residential or placing-authority concerns.

RSHE statutory outcomes covered

Code(s)	Outcome covered through this practice
MW1–MW9	Mental wellbeing throughout — vocabulary, regulation, prevalence of mental ill-health, help-seeking, co-occurring conditions

Code(s)	Outcome covered through this practice
F1, F4–F6	Stable caring relationships; family change including birth, death, separation
RR1–RR5, RR7	Healthy / unhealthy relationship patterns; managing strong feelings and conflict; tolerance of others
BS5–BS9	Recovery work where pupils have experienced sexual harassment, abuse, exploitation, coercive control
BS11–BS16	Therapeutic support for pupils affected by exploitation, FGM, forced marriage, domestic abuse, strangulation/suffocation
IS1–IS4	Consent and capacity, particularly for pupils with disclosed sexual experiences before readiness
DA1–DA7	Therapeutic work on substance use where there is lived experience or family history
DB3, DB4	Menstrual / reproductive distress; pregnancy loss; fertility worries (secondary)
WO7	Therapeutic response after exposure to harmful online content
HP9	Capacity and Gillick competence in the therapeutic relationship (secondary)

4. Philosophy for Children (P4C)

What it is. P4C provides a structured, safe space in which pupils explore contested or difficult questions with their peers and a facilitating adult. Detachment tools ('Someone might think that...' / 'What if...?') allow pupils to engage with sensitive RSHE content without personal disclosure. P4C builds the listening, reasoning and tolerance skills explicitly required by the statutory respectful-relationships strand.

What this looks like in school

- Weekly P4C sessions on age- and developmentally-appropriate questions, often connected to a Focus Friday theme or current events.
- Detachment language is explicitly taught and used so that pupils feel safe to disagree, reconsider and change their mind.
- Staff model active listening, summarising others' views, and managing disagreement without disrespect.
- Pupils experience democratic processes (taking turns, making choices, voting on questions) as part of British Values modelling.
- Sensitive topics that arise are followed up 1:1 by the key adult or the in-house psychotherapist, never closed down in the moment.

RSHE statutory outcomes covered

Code(s)	Outcome covered through this practice
RR1–RR5	Respectful, kind relationships; assertiveness; self-respect; managing disagreement (primary)
RR1–RR4	Characteristics of positive relationships — trust, respect, honesty, kindness, tolerance (secondary)
RR9–RR12	Recognising misogyny, prejudice, manosphere/incel content; how pornography distorts attitudes (secondary)
F2, F3	Different types of committed relationships and family forms (secondary)
MW1–MW3	Talking about emotions accurately and sensitively; vocabulary
WO1–WO7	Critical thinking about online content; algorithms; misinformation; disinformation; conspiracy theories
OS6, OS7	Critical reading of online content; deepfakes (secondary)

5. Executive Functioning lessons

What it is. Executive Functioning lessons explicitly teach the cognitive skills our pupils need to manage themselves in the world: planning, organisation, time management, self-monitoring, task initiation and emotional regulation. These skills underpin almost every RSHE outcome — pupils cannot apply consent, refusal, help-seeking, money management or personal safety without them.

What this looks like in school

- Weekly Executive Functioning sessions with explicit teaching, modelling and rehearsal.
- Strategies for managing impulses, recognising early warning signs of dysregulation, and using self-soothing tools.
- Real-life scaffolds: visual timetables, checklists, planners, alarms, task breakdowns.
- Bridge between cognitive content ('what to do') and behavioural content ('doing it under pressure').
- Cross-curricular: explicitly applied in Cooking, Life Skills, Maths and travel-training.

RSHE statutory outcomes covered

Code(s)	Outcome covered through this practice
MW2	Recognising worrying feelings; judging whether feelings and behaviours are proportionate
MW7	Overcoming barriers; coping strategies
RR3, RR5	Assertiveness; managing strong feelings; conflict-management skills

Code(s)	Outcome covered through this practice
BS3, BS4	Identifying and resisting pressure; help-seeking under stress
WO4, WO5	Recognising scams; managing impulse and time online; gambling-like content in gaming
PH3	Building physical activity into routines; sleep and screen-free time before bed
DA1–DA3	Refusal scripts; recognising peer pressure and impulse-driven decision-making (secondary)
PS1–PS4	Personal safety in increasingly independent situations; managing peer influence on risk-taking
HP6	Sleep, screen-free time, removing phones from bedrooms

6. Social and Emotional Learning (SEL) / psychoeducation

What it is. SEL (delivered as group and 1:1 psychoeducation) teaches pupils about how their brain works, how prior experiences shape current responses, and how to build the relationships and regulation skills they need. It is one of the principal vehicles for delivering the Mental Wellbeing strand of the DfE 2025 guidance, and underpins the Respectful Relationships strand.

What this looks like in school

- Weekly SEL / psychoeducation lessons, age- and developmentally-appropriate, drawing on PSHE Association resources, NSPCC PANTS, Adoption UK materials and trauma-informed frameworks.
- Explicit teaching about emotions, attachment, trauma response, the nervous system, and how the brain develops.
- Vocabulary-building so pupils can name what they feel and what they need.
- Specific units on grief and loss, change, friendship, conflict, peer pressure, boundaries, consent (transferable concept), and online relationships.
- Cultural-calendar topics from Focus Friday are explored more deeply in SEL, including identity, prejudice, equality and protected characteristics.

RSHE statutory outcomes covered

Code(s)	Outcome covered through this practice
F1–F6	Families; stable caring relationships; family change (primary)
F1, F4, F5	Different committed relationships; how relationships change over time (secondary)

Code(s)	Outcome covered through this practice
CF1–CF7	Caring friendships; loneliness; conflict and repair; recognising unhealthy friendships (primary)
RR1–RR5	Respectful kind relationships; assertiveness; self-respect (primary)
RR1–RR4, RR7	Positive-relationship characteristics; tolerance; bullying (secondary)
RR9, RR11, RR12	Misogyny; pornography influence; manosphere/incel content (secondary, sensitively)
BS1, BS2	Boundaries, privacy, body autonomy, NSPCC PANTS principles (primary)
MW1–MW9	Mental wellbeing — full strand
WO1–WO7	Wellbeing online — full strand
DA1–DA3	Substance-use refusal scripts; profile-aware vulnerability (secondary)

7. Focus Friday (cultural calendar / EDI)

What it is. Focus Friday is the school’s weekly programme of cultural, equality, diversity and inclusion learning, organised around a published cultural calendar. It is the principal vehicle for teaching the protected characteristics under the Equality Act 2010, Fundamental British Values, religion and belief, and the discrimination/prejudice strand of RSHE. It connects everyday relational practice to wider community and global themes.

What this looks like in school

- Weekly Focus Friday sessions linked to the cultural calendar (religious festivals, awareness days, EDI-related milestones, Black History Month, Pride, International Women’s Day, Anti-Bullying Week, etc.).
- Real-life examples, visits and visitors where appropriate, alongside reading, discussion and creative work.
- Deliberate framing of difference, identity and protected characteristics through a respectful, balanced lens.
- Fundamental British Values — democracy, the rule of law, individual liberty, mutual respect and tolerance — modelled and named explicitly through the daily life of the school.
- Coordination with SEL and Humanities so themes are revisited at greater depth within the wider curriculum.

RSHE statutory outcomes covered

Code(s)	Outcome covered through this practice
F2, F3	Different family forms; respect for families different from one's own (primary)
F2, F3	Different types of committed relationships (secondary)
RR4	Diversity of people including different race, culture, ability, sex, gender identity, age, sexual orientation (primary)
RR2, RR4, RR9	Treating others with respect; protected characteristics; recognising misogyny and prejudice (secondary)
RR8	Stereotypes — sex, gender reassignment, race, religion, sexual orientation, disability — and the harm they cause (secondary)
Equality Act / FBV (Independent School Standards)	Wider PSHE duty under Independent School Standards 2014 — protected characteristics, FBV, SMSC
Biological sex & gender reassignment	DfE 2025 paras 69–72 — factual teaching, recognising both protections, balanced approach (cross-referenced to PSHE & RSHE Policy)
BS6 (secondary)	Public sexual harassment, upskirting, taking/sharing intimate images without consent — addressed factually within EDI / VAWG content

8. Daily routines & relational culture

What it is. The daily life of the school — arrivals, transitions, mealtimes, end-of-day routines, behaviour culture, the way adults speak to pupils and to each other — is itself a curriculum. For SEMH pupils who have often experienced inconsistent or unsafe relational environments, the predictability and warmth of school routines is therapeutic and a primary vehicle for the Respectful Relationships strand and Health Education hygiene/sleep/eating outcomes.

What this looks like in school

- Predictable, calm arrivals and end-of-day routines, with the same key adult wherever possible.
- Mealtimes and snack routines model healthy eating, hygiene, kindness, taking turns and conversation.
- Behaviour and Relational Policy applied consistently — repair-focused, not punitive — so pupils experience disagreement, accountability and reconnection daily.
- Personal hygiene, dental routines and sleep modelled and supported through daily structure and family liaison.
- Period products and sensitive arrangements for menstruation are discreetly available and supported through the school day.

RSHE statutory outcomes covered

Code(s)	Outcome covered through this practice
RR1–RR5	Respectful kind relationships modelled in every interaction (primary)
RR1–RR4	Positive-relationship characteristics modelled in every interaction (secondary)
CF2, CF5–CF7	Healthy friendships modelled; conflict and repair; recognising unhealthy patterns (primary)
HE1, HE3, HE4	What a healthy diet looks like; planning meals; hygiene around food (primary)
HE1, HE3	Maintaining healthy eating; impacts of poor diet (secondary)
HP1–HP6	Personal hygiene; germs; dental health; sleep; vaccination prompts; sun safety
DB2	Menstrual cycle and access to period products supported discreetly through daily routines
PS1–PS3	Personal safety; fire / road / water / rail safety embedded in the daily structure of school

9. Subject vehicles (Cooking, PE, Humanities and others)

What it is. Statutory PSHE and RSHE themes are addressed through subject curriculum content where natural connections exist. This is integrated delivery, supported by the central PSHE/RSHE curriculum map, and is consistent with the DfE 2025 guidance’s encouragement of a whole-school approach. The subjects below are the principal RSHE-bearing subject vehicles in our setting.

What this looks like in school

- Cooking — healthy eating, food safety, basic first aid, planning meals, working independently and with others.
- PE — physical activity for wellbeing and stress; benefits of an active lifestyle; team-working; managing competition and disagreement.
- Humanities — Equality Act 2010, protected characteristics, British Values, citizenship, the law, Prevent, world religions.
- Science — NC content on puberty, reproduction, health, addiction, blood/organ/stem cell donation; menstrual and reproductive health.
- ICT / Online Safety — full Education for a Connected World coverage; online safety, digital citizenship, safe-messaging, the Online Safety Act (see ICT Long-Term Plan).
- English — discussion, perspective-taking, exposure to a wide range of relationships and experiences through literature.
- Maths — practical financial education; budgeting; shopping; recognising scams.

RSHE statutory outcomes covered

Code(s)	Outcome covered through this practice
PH1–PH4	Physical health and fitness — primarily PE and Science
HE1–HE4	Healthy eating — primarily Cooking and Science
DA1	Drugs, alcohol, tobacco and vaping — facts and risks (primary, Science)
DA1, DA4–DA7	Drugs / alcohol / smoking / vaping — facts, risks, the law (secondary, Science and Humanities)
HP1–HP6	Health protection and prevention — Science and Cooking
HP1–HP9	Health protection, healthcare system, Gillick competence — Science, Life Skills (secondary)
FA1, FA2	Basic first aid (primary) — Cooking and PE
FA1–FA3	Basic first aid, CPR, defibrillators (secondary) — Science, PE, Life Skills
DB1–DB3	Body and puberty content (primary) — Science (NC)
DB1–DB4	Developing bodies including menstrual / reproductive / fertility / menopause (secondary) — Science
RR4	Diversity, protected characteristics — Humanities and Focus Friday (primary)
RR2, RR4, RR8, RR9	Respect, stereotypes, misogyny — Humanities, English, Focus Friday (secondary)
OS1–OS6	Online safety and awareness — ICT (primary, see ICT LTP)
OS1–OS15	Online safety and awareness, including deepfakes, sextortion, AI chatbots — ICT (secondary, see ICT LTP)
BS6 (secondary)	Online expressions of harassment and exploitation — ICT and Humanities
WO1–WO7	Wellbeing online — ICT, English, SEL

10. Family liaison & EHCP reviews

What it is. We work in active partnership with parents, adoptive parents, foster carers, kinship carers, residential providers, local authority corporate parents and placing authorities. Daily contact at drop-off and pick-up, learning-manager communication, termly reviews and EHCP annual reviews give us multiple structured opportunities to support the home life of the pupil and to involve parents/carers in the curriculum. EHCP reviews from Year 9 onwards focus on preparation for adulthood (employment, independent living, community, health) — directly aligned with the wider PSHE preparation-for-adulthood expectations.

What this looks like in school

- Daily face-to-face contact with parents, carers and residential staff at drop-off and pick-up.
- Termly reviews and EHCP annual reviews include a discussion of PSHE/RSHE engagement and any sensitive themes that have arisen.
- Parents notified in advance of any sex education content; materials available on request; consultation on the policy.
- Where requests for withdrawal are made, the headteacher discusses with parents (and the pupil where appropriate) before decisions are taken.
- Preparation-for-adulthood outcomes (employment, independent living, community, health) tracked through EHCP reviews from Year 9, working alongside the Independent Careers Advisor.

RSHE statutory outcomes covered

Code(s)	Outcome covered through this practice
F1, F4	Recognising unsafe family relationships and seeking help — supported by structured family liaison (primary)
F4, F8	How to judge an unsafe relationship; how families change over time (secondary)
MW3, MW4	Trusted-adult network and help-seeking — extended into the home
HE1, HE3	Healthy eating routines reinforced at home through family liaison
HP1–HP6	Personal hygiene, dental health, sleep — reinforced through family liaison
HP7	Pre-conception health, miscarriage, pregnancy loss — sensitive family liaison where directly relevant (secondary)
DB2, DB3	Menstrual / gynaecological health communication with families (secondary)
Wider PSHE	Preparation for adulthood — central to EHCP reviews from Year 9

11. Independent Careers Advisor

What it is. An Independent Careers Advisor works alongside the school in line with the SEND Code of Practice (section 7.38, Preparation for Adulthood). From Year 9 onwards the Advisor contributes to EHCP reviews and 1:1 careers work, sequencing aspirations against pupil profile, supported employment and post-16 pathways.

What this looks like in school

- Independent Careers Advisor involvement begins formally in Year 9, contributing to EHCP reviews.

- 1:1 careers work is sequenced alongside pupil self-knowledge work in SEL — what I am good at, what I am interested in, what I find difficult.
- Pathways considered include supported employment, supported internships, specialist FE, apprenticeships and adult social-care pathways.
- Workplace skills and expectations rehearsed through Life Skills and work-experience opportunities for Years 10 and 11.
- Financial preparation for adult life linked to Maths and Life Skills work on bank accounts, benefits, debt and bills.

RSHE statutory outcomes covered

Code(s)	Outcome covered through this practice
MW3	Self-knowledge — what I am good at and interested in
RR2	Adult relationships and supported social opportunities post-16 — workplace and community
Wider PSHE	Careers, financial education, preparation for adulthood — core wider PSHE outcomes under Independent School Standards
HP9	Gillick competence; legal age of medical consent — relevant to careers work in care/health pathways (secondary)
PS1, PS2	Personal safety in increasingly independent situations — directly linked to post-16 transition

Section 2 — Reverse audit table

For every DfE 2025 statutory outcome (or grouped set of outcomes), this table lists the everyday practices through which it is delivered. This is the inspection-ready audit trail and should be read alongside the central PSHE/RSHE curriculum map and the discrete planning files for Sex Education.

DfE 2025 reference	Outcome / strand	Everyday practices that contribute
F1–F6	Families and people who care for me	1:1 key-worker time; SEL; family liaison; daily routines; in-house psychotherapy
CF1–CF7	Caring friendships	1:1 key-worker time; SEL; daily routines; relational culture; P4C; subject vehicles (English)
RR1–RR5	Respectful, kind relationships	1:1 key-worker time; trauma-informed practice; SEL; daily routines; relational culture; P4C; Focus Friday
ON1–ON6	Online safety and awareness (primary)	Subject vehicles — ICT (see ICT LTP); SEL
BS1–BS7	Being safe (primary)	1:1 key-worker time; SEL; trauma-informed practice; in-house psychotherapy; daily routines
W1–W10	General wellbeing / mental wellbeing (primary)	SEL; in-house psychotherapy; 1:1 key-worker time; trauma-informed practice; P4C
WO1–WO11	Wellbeing online (primary)	Subject vehicles — ICT (see ICT LTP); SEL; P4C
PH1–PH4	Physical health and fitness (primary)	Subject vehicles — PE and Science; daily routines
HE1–HE4	Healthy eating (primary)	Subject vehicles — Cooking and Science; daily routines (mealtimes); family liaison
DA1	Drugs, alcohol, tobacco and vaping (primary)	Subject vehicles — Science; SEL
HP1–HP6	Health protection and prevention (primary)	Subject vehicles — Science and Cooking; daily routines; family liaison
PS1, PS2	Personal safety (primary)	Daily routines; Executive Functioning; Life Skills (subject vehicles)
FA1, FA2	Basic first aid (primary)	Subject vehicles — Cooking, PE, Science
DB1–DB3	Developing bodies (primary)	Subject vehicles — Science (NC content); SaLT-informed 1:1; family liaison

DfE 2025 reference	Outcome / strand	Everyday practices that contribute
F1–F8	Families (secondary)	1:1 key-worker time; SEL; in-house psychotherapy; family liaison; Focus Friday; subject vehicles (Humanities)
RR1–RR4, RR7	Respectful relationships (secondary)	1:1 key-worker time; trauma-informed practice; SEL; relational culture; P4C; Focus Friday
RR8, RR9	Stereotypes, misogyny, prejudice (secondary)	Focus Friday; SEL; P4C; subject vehicles (Humanities, English)
RR11, RR12	Pornography influence; manosphere/incel content (secondary)	1:1 key-worker time; in-house psychotherapy; SEL; P4C (sensitively)
OS1–OS15	Online safety and awareness (secondary)	Subject vehicles — ICT (see ICT LTP); SEL; P4C; Executive Functioning
BS1–BS4	Being safe — consent, pressure, trustworthiness (secondary)	1:1 key-worker time; SEL; in-house psychotherapy; trauma-informed practice
BS5–BS9	Sexual harassment, sexual violence, domestic abuse, coercive control (secondary)	1:1 key-worker time; in-house psychotherapy; trauma-informed practice; SEL; Focus Friday
BS11–BS16	Exploitation, FGM, virginity testing, hymenoplasty, forced marriage, strangulation/suffocation (secondary)	1:1 key-worker time (sensitively); in-house psychotherapy; subject vehicles (Humanities)
IS1–IS12	Intimate and sexual relationships including sexual health (secondary, withdrawable)	Discrete teaching planned via the central curriculum map; supported by 1:1 key-worker time and in-house psychotherapy
MW1–MW9	Mental wellbeing (secondary)	SEL; in-house psychotherapy; 1:1 key-worker time; trauma-informed practice; Executive Functioning; P4C
WO1–WO7	Wellbeing online (secondary)	Subject vehicles — ICT (see ICT LTP); SEL; P4C; Executive Functioning
PH1–PH4	Physical health and fitness (secondary)	Subject vehicles — PE, Science; daily routines
HE1–HE3	Healthy eating (secondary)	Subject vehicles — Cooking, Science; daily routines
DA1–DA7	Drugs, alcohol, tobacco and vaping (secondary)	Subject vehicles — Science, Humanities; SEL; 1:1 key-worker time; in-house psychotherapy

DfE 2025 reference	Outcome / strand	Everyday practices that contribute
HP1–HP9	Health protection, prevention and the healthcare system (secondary)	Subject vehicles — Science, Life Skills; daily routines; family liaison; 1:1 key-worker time
PS1–PS6	Personal safety (secondary)	Daily routines; Executive Functioning; Life Skills; 1:1 key-worker time; Independent Careers Advisor; safeguarding
FA1–FA3	Basic first aid, CPR, defibrillators (secondary)	Subject vehicles — Science, PE, Life Skills
DB1–DB4	Developing bodies — main changes, puberty/brain development, menstrual/gynaecological, fertility/menopause (secondary)	Subject vehicles — Science; SaLT-informed 1:1; in-house psychotherapy; family liaison
Equality Act + FBV	Equality Act 2010, protected characteristics, Fundamental British Values (Independent School Standards)	Focus Friday (primary vehicle); subject vehicles (Humanities); relational culture; P4C; SEL
Biological sex & gender reassignment	DfE 2025 paras 69–72 — factual teaching, recognising both protections, balanced approach	Focus Friday; subject vehicles (Humanities, Science); 1:1 key-worker time (cross-referenced to PSHE & RSHE Policy)
Wider PSHE — careers / preparation for adulthood	Independent School Standards wider PSHE expectations	Independent Careers Advisor; family liaison & EHCP reviews; Executive Functioning; Life Skills
Wider PSHE — financial education	Independent School Standards wider PSHE expectations	Subject vehicles — Maths, Life Skills; SEL; safeguarding (financial exploitation)

Notes for inspectors and reviewers

- **Discrete teaching.** Sex Education within secondary RSE (the IS strand) and primary Sex Education in Years 5 and 6 are taught discretely and evidenced separately, with planning and pupil records held in distinct files. This is set out in the PSHE & RSHE Policy and the PSHE-RSHE Advisory Statement.
- **Sensitive content.** FGM, forced marriage, sexual violence, suicide prevention, detailed contraception/STIs, pornography and sextortion are delivered 1:1 by trusted adults, planned with the DSL and the in-house psychotherapist, and only when individually appropriate. Staff complete approved external training (Beat, Papyrus, Zero Suicide Alliance) before delivering content on eating disorders, self-harm or suicide prevention.
- **Safe-messaging.** Methods of self-harm and suicide are not discussed; eating disorders are not romanticised; no specific numbers, behaviours or targets are taught. External numbers

(Papyrus HOPELINE247, Samaritans, Shout, Childline, CAMHS, Beat) are introduced at the appropriate developmental stage.

- **Suicide Prevention Plan.** In development for September 2026, in consultation with the DSL, in-house psychotherapist, headteacher and external advisors. Will be ratified before September 2026 and is referenced throughout this document and the PSHE & RSHE Policy.
- **Curriculum map.** This document is the everyday-practice complement to the central PSHE/RSHE curriculum map and the subject long-term plans. Coverage of every statutory outcome is documented in the central map, with this document showing how the curriculum is enacted through everyday practice.

Source: DfE statutory guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', published July 2025, in force 1 September 2026; Education (Independent School Standards) Regulations 2014; school PSHE & RSHE Policy (April 2026).