

Whole-School Curriculum Overview 2025/26

More Than Ed | Subjects, sequence, and statutory coverage at a glance

How to read this overview Subjects run top-to-bottom; the academic year runs left-to-right across six half-terms. Where a subject offers tiered content, all three tiers (Foundation / Core / Enhanced) are listed so staff can place each student appropriately on entry. AQA Unit Award Scheme units (where applicable) appear beneath the tier rows. RSHE is <i>not</i> shown in the half-termly grid — it is delivered as ongoing provision and is set out in its own section below.	Statutory coverage column Each subject row carries a Coverage tags column showing which statutory frameworks that subject contributes to across the year. Detailed lesson-level statutory mapping is held in the school's <i>PSHE Curriculum Mapping documents</i> (KS2 and KS3/4), which are the authoritative source for evidencing coverage. A <i>Statutory Coverage Summary</i> is included at the end of this document, with a separate inspector-facing one-pager available alongside it.	Tag legend RSHE Statutory Relationships, Sex & Health Education (DfE 2025, mandatory Sept 2026) PSHE-W PSHE: Living in the Wider World — PSHE-only, not in RSHE BV Fundamental British Values PR Prevent Duty PC Protected Characteristics (Equality Act 2010) SMSC Spiritual / Moral / Social / Cultural development KCSiE Keeping Children Safe in Education-relevant content <i>Tags indicate which frameworks a subject contributes to across the year. They are not exhaustive lesson-by-lesson — the PSHE Curriculum Mapping documents carry that detail.</i>
---	--	--

Sequencing note: All subjects are taught in the order shown (sequentially); however, the starting point for each student may be different based on their date of entry to the school and prior knowledge of the subject.

RSHE delivery model: Sex education (RSE) is the *only* RSHE strand taught as a discrete, sequenced subject — it appears in the half-termly grid below, differentiated by year group. All other RSHE content (Families, Caring friendships, Respectful relationships, Online relationships, Being safe, Mental wellbeing, Physical health, etc.) is delivered as **ongoing provision** throughout every day of the school year, through the school's relational culture, everyday practice, and subject vehicles. It is not slotted into half-termly themes. The detail of this ongoing provision is set out in the *RSHE — Ongoing Provision* section that follows the main grid.

SEL: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making are integrated across all subjects and are evidenced separately in the school's SEL records.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Coverage tags
Maths	Shape Number Money / Data <i>skill:</i> Using numbers and the number system	Money / Data Time <i>skill:</i> Using common measures, shape, and space	Measure Shape <i>skill:</i> Handling information and data	Number Money / Data <i>skill:</i> Using number and the number system	Time Measure <i>skill:</i> Using common measures, shape, and space	Measure Number <i>skill:</i> Handling information and data	PSHE-W SMSC <i>L11 budgeting; problem-solving; data literacy.</i>
English <i>KS2–KS3. Tiered — Foundation / Core / Enhanced. Each entry runs in strand order: S&L; Reading & comprehension; Writing composition; SPAG. Texts drawn from the English Reading Spine (below).</i>	<i>F:</i> Listening & responding; common exception words & decoding; saying what writing means; spaces, capitals, full stops <i>C:</i> Listening & questioning; language, structure & presentation; reading work aloud; alternative spellings & homophones <i>E:</i> Presentations & debate; evaluating authors' language; audience, purpose & form; homophones & confusable words	<i>F:</i> Structuring responses; prediction & sequencing events; captions & labels; CVC and exception words <i>C:</i> Justifying responses; summarising & fluency; paragraphs around a theme; commas & sentence types <i>E:</i> Well-structured responses; reasoned justification through debate; organisational & presentational devices; commas to clarify meaning	<i>F:</i> Spoken language to develop understanding; fluency & pausing for punctuation; generating own ideas; segmenting to spell <i>C:</i> Opinions with reasons; reading for a range of purposes; planning & saying sentences aloud; plurals, conjunctions & sentence forms <i>E:</i> Evaluating viewpoints respectfully; comparing & recommending books; oral drafting with varied vocabulary; spelling knowledge	<i>F:</i> Volume & pace; books matched to reading age; simple narratives; regular word spellings <i>C:</i> Adjusting tone & volume; features of fiction & character feelings; writing & proofreading fiction; direct speech, question & exclamation marks <i>E:</i> Language for audience & situation; discussion, inference & evidence; planning narrative from author models; silent letters	<i>F:</i> Vocabulary-building strategies; multi-syllable words & self-correction; several sentences on a topic (non-fiction); adding ing, ed, er, est <i>C:</i> Vocabulary strategies & staying on topic; features of non-fiction, retrieval & summarising; non-fiction writing & consistent tense; suffixes & tense <i>E:</i> Identifying relevant information; retrieval, fact vs opinion, word roots; precise vocabulary choice; bullet points & colons	<i>F:</i> Maintaining attention in conversation; contractions & alternative graphemes; checking writing makes sense; word types (noun, adjective, verb) <i>C:</i> Gaining the listener's attention; features of poetry & summarising; thesaurus use & proofreading; word types & possessive apostrophe <i>E:</i> Maintaining listener interest; wide reading incl. poetry & plays; editing & writing poetry; prefixes & suffixes	RSHE PSHE-W BV PC SMSC <i>Oracy, debate & viewpoint-sharing; fact vs opinion (media literacy); poetry & texts exploring feelings. Reading Spine carries RE-CF.1–7, RE-RR.3/5/9/10, GW-P.1/3/4/7, MW-S.1/7. Sequenced from the National Curriculum English programmes of study. See PSHE map \$English and the English Reading Spine below.</i>
English	Letter Writing	Explanatory text	Diary Entry	Mystery Story	Historical Diary	Narrative	RSHE PSHE-W PC

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Coverage tags
<i>KS4. Text-type units — unchanged.</i>	Persuasive Writing Report Writing	Persuasive	Newspaper article Adventure Story	Setting Description Narrative	Recount	Poetry Letter Writing	SMSC <i>Diverse texts; poetry exploring feelings; debate / oracy. See PSHE map §English.</i>
ICT	Word Processing	Data	Presentation Skills	Online Safety	Introduction to Coding	Online Communication	RSHE PSHE-W KCSiE SMSC <i>Online safety, digital literacy, hate speech & law (KS3/4). High-density dual mapping — see PSHE map §ICT.</i>
Science	<i>F:</i> How does my body work? <i>C:</i> The circle of life! <i>E:</i> What happens to my food? AQA: Earth and Space	<i>F:</i> Build it! <i>C:</i> Investigating light! <i>E:</i> What's the difference between sound and music? AQA: Earth and Space	<i>F:</i> The secret life of plants <i>C:</i> What keeps me alive and well? <i>E:</i> Survival in a changing world. AQA: Forces	<i>F:</i> Out and about hunters and gatherers <i>C:</i> How can I grow my own food? <i>E:</i> Bright Sparks AQA: Forces	<i>F:</i> What kind of animal am I? <i>C:</i> What does it mean to be alive? <i>E:</i> Predator or Prey AQA: Animals, including humans	<i>F:</i> How do you build the best boat? <i>C:</i> What is under the pit tops? <i>E:</i> How do plants work? AQA: Animals, including humans	RSHE PSHE-W KCSiE SMSC <i>Statutory route for puberty, reproduction, drugs/alcohol/vaping. See PSHE map §Science.</i>
History <i>Taught in alternating terms with Geography. Topic sequence fluid — drawn from Topic Bank (below)</i>	Taught in alternating Terms with Geography — typically one subject runs Autumn, the other Spring, with Summer flexed by cohort need. Topics selected from the History Topic Bank below; sequence is fluid to accommodate mid-year admissions and group composition. Foundation, Core, and Enhanced tiers are available so that students can be placed appropriately on entry regardless of when they join. AQA Unit Award Scheme units run alongside the tiered curriculum. See History Topic Bank, below the SEL — Responsive Topic Bank, for the full list of topics with content notes and coverage tags.						RSHE PSHE-W BV PC SMSC <i>Migration, rights, prejudice, equality through history. KS3/4 also covers Holocaust / extremism. See PSHE map §History and the History Topic Bank below.</i>
Geography <i>Taught in alternating terms with History. Topic sequence fluid — drawn from Topic Bank (below)</i>	Taught in alternating Terms with History — typically one subject runs Autumn, the other Spring, with Summer flexed by cohort need. Topics selected from the Geography Topic Bank below; sequence is fluid to accommodate mid-year admissions and group composition. Foundation, Core, and Enhanced tiers are available so that students can be placed appropriately on entry regardless of when they join. AQA Unit Award Scheme units run alongside the tiered curriculum. See Geography Topic Bank, below the SEL — Responsive Topic Bank, for the full list of topics with content notes and coverage tags.						RSHE PSHE-W PC SMSC <i>Different cultures; environmental stewardship; natural hazards & risk. See PSHE map §Geography and the Geography Topic Bank below.</i>
P.E.	Rounders	Basketball	Racket Sports	Cricket	Orienteering	Football	RSHE PSHE-W SMSC <i>Physical health, teamwork, resilience. See PSHE map §PE.</i>
RSE <i>Sex education — the only RSHE strand taught discretely (Y5–Y11)</i>	Y5: Human reproduction Y6: Changing bodies Y7: Puberty and emotional changes Y8: Relationship values Y9: Respectful relationship behaviours Y10: The role of intimacy and pleasure Y11: Family conflict	Y5: Changes in boys Y6: Changing emotions Y7: Menstrual wellbeing Y8: Influences on relationship expectations Y9: Freedom and capacity to consent Y10: The impact of pornography Y11: Long-term commitments	Y5: Changes in girls Y6: Just the way you are Y7: Healthy and unhealthy relationships Y8: Sexual orientation and identity Y9: Sexual health Y10: Pressure, persuasion, and coercion Y11: Sexual health, fertility, and routes to parenthood	Y5: Changing emotions Y6: Relationships Y7: Managing family conflict Y8: Consent — avoiding assumptions Y9: Contraception Y10: Managing relationship conflict and breakup Y11: Pregnancy outcomes	Y5: Relationships and families Y6: Let's talk about sex Y7: Introduction to consent Y8: Introduction to contraception Y9: Managing the end of a relationship Y10: Addressing relationship abuse Y11: Pregnancy choice: Abortion	Y5: Where do I come from? Y6: Human Reproduction Y7–Y10: Catch up / Revisit	RSHE PC SMSC KCSiE <i>Statutory RSHE 2026 — Families, Relationships, Health & Wellbeing. Withdrawal rights apply per RSHE policy.</i>

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Coverage tags
Art	Drawing / Painting / Street Art	Comic and Cartoons / Digital Art	Street Art / Art and Design	Studying an Artist / Pop Art	Comics and cartoons / Digital Art	Drawing / Studying an Artist	SMSC PC <i>Cultural development; identity; self-expression.</i>
Cooking	British Menu	International Cuisine	Working with Flour	Baking	School Deserts	Quick meals	RSHE PSHE-W PC SMSC <i>Healthy eating; hygiene & food safety; cultural awareness. See PSHE map \$Lifeskills.</i>
SEL <i>Social & Emotional Learning — discrete timetabled subject; topic responsive (see Topic Bank below)</i>	Topic selected in response to identified need — incidents, group dynamics, key-worker observations, safeguarding referrals, current events. Standing topic bank: Neurodiversity · Trauma · Executive Functioning · ADHD · Sexism & misogyny · Mental health · Grief · Racism. Each topic is pre-planned and ready to deliver when need arises. What is taught, and when, is recorded retrospectively in the school's SEL records. Delivered weekly across all key stages. See SEL — Responsive Topic Bank, below the RSHE — Ongoing Provision section, for the bank, triggers, and evidence trail.						RSHE PSHE-W PR PC SMSC KCSiE <i>Statutory contribution to Mental wellbeing, Respectful relationships, and PSED. Responsive planning evidenced retrospectively in SEL records.</i>
Focus Friday	Autumn 1 — International Day of Charity · Fair Trade · Recycle Week · Food loss and waste · Yom Kippur · World Mental Health Day · Black History Month · Halloween Autumn 2 — Bonfire Night / Fire safety · Children in Need · Road Safety Week · UK Parliament Week · Abolition of Slavery · Animal Rights · Hanukkah · Christmas Spring 1 — Braille Day · World Religion · Burns Night · Chinese New Year · Children's Mental Health Awareness · Safer Internet Day · Random Act of Kindness Spring 2 — Ramadan · World Book Day · Science Week · St Patrick's Day · Eid · Mental Health Awareness Summer 1 — Easter · Earth Day · International Dance Day · Cinco de Mayo · Red Cross Day · World Hunger Day Summer 2 — Volunteer Week · Healthy Eating · Father's Day · Gypsy, Roma & Traveller History Month · Pride · Sports Day · World Population Day · Bastille Day						RSHE PSHE-W BV PR PC SMSC KCSiE <i>Enrichment / reinforcement vehicle — not standalone statutory delivery. Full status notes and entry-level mapping in PSHE Curriculum Mapping docs \$Focus Friday.</i>
Extra-Curricular	Offsite Visits as part of Humanities including The Coal Mining Museum, Magna, Cenotaph, Conisbrough Castle. Students also participate in and visit places such as Crucial Crew, Edlington Fire Station, Hindu workshop, partially-sighted committee, Mansion House, Children in Need bag-packing at Tesco, Cash for Kids Shoebox Appeal, Great More Than Ed Bake Off (Comic Relief). Weekly enrichment includes use of the onsite gym and squash club, golf, taster sessions at Higher Rhythm, and Bike Shack.						PSHE-W BV PC SMSC <i>Community engagement, careers exposure, cultural awareness, healthy lifestyles.</i>
Philosophy for Children / Current Affairs	Weekly group discussion of a current issue. This may relate to any current affairs or other matters, considering SMSC / British Values / PREVENT. P4C also models the democratic process directly.						RSHE PSHE-W BV PR PC SMSC <i>Modelling democratic process and critical thinking. See PSHE map \$English (debate/oracy).</i>
AQA Unit Award Scheme (KS4)	Bite-sized accredited units used to build evidence and self-esteem across KS4. Full unit list and PSHE mapping in PSHE Curriculum Mapping (KS3-4) \$AQA UAS.						PSHE-W SMSC <i>Independent accreditation supporting transition and aspiration.</i>

RSHE — Ongoing Provision

All RSHE content other than sex education is delivered as ongoing provision, woven through every day of the school year. The strands below are not slotted into half-termly themes; they are running threads delivered continuously through the school's relational culture, everyday practice, and subject vehicles. This delivery model reflects what is appropriate for trauma-affected SEMH learners — relationships, mental wellbeing, and safety cannot be taught in six-week blocks; they must be modelled and reinforced every day. The table below shows which strands are delivered, which vehicles deliver them, and where the lesson-level evidence sits. Where particular days, weeks, or topics foreground a strand (e.g. Anti-Bullying Week, Mental Health Awareness Week), these are calendared in Focus Friday but do not constitute the delivery of the strand.

RSHE Strand (2025 guidance)	Statutory status	Delivery vehicles (ongoing)	Authoritative evidence
Families & people who care for me	RSHE (statutory)	Relational culture; 1:1 key-worker time; family liaison & EHCP reviews; in-house psychotherapy; SEL; Focus Friday touchpoints (e.g. Oddfellows Friendship Day,	<i>PSHE Mapping (both) \$Lifeskills / \$Humanities / \$Focus Friday; Everyday Practice → RSHE 2026.</i>

RSHE Strand (2025 guidance)	Statutory status	Delivery vehicles (ongoing)	Authoritative evidence
		Pride). Historical case studies in Humanities (Tudors as distanced example).	
Caring friendships	RSHE (statutory)	Relational culture (daily modelling); SEL; 1:1 key-worker time; daily routines; PE (team games); English (P4C, debate, diverse texts); Focus Friday touchpoints (Oddfellows Friendship Day, Anti-Bullying Week).	<i>PSHE Mapping (both); Everyday Practice → RSHE 2026.</i>
Respectful relationships	RSHE (statutory)	Relational culture (the principal vehicle); SEL; P4C; 1:1 key-worker time; trauma-informed practice (PACE / DDP / TRM); English (diverse texts); Humanities (civil rights, equality movements, WWII / Holocaust); Focus Friday touchpoints (Black History Month, MLK Day, Mandela Day, Diwali, Eid, Pride, Braille Day).	<i>PSHE Mapping (both); Everyday Practice → RSHE 2026.</i>
Online relationships & being safe online	RSHE (statutory)	ICT (across the year, not slotted: online safety, digital literacy, cyberbullying, sexting / sharing nudes at KS3/4); 1:1 key-worker time; SEL; in-house psychotherapy; Focus Friday touchpoints (Safer Internet Day, World Social Media Day).	<i>PSHE Mapping (both) §ICT; Everyday Practice → RSHE 2026.</i>
Being safe (off-line)	RSHE (statutory)	Daily routines (water safety code, travel-training, road safety); 1:1 key-worker time; safeguarding; Lifeskills (household, road, summer safety; KS3/4 county lines, gangs, criminal exploitation); Geography (natural hazards); Focus Friday touchpoints (Bonfire safety).	<i>PSHE Mapping (both) §Lifeskills / §Geography; Everyday Practice → RSHE 2026.</i>
Mental wellbeing	RSHE (statutory)	In-house psychotherapy (principal vehicle); SEL; 1:1 key-worker time; trauma-informed practice; daily routines; Executive Functioning lessons; relational culture; English (texts exploring feelings); Focus Friday touchpoints (3× mental-health focus weeks across the year, with planned progression).	<i>PSHE Mapping (both); Everyday Practice → RSHE 2026 (extensive coverage).</i>
Physical health & healthy lifestyles	RSHE (statutory)	Daily routines (mealtimes, exercise, sleep); PE (across the year); Cooking (healthy eating, hygiene); Science (body systems, healthy lifestyles); Lifeskills (nutrition, hygiene); relational culture; family liaison.	<i>PSHE Mapping (both) §Science / §PE / §Cooking / §Lifeskills.</i>
Drugs, alcohol, tobacco & vaping	RSHE (statutory)	Science (statutory primary content; vaping and nicotine pouches named); 1:1 key-worker time; in-house psychotherapy (where lived experience); SEL; safeguarding.	<i>PSHE Mapping (both) §Science.</i>
Basic first aid / Emergency life-saving	RSHE (statutory)	Lifeskills (How do I deal with an emergency? — danger, getting help, casualty, illness, wounds); daily routines (incident response); cross-referenced in Science and PE.	<i>PSHE Mapping (both) §Lifeskills.</i>
Changing adolescent body & puberty	RSHE (statutory)	Science Y5–Y6 (statutory NC content; anatomical names); RSE Y5+ (the discrete strand — see grid); SaLT-informed 1:1 key-worker time; family liaison (sensitive individual support).	<i>PSHE Mapping (KS2) §Science / §RSE.</i>
Sex education	Discrete subject — see grid above	Taught as a sequenced subject, Y5–Y11 (RSE row in the half-termly grid). Sensitive content supported 1:1.	<i>PSHE Mapping (both) §RSE; School RSE Policy (incl. parental withdrawal rights).</i>
Living in the Wider World (PSHE-mapped, non-statutory)	PSHE-mapped, beyond RSHE	Independent Careers Advisor (principal); Lifeskills (careers, budgeting, banking, workplace); Maths (budgeting); History (rights, suffrage, equality movements); Focus Friday (charity, citizenship, environment); P4C; relational culture; family liaison / EHCP reviews.	<i>PSHE Mapping (both). The strand most often missed by RSHE-only audits; essential for Ofsted Personal Development.</i>

On the eleven Everyday Practices: The vehicles listed above draw on the school's eleven named Everyday Practices — 1:1 key-worker time · trauma-informed practice (PACE / DDP / TRM) · in-house psychotherapy · Philosophy for Children (P4C) · Executive Functioning lessons · SEL / psychoeducation · Focus Friday · daily routines & relational culture · subject vehicles · family liaison & EHCP reviews · Independent Careers Advisor. The reverse audit — showing which RSHE outcomes each practice delivers — is held in **Everyday Practice** → **RSHE 2026**.

SEL — Responsive Topic Bank

SEL (Social and Emotional Learning) is taught as a **discrete weekly subject** across all key stages. Topic selection is **responsive to identified need** rather than fixed in advance. This reflects what is appropriate for our learners: pushing a pre-set SEL sequence through, regardless of what the children are actually presenting with, would be the wrong approach for traumatised SEMH young people. Instead, the school maintains a *standing topic bank* of pre-planned topics that staff are equipped to deliver when need arises. The table below sets out the bank, the reasons each topic is in it (i.e. the lived context of our specific students), the kinds of trigger that prompt delivery, and where the actual delivery is recorded.

Topic	Why this matters for our students	Triggers for delivery	Evidence / records
Neurodiversity	All our students suffer some type of neurodivergence. Some have neurodevelopmental needs (ASD, ADHD) while others have Trauma and Stressor Related Disorders. Many arrive with internalised shame from previous mainstream settings where their difference was framed as misbehaviour. Building shared understanding of how brains differ, and that difference is not deficit, is foundational to their self-image and to the group dynamic.	New student arrival; group friction around difference; a student expressing self-stigma; key-worker observation; staff request following IEP/EHCP review.	<i>SEL lesson plan on file; SEL records log; IEP/EHCP review notes where applicable.</i>
Trauma	Many of our learners are in care or have social care involvement, with histories of complex developmental trauma. Direct teaching about what trauma is — at an age-appropriate, distanced level — helps them understand their own responses (hypervigilance, dysregulation, dissociation) without being pathologised by them.	Disclosure; sustained dysregulation pattern in a group; key-worker observation; in-house psychotherapy referral; safeguarding context.	<i>SEL lesson plan on file; SEL records log; safeguarding records where applicable; psychotherapy records (held separately).</i>
Executive Functioning	Most of our students experience significant executive function difficulties — planning, working memory, task initiation, emotional regulation. Teaching them about EF directly (rather than just compensating for it) gives them a language and a framework for understanding their own functioning.	Pattern of task-completion difficulty across the group; transition points (return from holiday, new term); student self-frustration; key-worker observation.	<i>SEL lesson plan on file; SEL records log; cross-referenced with the school's Executive Functioning lesson programme.</i>
ADHD	ADHD is prevalent in our cohort and frequently misunderstood by the students themselves and their families. Direct teaching addresses self-blame, names the condition accurately (including comorbidities and the female presentation often missed), and supports help-seeking.	New diagnosis in the group; medication change context; student/family request for information; misinformation circulating in the group; key-worker observation.	<i>SEL lesson plan on file; SEL records log; family liaison records where shared at home.</i>
Sexism & misogyny	Several of our KS3/4 boys consume Andrew Tate, incel, and manosphere content via gaming chats. The 2025 RSHE statutory guidance specifically strengthens content on misogyny, violence against women and girls, and harmful gender stereotypes. Direct teaching is needed to interrupt the framing they are receiving online and to model what healthy masculinity looks like.	Sexist language overheard; reports from female staff/students; identified consumption of manosphere content; current events; group discussion drifting into harmful framings; key-worker observation.	<i>SEL lesson plan on file; SEL records log; safeguarding records where escalated; Prevent records where indicated.</i>
Mental health	Significant mental health need is the norm across our cohort. Direct teaching demystifies anxiety, low mood, self-harm urges, and intrusive thoughts; names them as manageable rather than shameful; and reinforces help-seeking pathways.	Disclosure; rising anxiety pattern in the group; bereavement; transition period; key-worker observation; psychotherapy referral; safeguarding context.	<i>SEL lesson plan on file; SEL records log; in-house psychotherapy records (separate); safeguarding records where applicable.</i>
Grief	Loss is over-represented in our cohort — bereavement, loss of family contact, loss of previous placements, loss of friendships through moves. Direct teaching about grief gives students a framework for their own experience and permission to name what they are feeling.	Bereavement in the group or family; anniversary of loss; loss of placement / contact change; end of year / transition; key-worker observation.	<i>SEL lesson plan on file; SEL records log; family liaison records; psychotherapy records where indicated.</i>
Racism	Local context (Doncaster / Rotherham post-mining communities) carries	Racist language used; reports of incidents in	<i>SEL lesson plan on file (see also the dedicated</i>

Topic	Why this matters for our students	Triggers for delivery	Evidence / records
	documented racism issues; several students have been exposed to far-right content via gaming chats or family/community context. Direct teaching of what racism is, that it is against the law, and how to interrupt it is needed both for students using racist language and for those receiving it.	school or community; current events; identified consumption of far-right content; key-worker observation; Prevent context.	<i>racism lessons for KS2 and KS4); SEL records log; safeguarding records where applicable; Prevent records where indicated.</i>

Why this is the right model: *The 2025 RSHE statutory guidance and the 2026 inspection framework's Personal Development judgement both expect provision to be shaped to learners' actual needs rather than driven through a pre-set sequence regardless of context. The standing topic bank above shows that the school's SEL provision is intentional, pre-planned, and grounded in the specific lived context of our students. The retrospective SEL records log shows what was actually delivered and why. Together they evidence responsive planning rather than ad hoc improvisation.*

Humanities — Topic Bank (History & Geography)

History and Geography are taught in **alternating terms** — typically one subject runs Autumn, the other Spring, with Summer flexed by cohort need. Within each subject, topic selection is **fluid** rather than fixed in sequence. This is necessary because students join the school throughout the year — locking topics to specific terms would mean some students never encountered particular content. Instead, staff select from the bank below to suit the entry points and prior knowledge of the current cohort. Foundation, Core, and Enhanced tiers are available so that students can be placed appropriately on entry. The bank lists currently-planned topics; additional topics may be developed as the curriculum grows.

Subject	Tier	Topic	What it covers	Coverage tags
History	Foundation	Events beyond living memory	An introduction to how we use different sources to recall important events and people from outside living memory. Topics include Victorian times, the Battle of Waterloo (1815), the Roman conquest of Britain, Marie Curie, and the sinking of the Titanic. Closes with a reflection on why we remember key events from history and what we have learned.	PSHE-W PC SMSC
History	Core	Be a local history detective	Students choose a local site (The Dome, The Racecourse, St Catherine's, DGLAM) and investigate it as a historian: gathering primary and secondary sources, visiting the site, tracing changes of use over time, building a timeline, and presenting findings. Strongly anchored in Doncaster identity.	PSHE-W SMSC
History	Core	War and Remembrance Day	When was WW1? Local war hero Sapper William Hackett — visit to the local cenotaph. Life on the Front Line. Animals in war. Women in war. Why we remember. Why poppies. Women's contributions, equal to men's but historically less recognised, support RR2 (gender equality) and RR9 (gender stereotypes cause damage).	RSHE BV PC SMSC
History	Core	Lives of significant people from the past — Great Explorers	Why do we remember Christopher Columbus 500 years on? Life on board with Columbus; changing opinions about Columbus today. What about Buzz Aldrin and the moon landing? Amelia Earhart. Comparing significance: Columbus, Earhart, or Armstrong — who is more important, who is more famous, and why? Critical thinking about how we frame 'great' figures, including from indigenous and gender perspectives.	RSHE PC SMSC
History	Core	Events beyond living memory	Why remember events from hundreds of years ago? The Fire of London (1666), The Gunpowder Plot (1605), the life and wives of King Henry VIII, the Magna Carta (1215), the Norman Conquest (1066). Students build a timeline. The Magna Carta supports Fundamental British Values (rule of law); Henry VIII's wives are handled as a distanced historical example of forced marriage and power imbalance.	RSHE BV PC SMSC
History	Enhanced	Becoming an expert historian	Is being a historian an important job? Different types of sources and which to choose. Comparing evidence and sources. Organising events in chronological order. Looking for patterns of events — could we see WW1 coming? Asking the right questions. Learning lessons from history to improve the future. Supports RSHE Personal Safety (PS3 — recognising how conflict and violence build).	RSHE PSHE-W SMSC
Geography	Foundation	The countries and capital cities of the UK	The four countries and capital cities of the UK, located on a map. Where students live in the UK, located on a map. Beginning to compare the features of the four countries. Scotland to the north; Wales to the west; further west, Northern Ireland.	PSHE-W SMSC
Geography	Foundation	London, my capital city	Where London is, located on a simple map. Why so many tourists visit. Using landmarks and maps to find your way around a city. Key geographical physical features of a city. How the climate of the UK varies from north to south. Planning a day out including travel.	PSHE-W SMSC
Geography	Foundation	Life by the sea	Locating coastlines, beaches, seas, and oceans on simple maps. What you would find in a UK seaside town. Recognising and naming features of the seaside. How coastal locations have changed over time (physical features). How seaside holidays have changed over time (human features). What an island is and how they are formed. Signs and symbols that keep you safe at the seaside (water safety).	RSHE PSHE-W SMSC
Geography	Core	How would my life be different if I lived in Australia?	Where Australia is in the world. Different areas of Australia using compass points — comparing east-west of Australia with east-west of England. Australian weather: advantages and disadvantages compared to England. Australia's amazing animals — would they survive in England? Physical features and landscapes. City and country life in Australia. Would you prefer to live in England or Australia? Supports respectful relationships through awareness of different cultures and ways of life.	RSHE PSHE-W PC SMSC
Geography	Core	Hunting for clues along the Jurassic Coast	Where Britain's Jurassic Coast is, located on a map. Describing the Jurassic Coast and how it has changed over time. The age of fossils found there and what can be found. How people make money from the Jurassic Coast. What we have	PSHE-W SMSC

Subject	Tier	Topic	What it covers	Coverage tags
			learned from evidence found there. Why the coastline is shrinking, and why some areas erode faster than others. The Jurassic Coast rock cycle (experiment).	
Geography	Enhanced	Expert Explorer	The 8 points of a compass. Giving and following directions using the 8 points. What 6-figure grid references are and how to use them. Exploring Ordnance Survey maps and their symbols. Using an OS map to plan a local day out. Using a SatNav. Practical map and navigation skills with direct life-skills relevance.	PSHE-W SMSC

On the History and Geography tiers: Foundation, Core, and Enhanced tiers run alongside each other so that a student joining at any point in the year can be placed at the right level. The AQA Unit Award Scheme runs as the accreditation route in parallel with the tiered curriculum; AQA units are recorded against each student's individual UAS pathway rather than to a fixed term.

English — Reading Spine (41 Books Before KS4)

The English long-term plans set out **skills** — speaking and listening, reading and comprehension, writing composition, and SPAG — sequenced across Foundation, Core, and Enhanced tiers. **Text selection** is held separately in the spine below, so that the same skills sequence can be delivered through texts chosen to suit the age, reading age, and lived experience of the current cohort. This separation is deliberate: it is what allows English to carry statutory RSHE, Protected Characteristics, and SMSC content without locking a particular book to a particular half-term. Staff select at least one text from each focus below across KS2–KS3; the reading record is held by the Head of English. Codes refer to the DfE Statutory RSHE guidance (July 2025). Where a text carries a coverage tag, that tag is claimed only when the text is read and discussed — not by virtue of being listed. Full titles, authors, and available resource packs are held in the companion document *41 Books to Read Before KS4*.

RSHE 2026 focus	Codes	Suggested texts	Coverage tags
Caring friendships	RE-CF.1, 2, 4, 5, 6, 7	How to Mend a Friend (Karl Newson); The Unforgotten Coat (Frank Cottrell Boyce) — refugees and immigration; Dragon Mountain (Katie Tsang & Kevin Tsang)	RSHE SMSC
Respectful, kind relationships — communicating effectively, managing conflict with kindness and respect, being assertive, expressing needs and boundaries	RE-RR.3	On Sudden Hill (Linda Sarah); Where? (Jordan Collins); Not My Fault (Cath Howe); The Fox Girl and the White Gazelle (Victoria Williamson)	RSHE BV SMSC
Respectful, kind relationships — respect for others, including those different in character, personality, background or beliefs; reinforced through historically and culturally diverse texts	RE-RR.5	The Island (Armin Greder) — also a base for creative writing; Frankie's World (Aoife Dooley) — lived experience of autism; Cameron Battle and the Hidden Kingdoms (Jamar J. Perry); Anisha, Accidental Detective (Serena Patel); The Lost Homework (Kirsti Beautyman & Richard O'Neill) — Traveller heritage; Heartstopper Vol. 1 (Alice Oseman) — sexual orientation	RSHE BV PC SMSC
Respectful, kind relationships — what a stereotype is and how to challenge one	RE-RR.10	Birdie (J.P. Rose); Everybody Travels (Kristin Roskifte); Planet Omar: Accidental Trouble Magnet (Zanib Mian) — challenging stereotypes of Muslims; The Girl Who Stole an Elephant (Nizrana Farook) — gender stereotypes; Picture Perfect (Serena Patel) — different kinds of families	RSHE BV PC SMSC
General wellbeing — range of emotions; recognising feelings and building vocabulary to talk about them	GW-P.3, 4	My Heart is a Poem (poetry collection); An Emotional Menagerie (poetry collection); The Fantastic Book of Feelings (Marcia Williams) — non-fiction	RSHE SMSC
General wellbeing — hobbies, interests, community participation and helping others	GW-P.1	Roar Like a Lion (Carlie Sorosiak) — non-fiction; The Incredible Record Smashers (Jenny Pearson); The Invisible (Tom Percival); Do Something for Someone Else (Loll Kirby); I Am the Subway (Kim Hyo-eun)	RSHE PSHE-W SMSC
Mental wellbeing — talking about emotions accurately and sensitively, using appropriate vocabulary	MW-S.1	Why Do I Feel Like This? (Shinsuke Yoshitake) — non-fiction; Ruby's Worry (Tom Percival)	RSHE SMSC
Mental wellbeing — overcoming anxiety or other barriers through coping strategies (new in 2026)	MW-S.7	Charlie Changes Into a Chicken (Sam Copeland); The Worries (Jion Sheibani); Runaway Robot (Frank Cottrell Boyce); The Boy in the Jam Jar (Joyce Dunbar) — hearing loss; Aaron Slater, Illustrator (Andrea Beaty) — dyslexia; I Talk Like a River (Jordan Scott) — stuttering; Call Me Lion (Camilla Chester) — selective mutism	RSHE PC SMSC
Respectful relationships (secondary) / general wellbeing — bullying and its impact	RE-RR.9 / GW-P.7	Wonder (R.J. Palacio); All the Things That Could Go Wrong (Stewart Foster); Cyborg Cat: Rise of the Parsons Road Gang (Ade Adepitan); The Song from Somewhere Else (A.F. Harrold); Cloud Busting (Malorie Blackman); Max and the Millions (Ross Montgomery)	RSHE PC SMSC

Statutory Coverage Summary

Where each statutory framework is delivered across the curriculum and through everyday practice. Sex education is taught as a discrete subject (RSE in the half-termly grid above); **all other RSHE content is delivered as ongoing provision**, set out in the RSHE — Ongoing Provision section. Detailed lesson-level mapping is held in the school's PSHE Curriculum Mapping documents (KS2 and KS3/4) and the Everyday Practice → RSHE 2026 audit; this table is a summary view.

Framework / Duty	Where in the curriculum	Where in everyday practice	Authoritative mapping
RSHE 2026 — Families	Y5–Y6 RSE; KS3/4 RSE (relationship values, families, family conflict); KS4 Lifeskills (marriage law, civil partnerships, UNCRC); Humanities (Tudors as distanced historical case study).	1:1 key-worker time; family liaison & EHCP reviews; relational culture; in-house psychotherapy.	<i>PSHE Curriculum Mapping (KS2) §Lifeskills / RSE; PSHE Curriculum Mapping (KS3-4) §Lifeskills / RSE; Everyday Practice → RSHE 2026.</i>
RSHE 2026 — Caring friendships	English (speaking & listening, P4C, debate); PE (team games); Focus Friday (Oddfellows Friendship Day, Anti-Bullying Week); SEL (responsive — e.g. group friction or new student arrival).	SEL; daily routines; relational culture; 1:1 key-worker time.	<i>PSHE Curriculum Mapping (KS2) §English/PE/Focus Friday; Everyday Practice → RSHE 2026.</i>
RSHE 2026 — Respectful relationships	SEL (Racism, Sexism & misogyny, Neurodiversity topics from the Responsive Topic Bank); Focus Friday (Black History Month, MLK Day, Mandela Day, Diwali, Eid, Pride, Braille Day); Humanities (Civil Rights, WWII/Holocaust); English (diverse texts).	SEL; P4C; relational culture; 1:1 key-worker time; trauma-informed practice (PACE/DDP/TRM).	<i>PSHE Curriculum Mapping (both); §Focus Friday; §Humanities; §English; Everyday Practice → RSHE 2026.</i>
RSHE 2026 — Online relationships & being safe online	ICT (Online Safety; Online Communication; data protection; cyberbullying; sexting/sharing nudes at KS3/4); Focus Friday (Safer Internet Day, World Social Media Day).	1:1 key-worker time; SEL; in-house psychotherapy.	<i>PSHE Curriculum Mapping (both) §ICT / §Focus Friday; Everyday Practice → RSHE 2026.</i>
RSHE 2026 — Being safe (off-line)	Lifeskills (household safety, road safety, summer safety); KS3/4 Lifeskills (county lines, gangs, criminal exploitation); Focus Friday (Bonfire safety, Halloween where framed); Geography (natural hazards).	Daily routines (water safety code; travel-training); 1:1 key-worker time; safeguarding; SEL (responsive — e.g. when local incident or safeguarding context requires).	<i>PSHE Curriculum Mapping (both) §Lifeskills / §Focus Friday; Everyday Practice → RSHE 2026; SEL records.</i>
RSHE 2026 — Mental wellbeing	SEL (discrete weekly subject — Mental health, Trauma, ADHD, Neurodiversity, Grief topics from the Responsive Topic Bank); Focus Friday (3× mental-health focus weeks across the year, with planned progression); English (texts exploring feelings); Executive Function sessions.	In-house psychotherapy (principal); SEL; 1:1 key-worker time; trauma-informed practice; daily routines; Executive Functioning lessons.	<i>PSHE Curriculum Mapping (both) §Focus Friday / §English / §EF; SEL records; Everyday Practice → RSHE 2026 (extensive coverage).</i>
RSHE 2026 — Physical health & healthy lifestyles	Science (healthy lifestyles, body systems); PE (fitness, team games, OAA); Cooking (healthy eating); Lifeskills (nutrition, hygiene).	Daily routines (mealtimes, exercise); relational culture; family liaison.	<i>PSHE Curriculum Mapping (both) §Science / §PE / §Cooking / §Lifeskills.</i>
RSHE 2026 — Drugs, alcohol, tobacco & vaping	Science (statutory primary content; vaping & nicotine pouches by name); KS3/4 Lifeskills (drugs/alcohol/risk).	SEL (responsive — e.g. where lived experience or current local context requires); 1:1 key-worker time; in-house psychotherapy.	<i>PSHE Curriculum Mapping (both) §Science / §Lifeskills; SEL records.</i>
RSHE 2026 — Basic first aid (primary) / Emergency life-saving (secondary)	Lifeskills (How do I deal with an emergency? — danger, getting help, casualty, illness, wounds); cross-referenced in Science and PE.	Daily routines (incident response); subject vehicles.	<i>PSHE Curriculum Mapping (both) §Lifeskills.</i>
RSHE 2026 — Changing adolescent body / Puberty	Science Y5–Y6 (statutory NC content; anatomical names); RSE Y5 onwards (changing bodies, changing emotions, menstrual wellbeing).	SaLT-informed 1:1 key-worker time; family liaison (sensitive individual support).	<i>PSHE Curriculum Mapping (KS2) §Science / §RSE.</i>

Framework / Duty	Where in the curriculum	Where in everyday practice	Authoritative mapping
PSHE — Living in the Wider World	Lifeskills (careers, budgeting, banking, workplace); Focus Friday (charity, citizenship, environment); Maths (budgeting); History (rights, suffrage, equality movements); P4C / Current Affairs (rights, democracy, current issues).	Independent Careers Advisor; Focus Friday; relational culture; family liaison / EHCP reviews.	<i>PSHE Curriculum Mapping (both) — particularly §Lifeskills / §Focus Friday / §English. The strand most often missed by RSHE-only audits.</i>
Fundamental British Values	P4C / Current Affairs (weekly discussion of democracy, rule of law, current issues); Focus Friday (UK Parliament Week, Abolition of Slavery); History (laws, monarchy, civil rights, suffrage).	P4C (models democratic process directly); relational culture (rules, respect); daily routines.	<i>PSHE Curriculum Mapping (both) — flagged on BV-relevant entries; Behaviour & Relational policies.</i>
Prevent Duty	KS3/4 Lifeskills (extremism & radicalisation); SEL (Racism, Sexism & misogyny topics from the Responsive Topic Bank); History (WWII / Holocaust / propaganda; civil rights); Focus Friday (Black History Month, MLK Day, Mandela Day).	Safeguarding (DSL referrals where indicated); 1:1 key-worker time; trauma-informed practice; SEL (responsive when far-right or misogynistic content surfaces).	<i>PSHE Curriculum Mapping (KS3-4) §Lifeskills / §History; SEL records; school's Prevent Policy & Safeguarding records.</i>
Protected Characteristics (Equality Act 2010)	Across the curriculum: SEL (Racism, Sexism & misogyny, Neurodiversity, ADHD topics from the Responsive Topic Bank); History (race, gender, sexuality, disability through historical lens); English (diverse texts); Focus Friday (Pride, Black History, Braille Day, Gypsy/Roma/Traveller History Month); RSE (sexual orientation and identity; biological sex and gender reassignment per 2025 guidance).	Relational culture; SEL; 1:1 key-worker time.	<i>PSHE Curriculum Mapping (both) — tagged throughout; SEL records; Equality Policy / PSED records.</i>
SMSC (Spiritual, Moral, Social, Cultural)	All subjects contribute. Strongest cultural delivery via Focus Friday (faith days, cultural celebrations) and Humanities. Moral development via P4C and SEL (e.g. Racism, Sexism & misogyny topics). Social via PE, group work, and relational culture. Spiritual via P4C, RE-linked content within Focus Friday, and Art.	P4C; SEL; daily routines; relational culture; in-house psychotherapy; trauma-informed practice.	<i>PSHE Curriculum Mapping (both); SEL records; Ofsted Personal Development records.</i>
Keeping Children Safe in Education (KCSiE)	Online safety (ICT); peer-on-peer abuse content (SEL, Anti-Bullying Week); county lines & exploitation (KS3/4 Lifeskills); mental health & help-seeking (extensive coverage including SEL); reporting concerns (cross-curricular).	Safeguarding; DSL; 1:1 key-worker time; relational culture; family liaison.	<i>PSHE Curriculum Mapping (both); SEL records; Safeguarding Policy & KCSiE-mapped records.</i>

References & related documents

- KS2 PSHE Curriculum Mapping (More Than Ed) — lesson-level mapping against the PSHE Association Programme of Study and RSHE 2026 cross-references.
- KS3 & KS4 PSHE Curriculum Mapping (More Than Ed) — lesson-level mapping including the AQA Unit Award Scheme.
- Everyday Practice → RSHE 2026 — the school's audit of how trauma-informed SEMH practice delivers against statutory RSHE outcomes (11 named everyday practices).
- 41 Books to Read Before KS4 (More Than Ed) — the English Reading Spine; texts grouped by RSHE 2026 focus, with reading record held by the Head of English.
- Subject-specific RSHE mapping documents — held with subject leads.
- DfE Statutory Relationships, Sex and Health Education guidance (July 2025), mandatory from 1 September 2026.
- PSHE Association Programme of Study for PSHE Education, Key Stages 1–5 (2020, updated 2024).
- Equality Act 2010 (Public Sector Equality Duty).
- Keeping Children Safe in Education (current edition).
- Fundamental British Values guidance; Prevent Duty guidance for schools.