

PSHE / RSHE Sequential Learning Map

How learning progresses across KS2, KS3 and KS4 in our SEMH setting

Mapped to the DfE Statutory RSHE Guidance (July 2025), in force from 1 September 2026



Purpose of this document

This document shows clearly how PSHE and RSHE learning is sequenced across KS2, KS3 and KS4 in our setting. It is the companion to the three key-stage mapping documents (KS2, KS3, KS4), which show in detail how each statutory outcome is covered.

This document answers a different question: how does learning build over time? For each theme, the table shows the building blocks introduced at KS2, how they are developed at KS3, and how they are consolidated and deepened at KS4 — supporting careful sequencing in line with the 2025 statutory guidance's expectation that pupils are 'supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.'

Our pupils typically arrive at our school at different ages with significant gaps in their PSHE / RSHE learning. This document acknowledges that and is intended as a guide rather than a strict schedule — staff use professional judgement, supported by SaLT, the psychotherapist and the DSL, to identify where each pupil is in their progression and revisit earlier content as needed.

Content is concrete, simplified and embedded in subjects we already teach (Maths, English, Humanities, Science, SEL, Life Skills, Focus Friday, PE, Cooking, Executive Functioning) plus our therapeutic strands (1:1 key-worker time, in-house psychotherapy, SaLT, relational culture, Independent Careers Advisor).

How to read this document

- Each theme is read left to right: KS2 is where foundations are laid, KS3 is where they are developed, KS4 is where they are consolidated for adult life.
- Within each cell, the bullets show the substance of what is covered at that stage — written in plain language for entry-level pupils.
- The last bullet in each cell typically lists the curriculum vehicles (subjects and contexts) through which the content is delivered.
- Where content is in development for September 2026, this is referenced to the companion PSHE / RSHE Gap Content document, which sets out the substance of what will be taught and when delivery begins.

- The most sensitive content (FGM, forced marriage, sexual violence, suicide prevention, detailed contraception and STIs, pornography, sextortion) is delivered 1:1 by trusted adults, planned with the DSL and psychotherapist, and only when individually appropriate.

Statutory framing

- KS2 (primary): Relationships Education and Health Education are statutory. Sex Education is not statutory at primary, but the 2025 guidance recommends it in Year 5 / 6 — and our school teaches it in Years 5 and 6, alongside the National Curriculum science content. Parents have the right to withdraw their child from any sex education taught beyond the NC science content.
- KS3 and KS4 (secondary): Relationships and Sex Education (RSE) and Health Education are statutory by the end of secondary. KS3 introduces and develops; KS4 consolidates and deepens, with the most sensitive content fully developed by the end of Year 11.
- Parental right to withdraw at secondary: applies to sex education only (not to relationships, health, or NC science content). Pupils can opt back in from three terms before they turn 16.
- Pupils with EHCPs: from Year 9, EHCP reviews include preparation-for-adulthood outcomes covering employment, independent living, community and health — these underpin and supplement the KS3 and KS4 progression.

Sequential learning by theme

Relationships

Theme	KS2 — building blocks	KS3 — develop and extend	KS4 — consolidate and deepen
Families and people who care for me	- Families come in many shapes; all should be respected. - Stable, caring relationships make children feel safe. - Marriage and civil partnerships are formal lifelong commitments between two people. - How to recognise if family is making me feel unhappy or unsafe; how to ask for help. - Vehicles: English, Humanities, Focus Friday, 1:1 key-worker time, in-house psychotherapy.	- Different types of committed relationships, including marriage and civil partnership. - Roles and responsibilities of parents in raising children, including in difficult circumstances. - How relationships impact mental and physical health. - Sensitive content (e.g. forced marriage as illegal) introduced 1:1 where individually relevant. - Vehicles: English, Humanities, Focus Friday, SEL, 1:1 key-worker time, in-house psychotherapy.	- Legal status of marriage / civil partnership; rights cohabitation does not give. 'Common-law marriage' is a myth. - Forced marriage and marrying under 18 are illegal (Age of Marriage Act 2023). - How families change over time — birth, death, separation, new relationships. - Importance of early years for brain development; characteristics of successful parenting. - Vehicles: Humanities, Science, English, SEL, 1:1 key-worker time, in-house psychotherapy, family liaison.
Caring friendships	- Friendships make us feel happy and safe; how friendships work. - Healthy friendships are welcoming; no shame in feeling lonely. - Trust, honesty, kindness, sharing. - Friendships have ups and downs; conflict can be repaired; violence is never right. - Recognising when a friendship feels wrong; getting help. - Vehicles: SEL, PE, English, relational culture, 1:1 key-worker time.	- Characteristics of healthy friendships extended to peer and online friendships. - Boundaries, privacy, consent and managing conflict in friendships. - Friendships and mental wellbeing. - How to recognise unhealthy friendships and exploitation patterns; profile-aware (loneliness, attachment hunger, social naivety). - Vehicles: SEL, PE, English, Executive Functioning, 1:1 key-worker time.	- Skills for ending relationships or friendships with kindness; managing endings. - Power dynamics in friendships; how disempowered people can feel they aren't entitled to respect. - How online friendships compare with in-person; over-reliance on social media. - Adult friendships and supported social opportunities post-16 (linked to EHCP / Careers Advisor). - Vehicles: SEL, PE, English, Independent Careers Advisor, 1:1 key-worker time, in-house psychotherapy.
Respectful, kind relationships	- Pay attention to others' needs; balance my needs and theirs. - Setting and respecting healthy boundaries.	Respect modelled and expected in school and wider society.	Ethical behaviour goes beyond consent — kindness, care, attention to power dynamics.

Theme	KS2 — building blocks	KS3 — develop and extend	KS4 — consolidate and deepen
	- Being assertive (not bossy) and managing disappointment / frustration. - Self-respect and how to build it through skills and interests. - Stereotypes can be unfair; how to challenge them. - Vehicles: SEL, PE, Cooking, Focus Friday, relational culture.	- Consent extended from transferable concept to early romantic context. - Equality Act 2010 and protected characteristics introduced through Focus Friday. - Misogyny, manosphere and incel content addressed where individually relevant. - Vehicles: Focus Friday, Humanities, SEL, English, behaviour policy, 1:1 key-worker time.	- How pornography can negatively influence attitudes and disempower others. - How sub-cultures (incel content, online influencers) shape understandings of sexual ethics. - Tolerance, including tolerance of others' beliefs. - Skills for ending relationships with kindness. - Vehicles: SEL, English, Humanities, Focus Friday, behaviour policy, 1:1 key-worker time, in-house psychotherapy.
Online safety and online relationships	- Same kindness rules online as offline. - People can pretend to be someone else online; risks of strangers. - Minimum age limits for social media (currently 13). - Privacy, location settings; once shared, you can't take it back. - What to do if I see something upsetting online — tell a trusted adult. - Vehicles: SEL, Life Skills, 1:1 key-worker time, family liaison.	- Algorithms, recommender systems and how they shape what we see. - Pressure to share images; not sharing material sent to you. - Reporting routes — Childline, CEOP, Report Remove (IWF). - Risks of online gambling, scams and money mules. - Pornography as a distorting influence (introduced where individually relevant). - Vehicles: Life Skills, Maths, English, SEL, 1:1 key-worker time.	- Sharing indecent images of under-18s (including AI-generated) is a crime even if of yourself. - Deepfakes — what they are, how to spot them, the harms. - Sextortion — how it works, victim is not to blame, how to seek help. - AI chatbots — fake intimacy and harmful advice. - Targeted advertising; misinformation, disinformation, conspiracy theories. - Online drug and knife supply. - Vehicles: Life Skills, English, Humanities, SEL, 1:1 key-worker time, safeguarding.
Being safe — bodies, boundaries and abuse	- My body belongs to me; correct names for body parts (penis, vulva, vagina, testicles, scrotum, nipples) — these are private. - Good secrets vs unsafe secrets; sometimes secrets must be told. - How to respond to adults — known and unknown.	- Concepts of consent in romantic and intimate relationships (transferable concept first). - Abuse, exploitation, grooming, coercion, harassment — how to recognise; profile-aware vulnerability. - Knife crime, gangs, county lines — patterns and protective factors.	- Detailed law on consent, sexual harassment, sexual violence, rape and sexual assault. - Domestic abuse including coercive and controlling behaviour (Domestic Abuse Act 2021). - Stalking and obsessive behaviours as criminal.

Theme	KS2 — building blocks	KS3 — develop and extend	KS4 — consolidate and deepen
	- How to report abuse; vocabulary and confidence to do so. - Keep telling until someone listens. - Vehicles: 1:1 key-worker time, SEL, Science, SaLT, NSPCC PANTS principles.	- Sensitive law content (FGM, forced marriage) introduced 1:1 where individually relevant. - Vehicles: 1:1 key-worker time, SEL, English, Humanities, safeguarding, in-house psychotherapy.	- FGM, virginity testing, hymenoplasty — physical and emotional damage, the law, mandatory reporting. - Strangulation and suffocation as criminal offences (new in 2025 guidance). - How to seek support for own or others' worrying behaviour; medical attention after assault. - Vehicles: 1:1 key-worker time, Humanities, Science, SEL, in-house psychotherapy, safeguarding.

Sex Education and intimate relationships

Theme	KS2 — building blocks	KS3 — develop and extend	KS4 — consolidate and deepen
The body and puberty	- The human lifecycle; growth and adolescence. - Correct anatomical names for body parts (statutory NC science). - Menstrual cycle — covered before periods start to avoid distress. - Vehicles: Science, 1:1 key-worker time, SaLT, family liaison. - Note: most of this content is taught through the National Curriculum for Science (statutory and not withdrawable). Anything taught as additional primary sex education (Years 5 and 6) carries the parental right of withdrawal.	- Puberty in males and females and emotional implications. - Reproductive health; menstrual wellbeing. - Vehicles: Science, 1:1 key-worker time, SaLT, in-house psychotherapy, family liaison.	- Menstrual and gynaecological health — PMS, heavy bleeding, endometriosis, PCOS; when to seek help. - Reproductive health — fertility, menopause, lifestyle impact on fertility. - Adolescent brain development. - Vehicles: Science, Life Skills, 1:1 key-worker time, in-house psychotherapy, family liaison. - Note: parental right to withdraw applies to sex education beyond NC science; pupils can opt back in from three terms before turning 16.
Sex, consent and intimacy	Building blocks (boundaries, body autonomy, asking before touch, my body belongs to me) introduced from earlier years through Relationships Education.	- Consent as transferable concept first (touch, possessions, space) then romantic. - Healthy intimate relationships; pressure and refusal.	Sex can be enjoyable and positive for those who feel ready and are over the age of consent.

Theme	KS2 — building blocks	KS3 — develop and extend	KS4 — consolidate and deepen
	- In Years 5 and 6 the school teaches primary Sex Education alongside the National Curriculum science content on conception, puberty and reproduction. - Sensitive content delivered 1:1 with trusted adults; family liaison on right to withdraw (which applies to anything taught beyond the science curriculum). - Vehicles: Relational culture, 1:1 key-worker time, SEL, Science (NC content), family liaison.	- Choice to delay sex; intimacy without sex. - Sensitive content delivered 1:1 where individually appropriate. - Vehicles: SEL, English, 1:1 key-worker time, in-house psychotherapy, relational culture.	- Law on age of consent; many young people wait; intimacy without sex. - Capacity to give, withhold or remove consent at any time, even if initially given. - Ethical behaviour goes beyond consent — kindness, care, awareness of power. - Some sexual behaviours can be harmful. - Vehicles: 1:1 key-worker time, SEL, English, Humanities, in-house psychotherapy, family liaison.
Contraception, pregnancy and sexual health	- In Years 5 and 6, the school teaches the relevant primary content in line with the National Curriculum for science (conception, puberty, reproduction). - Contraception, pregnancy and sexual health are not introduced as topics in their own right at primary. Parents have the right to withdraw their child from any sex education taught beyond the science curriculum. Vehicles: Science, 1:1 key-worker time, family liaison.	- Biology of contraception (NC science, at developmental level). - Pregnancy and miscarriage (NC science). - Sensitive content delivered 1:1 with trusted adult; family liaison on right to withdraw. - Vehicles: Science, 1:1 key-worker time, SaLT, in-house psychotherapy, family liaison.	- Full range of contraceptive options, efficacy and where to access — male and female condoms, signposting to medically accurate sources. - Choices in pregnancy — keeping the baby, adoption, abortion, where to get further help. - STIs and HIV — how transmitted, safer sex, condom use, regular testing, role of stigma. - PrEP and PEP for HIV prevention — what they are, where to access (new in 2025 guidance). - Prevalence and treatment of STIs. - How alcohol and drugs affect sexual decision-making. - Pre-conception health (folic acid); pelvic floor health; miscarriage and pregnancy loss. - Where to access confidential sexual and reproductive health advice. - Vehicles: Science, Life Skills, 1:1 key-worker time, in-house psychotherapy, family liaison.

Mental wellbeing

Theme	KS2 — building blocks	KS3 — develop and extend	KS4 — consolidate and deepen
Emotions, vocabulary and self-regulation	- Emotions are a normal part of life; range and scale of feelings. - Vocabulary for my own and others' feelings. - Judging whether my feelings and behaviour are proportionate. - Worrying and feeling down are normal — not always a sign of mental ill health. - Vehicles: SEL, SaLT, in-house psychotherapy, 1:1 key-worker time, relational culture.	- Talking about emotions accurately and sensitively. - Recognising early signs of mental wellbeing concerns (anxiety, depression). - Critical evaluation — what helps vs harms my wellbeing. - Vehicles: SEL, in-house psychotherapy, 1:1 key-worker time, Executive Functioning.	- Common mental ill health — prevalence and characteristics; not labelling normal feelings as conditions. - Overcoming anxiety / barriers to participation; courage to try things even when challenging. - Co-occurrence of substance use and poor mental health (two-way relationship). - Stopping smoking can improve mental health. - Vehicles: SEL, in-house psychotherapy, 1:1 key-worker time, Science.
Connection, loneliness and community	- Isolation and loneliness can affect children; benefits of seeking support. - Importance of friends, family, hobbies, community participation. - Vehicles: SEL, Focus Friday, PE, relational culture, 1:1 key-worker time.	- Happiness is linked to being connected to others. - Benefits of physical exercise, time outdoors, community participation, voluntary / service-based activities. - Vehicles: PE, Focus Friday, SEL, relational culture.	- Loneliness is an inevitable part of life at times — no shame in it. - What makes me feel happy / unhappy — supported reflection. - Acts of kindness for wellbeing. - Vehicles: SEL, Focus Friday, PE, relational culture, in-house psychotherapy.
Change, loss and bereavement	- Change and loss provoke a range of feelings. - Grief is a natural response to bereavement; everyone grieves differently. - Vehicles: SEL, in-house psychotherapy, 1:1 key-worker time, relational culture, family liaison.	- Strategies for managing change, loss, grief and bereavement. - Particular importance for care-experienced pupils — contact changes, placement transitions, anniversaries. - Vehicles: in-house psychotherapy, SEL, 1:1 key-worker time, relational culture.	- Pregnancy loss and miscarriage — accessing care and support (new in 2025 guidance). - Endings and the difficult feelings they bring (within respectful relationships strand). - Adult transitions — leaving school, post-16 changes (linked to EHCP / Careers Advisor). - Vehicles: in-house psychotherapy, SEL, 1:1 key-worker time, Independent Careers Advisor.

Theme	KS2 — building blocks	KS3 — develop and extend	KS4 — consolidate and deepen
Self-harm and suicide	- Not addressed directly at primary. - Foundations laid through emotional vocabulary, help-seeking, recognising worrying feelings, and talking to trusted adults. - Vehicles: SEL, 1:1 key-worker time, in-house psychotherapy.	- Where and how to seek support for own or others' mental wellbeing. - Recognising when worrying feelings need adult support. - Schools should consult mental health professionals and put in place evidence-based staff training before addressing suicide directly with secondary-aged pupils. - Vehicles: in-house psychotherapy (primary), 1:1 key-worker time, SEL, safeguarding.	- Serious risks of online content promoting self-harm, suicide or violence; how to report and access support after viewing. - Safe-messaging principles — means-restriction never discussed; focus on connection and help-seeking. - Suicide Prevention Plan in development for September 2026 with DSL, psychotherapist, headteacher and external advisors (Papyrus / Zero Suicide Alliance). - External numbers introduced explicitly: Papyrus HOPELINE247, Samaritans, Shout, Childline, CAMHS. - Vehicles: in-house psychotherapy (primary), 1:1 key-worker time, SEL, safeguarding.

Physical health and lifestyle

Theme	KS2 — building blocks	KS3 — develop and extend	KS4 — consolidate and deepen
Physical activity and fitness	- Mental and physical benefits of an active lifestyle. - Building activity into daily / weekly routines. - Risks of an inactive lifestyle, including obesity. - When to ask for help with health worries. - Vehicles: PE, Science, daily routines, family liaison.	- Positive associations between physical activity and mental wellbeing, including stress reduction. - Characteristics of a healthy lifestyle; links between inactivity and ill health. - Science of blood, organ and stem cell donation. - Vehicles: PE, Science, Focus Friday, Humanities.	- Healthy weight and links to ill health (cardiovascular, cancer, type 2 diabetes) — taught factually, no targets. - Physical activity to combat stress. - More serious health conditions — prevalence and characteristics. - Vehicles: PE, Science, Cooking, Life Skills, SEL.
Healthy eating	- What a healthy diet looks like. - Healthy relationship with food. - Planning and preparing meals.	Maintaining healthy eating; links to health risks (factually, no targets).	Links between poor diet and tooth decay, unhealthy weight gain, cardiovascular disease.

Theme	KS2 — building blocks	KS3 — develop and extend	KS4 — consolidate and deepen
	- Risks of poor diet (e.g. obesity, tooth decay). - Vehicles: Cooking, Science, daily routines, family liaison.	- Relationship between diet, exercise, mental health and disordered eating; help-seeking via Beat helpline. - Safe-messaging — no numbers, no specific behaviours, no targets. - Vehicles: Cooking, Science, SEL, in-house psychotherapy, SaLT, safeguarding.	- Risks of unhealthy weight gain — increased risk of cancer, type 2 diabetes, cardiovascular disease. - Impacts of alcohol on diet. - Vehicles: Science, Cooking, SEL, safeguarding (disordered eating).
Drugs, alcohol, tobacco and vaping	- Facts about legal and illegal harmful substances and associated risks — smoking, vaping, alcohol, drugs. - Risks of nicotine addiction including from nicotine pouches. - Vehicles: Science, SEL, 1:1 key-worker time, safeguarding.	- Effects of substances on body and brain; neuroscience of addiction. - Refusal scripts; profile-aware vulnerability. - Sensitive content where pupils have lived experience or family history. - Vehicles: Science, SEL, 1:1 key-worker time, in-house psychotherapy.	- The law on supply and possession; county lines exploitation. - Synthetic drugs added to illegal drugs; illicit vapes; counterfeit medicines. - Risks of alcohol; low-risk consumption in adulthood; legal age of sale. - Drink-spiking; methanol poisoning. - Alcohol dependency and problem-use. - Misuse of prescribed and over-the-counter medicines. - Smoking — link to lung cancer and CVD; benefits of quitting; how to access support. - Vaping — harms to young people; role in helping adult smokers quit. - Vehicles: Science, SEL, Humanities, Life Skills, 1:1 key-worker time, in-house psychotherapy, safeguarding.
Health protection, prevention and the healthcare system	- Recognising early signs of physical illness. - Sun safety. - Sleep — quality, recommended amount, screens out of the bedroom. - Dental health — brushing, flossing, sugar, check-ups. - Personal hygiene; germs and handwashing.	- Personal hygiene; microbiology, immune response, antibiotics. - Dental health; benefits of self-examination and screening (introduced age-appropriately). - Vaccination and immunisation; sleep and its impact on health and learning. - Menstrual and gynaecological health.	- Self-care for minor ailments; role of pharmacists. - Taking responsibility for own health — regular self-examination and screening. - Antimicrobial resistance. - Pre-conception health (folic acid); pelvic floor; miscarriage and pregnancy loss.

Theme	KS2 — building blocks	KS3 — develop and extend	KS4 — consolidate and deepen
	- Vaccination and immunisation (aligned with when offered). - Vehicles: Science, Cooking, daily routines, Life Skills, family liaison.	- How to recognise common illnesses; how and when to access NHS services. - Vehicles: Science, Life Skills, 1:1 key-worker time, daily routines, family liaison.	- Navigating healthcare — GP, A&E, 111, pharmacy, sexual health clinics, third-sector partners. - Gillick competence; legal age of medical consent (16); circumstances where capacity may be lacking. - Vehicles: Life Skills, Science, 1:1 key-worker time, family liaison, Independent Careers Advisor.
Personal safety	- Hazards including fire risks; ways to reduce risks. - Road, rail (including level crossings) and water safety; water safety code. - Vehicles: Life Skills, Executive Functioning, daily routines, 1:1 key-worker time.	- Personal safety in the community — roads, water, rail, fire — rehearsed in real settings. - Travel-training where appropriate. - Vehicles: Life Skills, Executive Functioning, 1:1 key-worker time, daily routines.	- Identifying risk and managing personal safety in increasingly independent situations (e.g. first holiday without parents). - Recognising and managing peer influence in risk-taking, including online. - Social and emotional skills for safety from conflict and violence. - Trusted adults for worries about violence and knife crime. - The law on knives and violence — non-fear-based, recognising that carrying weapons is uncommon. - Risks and signs of grooming or exploitation; how to seek help. - Vehicles: Life Skills, SEL, Executive Functioning, 1:1 key-worker time, safeguarding, Independent Careers Advisor.
Basic first aid	- Calling emergency services; importance of reporting incidents rather than filming them. - Basic first aid for common injuries and ailments, including head injuries. - Vehicles: Life Skills, Cooking, PE, 1:1 key-worker time.	- Basic treatment for common injuries (revisited and deepened). - Life-saving skills introduced where developmentally appropriate (CPR usually best taught after 12).	- CPR — practical rehearsal where developmentally appropriate (BHF Call Push Rescue / RCUK Lifesaver materials planned). - Defibrillators — purpose, when needed, who can use them.

Theme	KS2 — building blocks	KS3 — develop and extend	KS4 — consolidate and deepen
		Vehicles: Life Skills, Science, Cooking, PE, 1:1 key-worker time.	- Vehicles: Life Skills, Science, daily routines. - Coverage planned from Summer 2 onwards — see PSHE / RSHE Gap Content document (KS3.25 / KS4.6).

Wider PSHE and preparation for adulthood

Theme	KS2 — building blocks	KS3 — develop and extend	KS4 — consolidate and deepen
Money, finance and economic understanding	- Foundations through Maths and Cooking — recognising coins and notes, paying for items, basic measuring and budgeting. - Risks relating to online gaming, video game monetisation, scams and gaming addiction (introduced). - Vehicles: Maths, Cooking, Life Skills, Executive Functioning.	- Personal finance basics — budgeting, saving, percentages. - Recognising scams; profile-aware (impulsivity, trauma-driven coping). - Money mules and financial exploitation as safeguarding concerns. - Online gambling and its risks; loot boxes, microtransactions. - Vehicles: Maths, Life Skills, Executive Functioning, SEL, safeguarding.	- Bank accounts, benefits, debt, paying bills. - Online gambling — accumulation of debt, links to mental health harm including suicide. - Vehicles: Maths, Life Skills, Executive Functioning, Independent Careers Advisor, safeguarding.
Careers, world of work and post-16 pathways	- Introduction to the idea of jobs and adult roles through stories, visitors and Focus Friday. - Self-knowledge — what I'm good at and interested in. - Vehicles: SEL, English, Focus Friday, 1:1 key-worker time.	- Pathways and options; world of work; KS4 choice planning. - Independent Careers Advisor begins formal involvement (contributing to EHCP reviews from Year 9). - Aspirations supported by self-knowledge of profile. - Vehicles: Independent Careers Advisor, EHCP-driven preparation for adulthood, 1:1 key-worker time, Executive Functioning.	- Supported employment, supported internships, specialist FE, apprenticeships, adult social care pathways. - Workplace skills and expectations. - Adult relationships and supported social opportunities post-16. - Financial preparation for adult life (linked to money / finance theme). - Vehicles: Independent Careers Advisor, EHCP-driven preparation for adulthood, Life Skills, 1:1 key-worker time.
Independent living	Foundations — personal organisation, hygiene, time-management, basic self-care, asking for help.	- Managing personal organisation, time, hygiene, travel, public services. - Travel-training where appropriate.	Increasingly independent situations — first holiday without parents, unfamiliar settings.

Theme	KS2 — building blocks	KS3 — develop and extend	KS4 — consolidate and deepen
	Vehicles: Executive Functioning, Life Skills, daily routines, 1:1 key-worker time.	- Cooking, money-handling, time-management, communication. - Vehicles: Executive Functioning, Life Skills, daily routines, 1:1 key-worker time.	- Tenancies and accommodation (introduction). - Self-advocacy, decision-making, problem-solving. - EHCP preparation-for-adulthood outcomes tracked through annual review. - Vehicles: Executive Functioning, Life Skills, Independent Careers Advisor, daily routines.
Citizenship, rights, equality and British values	- Stereotypes — unfair, negative, destructive; how to challenge them. - Protected characteristics introduced through Focus Friday cultural calendar. - Right to be treated with respect; right to seek help. - Vehicles: Focus Friday, Humanities, SEL, relational culture.	- Equality Act 2010 introduced through Focus Friday and Humanities. - British Values modelled in daily life of school. - Pupils experience democratic processes (choices, pupil voice in EHCPs). - Biological sex and gender reassignment introduced factually (DfE 2025 paras 69–72): both protections under the Equality Act 2010; contested views not taught as fact. See PSHE & RSHE Policy. - Vehicles: Focus Friday, Humanities, SEL, daily routines, behaviour policy.	- Democracy, rule of law, individual liberty, mutual respect, tolerance — fully developed. - Online Safety Act; age of criminal responsibility; protected characteristics in adult contexts. - Adult rights and responsibilities; Gillick competence; legal age of medical consent. - Biological sex and gender reassignment fully developed (DfE 2025 paras 69–72): facts and law of both protections under the Equality Act 2010; balanced, factual approach; contested views not endorsed. See PSHE & RSHE Policy. - Vehicles: Focus Friday, Humanities, SEL, Life Skills, Independent Careers Advisor. - Coverage planned from Summer 2 onwards — see PSHE / RSHE Gap Content document (KS3.27 / KS4.10).
Critical thinking and digital literacy	- Critical approach to what's seen and read online; making responsible decisions about content. - Understanding that information online is selected and targeted.	- Algorithms, recommender systems, filter bubbles. - Critical reading of media, lyrics, advertising and influencer content. - Source analysis as a core history skill. - Vehicles: English, Humanities, Maths, SEL.	- Misinformation, disinformation, conspiracy theories — prevalence and patterns. - Deepfakes and AI-generated content — what they are, harms, how to spot them. - AI chatbots — fake intimacy, harmful advice.

Theme	KS2 — building blocks	KS3 — develop and extend	KS4 — consolidate and deepen
	• Recognising fake accounts and people pretending to be someone else. • Vehicles: English, Life Skills, SEL, Maths.		• Targeted advertising and how to be a discerning consumer. • Vehicles: English, Humanities, Maths, Life Skills, SEL, safeguarding (Prevent). • Coverage planned from Summer 2 onwards — see PSHE / RSHE Gap Content document (KS3.28 / KS4.11).