

# Curriculum Policy

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More Than Ed | Independent School

**Date:** June 2026

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**Responsible Persons:** Catherine Ford / Alex North

# 1. Intent

Our curriculum is underpinned by five theoretical principles, ensuring we maximise the opportunity for cognitive, emotional and social learning and embed nurture and therapeutic practice in everything we do. It is:

- underpinned by Social-Emotional Learning (SEL), placing the child and their mental health at the centre of the learning experience
- guided by the 6 Principles of Nurture
- grounded in Mindset Theory
- delivered using attachment-aware and trauma-informed practice
- inclusive of the 3 Principles for Improving Outcomes for Children (Harvard Center for the Developing Child, 2017)
- inclusive of Bourdieu's Theory of Capital

Our data clearly identifies that all our students are functioning significantly below their chronological age in all these areas, making academic learning extremely difficult for them.

We personalise pathways to suit learner need and offer flexibility within each approach. This is crucial in building trust and relationship foundations for personalisation to be effective.

When initially designing our curriculum, we first had to identify the endpoints we wished our students to reach. We then had to consider the special educational needs of our students, the effects their severe trauma had previously had on their life and learning, their significant gaps in knowledge and skills, and their very low literacy and communication levels. Our desire to design a curriculum that offered our students the best opportunity of success in learning and life has been a journey of constant reflection and adaptation. The curriculum we now believe will meet the needs of our young people is very different to the one we envisaged when More Than Ed opened in September 2021.

*According to Ofsted (September 2019), new knowledge and skills do not exist in isolation, but rather build on what pupils already know and can already do. The order in which knowledge and skills are taught is therefore important. An effective curriculum ensures that pupils are taught concepts and skills in an order that enables them to make useful connections that are not misapprehensions. There are serious consequences for pupils when a curriculum is not sequenced or designed effectively.*

For our young people, a serious lack of stability in their school and home environments, and the resulting SEMH difficulties they suffer due to toxic stress and abuse, has caused them to have extremely compromised executive functioning skills, few mental hooks (schemata), and significant and inconsistent gaps in knowledge, vocabulary and communication. As Ofsted (2019) notes, gaps in pupils' knowledge accumulate as they become layered on top of one another in a curriculum sequence. This accumulation of gaps, known as 'cumulative dysfluency', limits pupils' ability to acquire the complex skills that depend on them, and may even prevent them entirely from gaining those skills.

In line with recommendations from the SEND Code of Practice, we strive to ensure that all provision is underpinned by high-quality teaching. By utilising appropriate and specialist assessments, we know precisely where students are in their learning and development. We always:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them

- promote positive outcomes in the wider areas of personal and social development
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

*(SEND Code of Practice: 0 to 25 years – January 2015)*

The aim of More Than Ed's multi-faceted curriculum design is to address three key areas of deficit that we identify in our students: executive functioning skills, mental hooks (schemata) and literacy. We have aimed to address these deficits by developing our own unique curriculum.

## 2. Implementation

Subject Leads create Long-term Plans to provide guidance on how each subject should be taught. Teaching each subject considers the differing SEMH needs of each student, allowing them to learn at their own pace, following their interests where possible. Teaching is either 1 to 1 or in small groups, allowing students the opportunity to build positive learning relationships with key adults. Positive relationships form a solid foundation from which children and young people with SEMH needs can grow and learn.

All subjects are taught in the order shown in our Whole-School Curriculum Overview; however, the starting point for each student may differ based on their date of entry to the school and their prior knowledge of the subject. Our curriculum is delivered:

- in small, manageable chunks
- with Maths, English, PE, Science, Humanities, ICT, Art, Cooking, RSE and Executive Functioning delivered as discrete, timetabled subjects
- with Social and Emotional Learning (SEL) not taught as a discrete subject, but embedded as the central focus of the whole school, woven through every subject, our everyday practice and our relational culture (see 2.8)
- with PSHE and RSHE content (other than sex education, which is taught discretely as RSE) delivered as ongoing provision, woven through subject vehicles, everyday practice and the school's relational culture (see 2.3)
- with Humanities (History and Geography) enhanced through off-site and outdoor learning
- with Focus Friday and Philosophy for Children / Current Affairs providing weekly enrichment and reinforcement across the cultural calendar and current affairs
- with sensory breaks implemented as necessary
- with all planning tailored to the interests and needs of the individual student
- with flexibility to collapse a student's timetable during periods of crisis
- with flexible staffing, however never more than 2 students to 1 member of staff, dependent on student needs
- with each young person having a dedicated team around them, delivering both their academic and pastoral care
- with Executive Functioning taught as an explicit subject, acknowledging that trauma can have significant impact on students' executive functioning skills
- with trauma-informed practice underpinning all planning, teaching and assessment

### Maths and English Curriculum

As students join More Than Ed at various different stages of their academic journey, we are required to be flexible with the breadth and depth of content taught. It is always a priority for any student to achieve as high a qualification as possible in the limited time available. This serves to increase not only their knowledge, but also their confidence and self-efficacy

regarding life-long learning. It is essential that we equip all our students with the basic English and Maths skills necessary for them to live an independent life in the future and make a positive contribution to society.

Any student joining in Years 10 or 11 will embark on the appropriate Functional Skills scheme of learning. Any student joining the school between Years 4 and 9 will study all appropriate content necessary to embark on the appropriate Functional Skills scheme of learning in Year 10. The ability of each student, their prior knowledge, their specific SEND, and their academic year upon entry to the school will dictate the breadth and depth of the content delivered.

**Core topics covered in Maths are:** Number; Money / Data; Shape; Measure; Time.

**Core topics covered in English are:** Reading; Word reading; Comprehension; Speaking and listening; Writing.

## 2.1 English and Reading

Data is gathered by students undertaking a range of assessments, such as the GL baseline, Dyslexia screener, SALT assessments, the phonics screening test and independent writing. Once we have collated this data we can gauge where a child is best placed. All our students will work towards leaving with a Functional Skills qualification. Where a student needs to be taught to read, or where additional phonics support is required, we use FFT Success for All Phonics – the school's chosen systematic synthetic phonics (SSP) scheme of learning, validated by the Department for Education. Its online Reading Assessment establishes each student's grapheme–phoneme correspondence (GPC) knowledge, decoding accuracy, reading fluency and comprehension, ensuring phonics teaching begins at the right point and progresses in a structured, sequential way using fully decodable texts.

Independent writing is tracked against an adapted Primary National Curriculum (for KS2 and 3 students) and the Functional Skills criteria (for KS4). Due to students' low levels and resistance to engage in English, we have always encouraged this through writing for a purpose. We encourage reading by allowing children the choice in reading materials, and reading for purpose is encouraged across the curriculum.

To ensure even coverage of all aspects of English, staff are given a set of focus objectives each term to use throughout that term. Working to these objectives ensures that all aspects of the English curriculum are covered evenly across the year. Writing for a purpose is woven throughout — for example, writing a letter to the council about protecting our local wildlife. At KS4, a set English text is used by planners to help meet the relevant objectives. The use of diverse texts, poetry exploring feelings, and debate and oracy also makes English an important vehicle for RSHE, the protected characteristics and SMSC.

### Reading

- At More Than Ed we celebrate reading in all its forms. Students access a range of reading materials to suit their needs and interests.
- There is a daily reading session. Students read at their own pace, with an allocation for reading each day on their bespoke timetables. Timings may be adjusted to suit the needs of each student.
- Students who are being taught to read through phonics read from the fully decodable books that accompany the FFT Success for All Phonics scheme, matched to the sounds they have been taught, so that reading practice consolidates and applies their phonics learning.
- Students are encouraged to read information and texts to support their learning across the curriculum, and adults encourage students to embrace every opportunity to grow and develop their reading skills.

- A range of fiction and non-fiction reading material is available for children to borrow and read in school.
- Reading is promoted and celebrated as a key skill in students' pathway to adulthood.

## 2.2 Maths

Our Maths curriculum enables students to work towards Entry Level / Level 1 / Level 2 Functional Skills. This is because all students enter significantly below Age Related Expectations and are often working from Year 2. We strive to teach as much breadth and depth as possible; however, the ultimate goal must be to equip our students with the highest level of functional Maths possible based on their starting point and barriers to learning. Our bespoke curriculum is a blend of National Curriculum and Functional Skills criteria, which includes the essential aspects of what our students need to learn as a priority. The aims of Maths within our school are:

- to promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion
- to promote the use of concrete objects to help students develop the building blocks of mathematical learning
- to develop a thorough knowledge and understanding of numbers and the number system
- to develop a practical understanding of the ways in which information is gathered and presented
- to develop a practical understanding of geometry, shape and space
- to develop measuring skills in a range of contexts
- to develop knowledge of money and how to use it, and to further develop the use of data
- to develop knowledge and understanding of time and sequencing
- to encourage the use of current mathematical language
- to understand the importance of mathematics in everyday life
- to provide meaningful experiences which reflect the Functional Skills Maths criteria

Maths also makes a direct contribution to the PSHE 'Living in the Wider World' strand through budgeting, problem-solving and data literacy.

## 2.3 PSHE and RSHE: Delivery Across the Curriculum

Personal, Social, Health and Economic (PSHE) education, and Relationships, Sex and Health Education (RSHE), are central to the safety and development of our young people. As vulnerable individuals, it is essential that they receive as much information, guidance and support regarding keeping themselves safe as possible, and that they develop an understanding of their own rights and the rights of others.

In line with the DfE Statutory Relationships, Sex and Health Education guidance (July 2025, mandatory from 1 September 2026), we no longer teach PSHE as a single discrete subject. Instead, sex education is the only strand taught as a discrete, sequenced subject — delivered as RSE, differentiated by year group (see 2.6). All other PSHE and RSHE content — Families, Caring friendships, Respectful relationships, Online relationships, Being safe, Mental wellbeing, Physical health, and Living in the Wider World — is delivered as ongoing provision, woven through every day of the school year via our subject vehicles, everyday practice and relational culture.

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. Pushing a pre-set PSHE sequence through, regardless of what our young people are actually presenting with, would be the wrong approach. We approach these often delicate topics with a light touch, always mindful of the abuse and trauma our young people may have experienced; where further conversations and research develop with older students, these are recorded on Conversation Logs.

PSHE and RSHE content is delivered through:

- discrete subjects that carry statutory content — for example Science (puberty, reproduction, and drugs, alcohol and vaping), ICT (online safety and digital literacy), PE (physical health), Cooking (healthy eating, hygiene and food safety), and Lifeskills (careers, budgeting, personal safety and emergency first aid)
- Social and Emotional Learning (SEL) — the central focus of the whole school, woven through everyday practice and our relational culture rather than taught as a discrete subject (see 2.8)
- Focus Friday, addressing the cultural calendar and key awareness dates (see 2.12)
- Philosophy for Children / Current Affairs (see 2.13)
- the school's eleven named Everyday Practices: 1:1 key-worker time; trauma-informed practice (PACE / DDP / TRM); in-house psychotherapy; Philosophy for Children; Executive Functioning lessons; SEL / psychoeducation; Focus Friday; daily routines and relational culture; subject vehicles; family liaison and EHCP reviews; and the Independent Careers Advisor

Detailed, lesson-level statutory mapping is held in the school's PSHE Curriculum Mapping documents (KS2 and KS3/4), which are the authoritative source for evidencing coverage, supported by the Everyday Practice → RSHE 2026 audit. A Statutory Coverage Summary is provided in Section 3.4.

We also recognise that 'Living in the Wider World' — the PSHE strand beyond statutory RSHE — is the area most often missed by RSHE-only audits and is essential for the Personal Development judgement. It is delivered principally through our Independent Careers Advisor and through Lifeskills (careers, budgeting, banking and the workplace), Maths (budgeting and data literacy), History (rights, suffrage and equality movements), Focus Friday (charity, citizenship and the environment) and Philosophy for Children.

For more detailed information, please refer to our PSHE Policy and RSE Policy.

## 2.4 PE

Physical activity is regarded as a very high priority for our young people's physical and mental wellbeing. Being active releases chemicals in the brain that make us feel good — boosting self-esteem and helping us to concentrate, sleep well and feel better. Many of our students find physical activity anxiety-provoking due to a lack of self-confidence, and most feel uncomfortable about their appearance. Long periods of time indoors as a result of school exclusions, followed by the pandemic, mean that some of our young people have spent many hours playing computer games or watching television, reducing their levels of fitness even further and increasing their sense of isolation.

Competitive sports are extremely difficult for our students, as their lack of resilience, and often aggressive reaction to losing, make it inappropriate to put them in direct competition with each other or to allow contact sports. However, our qualified PE teacher ensures that physical activity is achieved in many different guises — obstacle courses, trim-trails, gym sessions, squash and golf are all used to deliver PE in a non-threatening and fun way.

Students have two timetabled PE sessions each week. One lesson is their choice from a range of activities, such as golf or the on-site gym. The second session is introduced by a short underpinning theory lesson, followed by a small-group practical session that allows



students to put their theory into practice. Activities across the year include rounders, basketball, racket sports, cricket, orienteering and football. Skills are built gradually throughout the term and revisited each year. PE is also an important vehicle for the RSHE 'Physical health and healthy lifestyles' strand, and for developing teamwork and resilience. Please see our PE Policy for further details.

## 2.5 Humanities and Science

Due to the vast lack of experience our children have of the world around them, and their extremely low and varied ability to sequence, draw inference and retain information, we have chosen to underpin Humanities (History and Geography) with adapted Primary National Curriculum criteria. This curriculum design allows our students to develop awe and wonder, and an intrinsic connection to the world around them.

For KS2 and KS3, History and Geography have always been alternated half-termly. Within each subject, topics follow a fixed order that builds skills sequentially; they are not fluid. The topics are not, however, tied to a specific term, because a student's curriculum may have been started at different points in the year, depending on their date of entry to the school. Foundation, Core and Enhanced tiers are available so that students can be placed at an appropriate entry point on arrival. This carefully mapped pathway serves to re-engage students into broader curriculum learning and provides key learning experiences to build a foundation from which to study AQA units at KS4. Humanities include bespoke off-site and outdoor learning opportunities, where students visit local historical sites, places of interest, museums and libraries.

Through their content — migration, rights, prejudice and equality, the contributions of women, civil rights, and (at KS3/4) the Holocaust and extremism — History and Geography make a strong contribution to SMSC, British Values and the protected characteristics. For example, the Magna Carta supports the rule of law, while studies of women in war and great explorers prompt critical thinking about gender and how we frame 'significant' figures.

Science is taught discretely and is also incorporated into Cooking, PE, PSHE, Executive Functioning and ICT. Science for KS2 and 3 students follows a clear journey through key KS1 and 2 National Curriculum objectives, with the aim of inspiring curiosity and interest in the world around them, allowing them to ask and answer their own questions and those of others, and building a firm foundation of scientific skills and knowledge that provides hooks for further study. Science is also the statutory route for content on puberty and reproduction, and on drugs, alcohol, tobacco and vaping (including nicotine pouches). At KS4, students follow their own interests through a range of bespoke AQA units at Entry Level.

Full lesson plans are issued weekly for Science and for the History or Geography topic currently being taught.

## 2.6 RSE

RSE (sex education) is the only RSHE strand taught as a discrete, sequenced subject. It is delivered 1:1 or in small groups and is differentiated by year group from Year 5 through to Year 11. Lessons provide opportunities for students to ask questions and explore topics that help prepare them for relationships of all kinds in the modern world, progressing from human reproduction and changing bodies in the primary years to consent, healthy and unhealthy relationships, contraception, sexual health, and managing relationships in the secondary years.

We recognise that, due to students' personal trauma, many topics covered in RSE can be challenging for them. Staff always approach RSE teaching in a trauma-informed way and allow students space and time to digest the materials covered. Parents and families are informed of when these lessons will take place, to enable them to prepare their child in

advance as they see fit. Parental withdrawal rights apply as set out in our RSE Policy. Please see our RSE Policy for further details.

## 2.7 Executive Functioning

Underpinned by the 3 Principles for Improving Outcomes for Children and Families, we understand the importance of our young people developing executive function and self-regulation skills. These are the mental processes that enable us to plan, focus attention, remember instructions and juggle multiple tasks successfully. The brain needs this skill set to filter distractions, prioritise tasks, set and achieve goals, and control impulses.

Executive Functioning is delivered weekly, focusing on attention, inferencing, memory skills, problem-solving and sequencing. These skills have been highlighted as barriers to learning in all our young people's Speech and Language Assessments and are therefore a high priority in our unique curriculum offer. Initially, we want our young people to be able to identify and name the various executive functioning skills, and to understand how their acquisition will support them in daily life. Sessions are delivered through interactive and engaging tasks, and each student has their own workbook. As these skills develop, staff encourage students to recognise when they are using them in a range of situations; the ultimate aim being that they can intentionally apply these skills in their learning and future life.

## 2.8 Social and Emotional Learning (SEL)

SEL is taught as a discrete subject; however, it is the central focus of the whole school and underpins everything we do across all key stages. Grounded in Social-Emotional Learning theory and our nurture and trauma-informed ethos, it develops self-awareness, self-management, social awareness, relationship skills and responsible decision-making, integrated across all subjects, woven through our everyday practice and relational culture, and evidenced in the school's SEL records.

Topic selection is responsive to identified need rather than fixed in advance. Pushing a pre-set SEL sequence through, regardless of what our 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, ready-to-deliver topics:

- Neurodiversity — building shared understanding that difference is not deficit
- Trauma — age-appropriate, distanced teaching about trauma responses
- Executive Functioning — giving students a language and framework for their own functioning
- ADHD — naming the condition accurately and addressing self-blame
- Sexism and misogyny — interrupting manosphere framings and modelling healthy masculinity
- Mental health — demystifying anxiety, low mood and intrusive thoughts, and reinforcing help-seeking
- Grief — providing a framework for loss, which is over-represented in our cohort
- Racism — teaching what racism is, that it is against the law, and how to interrupt it

Delivery is triggered by identified need — incidents, group dynamics, key-worker observations, safeguarding referrals or current events — and what is taught, and when, is recorded retrospectively in the school's SEL records. SEL makes a substantial statutory contribution to Mental wellbeing and Respectful relationships, to personal, social and emotional development, to the Prevent Duty (through the Racism and Sexism & misogyny topics) and to the protected characteristics. Together, the standing topic bank and the retrospective SEL records log evidence intentional, pre-planned, responsive provision grounded in our students' lived context, rather than ad hoc improvisation.



## 2.9 ICT

ICT is taught discretely across the year, covering word processing, data, presentation skills, online safety, an introduction to coding, and online communication. ICT is a key statutory vehicle for the RSHE 'Online relationships and being safe online' strand, delivering online safety, digital literacy and cyberbullying, and — at KS3/4 — content on hate speech and the law, and on sexting and the sharing of nudes. This high-density coverage contributes to KCSiE-relevant content and is mapped in detail in the PSHE Curriculum Mapping documents.

## 2.10 Art

Art is taught discretely, covering drawing and painting, street art, comics and cartoons, digital art, pop art, and the study of individual artists. Beyond its intrinsic value, Art supports cultural development, identity and self-expression, contributing to SMSC and to students' understanding of the protected characteristics through engagement with diverse artists and traditions.

## 2.11 Cooking

Cooking is taught discretely and progresses through a British menu, international cuisine, working with flour, baking, school desserts and quick meals. It is an important vehicle for the RSHE 'Physical health and healthy lifestyles' strand — healthy eating, food hygiene and food safety — and develops cultural awareness through cuisines from around the world. Science is also incorporated into Cooking.

## 2.12 Focus Friday

Focus Friday is a weekly enrichment and reinforcement vehicle built around the cultural calendar. Themes incorporate important dates and events — including religious festivals, foods from around the world, mental-health awareness, Black History Month, Pride, Safer Internet Day, UK Parliament Week, Anti-Bullying Week, the Abolition of Slavery, and Gypsy, Roma and Traveller History Month — and address issues surrounding the protected characteristics within real-life contexts.

Focus Friday contributes to SMSC, British Values, the Prevent Duty, the protected characteristics and KCSiE-relevant content. It is an enrichment and reinforcement vehicle rather than standalone statutory delivery; its full status and entry-level mapping are held in the PSHE Curriculum Mapping documents.

## 2.13 Philosophy for Children / Current Affairs

Philosophy for Children (P4C) is delivered weekly through small-group and 1:1 sessions and through the discussion of a current issue. This may relate to any current affairs or other matters, considered through the lens of SMSC, British Values and the Prevent Duty. P4C develops critical thinking and oracy, models the democratic process directly, and is a principal vehicle for British Values and for the moral and social dimensions of SMSC.

## 2.14 AQA Unit Award Scheme (KS4)

At KS4, the AQA Unit Award Scheme provides bite-sized accredited units that build evidence of achievement and self-esteem, and support transition and aspiration. AQA units run in parallel with the tiered curriculum and are recorded against each student's individual UAS pathway rather than to a fixed term. The full unit list and mapping are held in the KS3/4 PSHE Curriculum Mapping.

## 2.15 Off-site and Extra-Curricular Learning

Opportunities to visit off-site places of interest are an important part of our students' curriculum for a number of reasons. Students can:

- develop cultural capital
- develop an understanding of the world they live in (History and Geography)
- learn important life skills and enjoy new experiences
- develop their social-emotional learning
- connect with nature (biophilia) and encounter fauna and flora (Science)
- develop survival skills and learn to map-read (Geography)
- understand the importance of protecting our planet and the animals that inhabit it (Science)

Students regularly enjoy off-site learning as part of a broad and balanced curriculum, including visiting heritage sites and buildings; interactive museums (such as the Aircraft Museum, the National Coal-Mining Museum and Elsecar Heritage Museum); nature reserves; and forest school-style activities in woods and open spaces. All educational visits have a purpose, and students will have a particular objective to achieve, providing an opportunity for greater depth of knowledge to be gained.

In addition, students participate in a wide range of extra-curricular and community activities, including visits to the Coal Mining Museum, Magna, the Cenotaph and Conisbrough Castle; Crucial Crew; Edlington Fire Station; a Hindu workshop; the partially-sighted committee; Mansion House; Children in Need bag-packing; the Cash for Kids Shoebox Appeal; and the Great More Than Ed Bake Off for Comic Relief. Weekly enrichment includes use of the on-site gym and squash club, golf, taster sessions at Higher Rhythm, and Bike Shack. These activities develop community engagement, careers exposure, cultural awareness and healthy lifestyles, contributing to SMSC, British Values and the protected characteristics.

### **3. SMSC, British Values and Protected Characteristics**

SMSC (Spiritual, Moral, Social and Cultural) development, the Fundamental British Values, and respect for the protected characteristics under the Equality Act 2010 are embedded across our whole curriculum and everyday practice. They are essential for our students' individual development and for the development of society as a whole.

#### **3.1 SMSC**

We believe the importance of SMSC is central to the development and growth of our students' understanding of equality, diversity and inclusion. Sadly, many of our young people can present as extremely prejudiced towards people from other cultures, and towards women. We understand that much of this prejudice is borne out of their previous isolation and anxieties, where they have rarely had the opportunity to see the world from another's viewpoint; the sexism we often encounter may be linked to the large number of our students who have witnessed domestic violence against women. We therefore take every opportunity to educate our students in EDI and SMSC, ensuring that SMSC is embedded across the curriculum.

All subjects contribute to SMSC. The strongest cultural delivery is through Focus Friday (faith days and cultural celebrations) and Humanities. Moral development is delivered through Philosophy for Children and SEL (for example, the Racism and Sexism & misogyny topics). Social development is delivered through PE, group work and our relational culture. Spiritual development is delivered through Philosophy for Children, RE-linked content within Focus Friday, and Art. Please see our SMSC Policy for further details.

#### **3.2 British Values**

All teaching is underpinned by regard for the Fundamental British Values:

- democracy
- the rule of law
- individual liberty
- mutual respect for, and tolerance of, those with different faiths and beliefs and those without faith

British Values are delivered and reinforced through Philosophy for Children / Current Affairs (weekly discussion of democracy, the rule of law and current issues, and direct modelling of the democratic process); Focus Friday (for example, UK Parliament Week and the Abolition of Slavery); History (laws, monarchy, civil rights and suffrage — for example, the Magna Carta supporting the rule of law); and our relational culture and daily routines (rules and respect). Students are encouraged to link their learning across the curriculum to their understanding of British Values, and our whole-school overview specifically links lessons to each value to ensure each is represented.

### 3.3 Protected Characteristics and Equality

It is essential that our students develop an understanding of their own rights with regard to equality, diversity and inclusion, and of the rights of others, giving special regard to the protected characteristics under the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation). It is equally essential that they recognise what healthy relationships, friendships and family dynamics look like, and that they understand the importance of the rule of law and the other British Values, as they may face additional challenges to their future success and safety due to their adverse childhood experiences.

The protected characteristics are addressed across the curriculum: through SEL (Racism, Sexism & misogyny, Neurodiversity and ADHD topics); History (race, gender, sexuality and disability through a historical lens); English (diverse texts); Focus Friday (Pride, Black History Month, Braille Day, and Gypsy, Roma and Traveller History Month); and RSE (sexual orientation and identity, and biological sex and gender reassignment per the 2025 guidance). They are reinforced through our relational culture, SEL and 1:1 key-worker time. We approach these delicate topics with a light touch, always mindful of the abuse and trauma our young people may have experienced; where further conversations and research develop with older students, these are recorded on Conversation Logs. Please see our Equality Policy for further details.

### 3.4 Statutory Coverage Summary

The table below summarises where each statutory framework is delivered across the curriculum and through everyday practice. Sex education is taught as a discrete subject (RSE); all other RSHE content is delivered as ongoing provision. 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                                                                      |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| RSHE — Families           | Y5–Y6 RSE; KS3/4 RSE (relationship values, families, family conflict); KS4 Lifeskills (marriage law, civil partnerships, UNCRC); Humanities (Tudors as a distanced historical case study). | 1:1 key-worker time; family liaison & EHCP reviews; relational culture; in-house psychotherapy. |
| RSHE — Caring friendships | English (speaking & listening, P4C, debate); PE (team games); Focus                                                                                                                        | SEL; daily routines; relational culture; 1:1 key-worker time.                                   |

| Framework / Duty                                | Where in the curriculum                                                                                                                                                                                 | Where in everyday practice                                                                           |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
|                                                 | Friday (Friendship Day, Anti-Bullying Week); SEL (responsive).                                                                                                                                          |                                                                                                      |
| RSHE — Respectful relationships                 | SEL (Racism, Sexism & misogyny, Neurodiversity topics); Focus Friday (Black History Month, Pride, Diwali, Eid); Humanities (civil rights, WWII/Holocaust); English (diverse texts).                     | SEL; P4C; relational culture; 1:1 key-worker time; trauma-informed practice (PACE/DDP/TRM).          |
| RSHE — Online relationships & being safe online | ICT (online safety, digital literacy, cyberbullying; sexting/sharing nudes at KS3/4); Focus Friday (Safer Internet Day).                                                                                | 1:1 key-worker time; SEL; in-house psychotherapy.                                                    |
| RSHE — Being safe (off-line)                    | Lifeskills (household, road, summer safety; KS3/4 county lines, gangs, exploitation); Geography (natural hazards); Focus Friday (Bonfire safety).                                                       | Daily routines (water safety, travel-training); 1:1 key-worker time; safeguarding; SEL (responsive). |
| RSHE — Mental wellbeing                         | SEL (Mental health, Trauma, ADHD, Neurodiversity, Grief topics); Focus Friday (mental-health focus weeks); English (texts exploring feelings); Executive Functioning.                                   | In-house psychotherapy; SEL; 1:1 key-worker time; trauma-informed practice; daily routines.          |
| RSHE — Physical health & healthy lifestyles     | Science (body systems, healthy lifestyles); PE; Cooking (healthy eating, hygiene); Lifeskills (nutrition, hygiene).                                                                                     | Daily routines (mealtimes, exercise, sleep); relational culture; family liaison.                     |
| RSHE — Drugs, alcohol, tobacco & vaping         | Science (statutory content; vaping & nicotine pouches named); KS3/4 Lifeskills.                                                                                                                         | SEL (responsive); 1:1 key-worker time; in-house psychotherapy.                                       |
| RSHE — Basic first aid / emergency life-saving  | Lifeskills (How do I deal with an emergency?); cross-referenced in Science and PE.                                                                                                                      | Daily routines (incident response); subject vehicles.                                                |
| RSHE — Changing adolescent body / puberty       | Science Y5–Y6 (statutory NC content; anatomical names); RSE Y5+ (changing bodies and emotions, menstrual wellbeing).                                                                                    | SaLT-informed 1:1 key-worker time; family liaison.                                                   |
| PSHE — Living in the Wider World                | Lifeskills (careers, budgeting, banking, workplace); Maths (budgeting); History (rights, suffrage, equality); Focus Friday; P4C / Current Affairs.                                                      | Independent Careers Advisor; Focus Friday; relational culture; family liaison / EHCP reviews.        |
| Fundamental British Values                      | P4C / Current Affairs (democracy, rule of law, current issues); Focus Friday (UK Parliament Week, Abolition of Slavery); History (laws, monarchy, civil rights, suffrage; Magna Carta).                 | P4C (models democratic process); relational culture (rules, respect); daily routines.                |
| Protected Characteristics (Equality Act 2010)   | SEL (Racism, Sexism & misogyny, Neurodiversity, ADHD); History (race, gender, sexuality, disability); English (diverse texts); Focus Friday (Pride, Black History, Braille Day, GRT History Month); RSE | Relational culture; SEL; 1:1 key-worker time.                                                        |

| Framework / Duty | Where in the curriculum                                                                                                                                                                        | Where in everyday practice                                                                      |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
|                  | (orientation/identity; sex & gender reassignment).                                                                                                                                             |                                                                                                 |
| SMSC             | All subjects contribute. Cultural via Focus Friday & Humanities; moral via P4C & SEL; social via PE, group work & relational culture; spiritual via P4C, RE-linked Focus Friday content & Art. | P4C; SEL; daily routines; relational culture; in-house psychotherapy; trauma-informed practice. |
| KCSiE            | Online safety (ICT); peer-on-peer abuse (SEL, Anti-Bullying Week); county lines & exploitation (KS3/4 Lifeskills); mental health & help-seeking (SEL); reporting concerns (cross-curricular).  | Safeguarding; DSL; 1:1 key-worker time; relational culture; family liaison.                     |

## References and 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)
- 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

## 4. Impact

Impact is measured by both quantitative and qualitative progress at More Than Ed. For our students, progress must be identified as part of their whole journey and should be reflected both in and out of school. Students show:

- progress towards EHCP targets through the Assess, Plan, Do, Review cycle
- improved behaviours and relationships at home
- progress in line with SEL targets
- increasing ability to self-regulate — both in and out of school
- increasing ability to identify and understand their emotions
- improved confidence and self-esteem
- increased participation with others — both in and out of school
- improving engagement with learning
- awareness of British Values and their impacts on the individual and the community
- improving literacy and numeracy
- progress towards examinations

## **4.1 Tracking and Monitoring Progress**

More Than Ed tracks and monitors progress rigorously, as it is essential that we respond quickly to the learning needs of our students. Having missed significant periods of time in school, and having the additional barriers of poor communication skills, compromised executive functioning skills and few mental hooks, our students' targets are bespoke and must be adjusted frequently based on regression or progression at any particular time. Our tracking and assessment procedures are explained in the Teaching and Learning Policy.