

Intent: Our PSHE curriculum is delivered through the LifeLessons programme, the PSHE Programme for SEND and the ASDAN Lifeskills Challenge. It reflects Fountains High School's values of Kind Hearts, Wise Minds and Brave Souls. Through inclusive and adaptive teaching, learners access all statutory PSHE content, including Relationships and Sex Education (RSE), while developing the knowledge, skills and confidence to lead safe, healthy and increasingly independent lives. Supporting the four Preparation for Adulthood outcomes of good health, independent living, community inclusion and employment, our curriculum helps students become resilient, self-aware and active members of society, ready for the opportunities and challenges of adult life. Our PSHE curriculum remains adaptable and responsive to local, national and contextual issues, ensuring that learning is relevant to students' lives and experiences. While PSHE is delivered through discrete lessons, opportunities across the wider Fountains curriculum are actively used to reinforce and develop the knowledge, skills and attributes needed for future learning, employment, independence and active participation in the community.

Nexus and Mosaic NEXUS MOSAIC	Key Stage 3 and Key Stage 4 Students follow the Life Lessons curriculum, delivered as a three-year rolling programme at Key Stage 3 (Years A, B and C) and a two-year rolling programme at Key Stage 4 (Years A and B). This structure allows our mixed year-group classes to access the full programme without repetition or gaps. Life Lessons is sequenced around three strands: • Understanding myself • Understanding myself with others • Understanding myself within the world Together these cover the three core themes of the PSHE Association Programme of Study: Health and Wellbeing, Relationships, and Living in the Wider World, alongside the statutory Relationships, Sex and Health Education content. The core RSE entitlement is additionally delivered annually to Year 9 so that every learner receives it before the end of Key Stage 3. <i>Nexus (MLD) and Mosaic (SLD) learners follow the same curriculum sequence, with teaching and learning adapted appropriately to ensure accessibility for all learners. Prerequisite knowledge is securely developed before more complex concepts are introduced.</i> Throughout the curriculum students are given information about how they can access help and support if they need it.	Key Stage 5 Year 12 and Year 13 follow the Life Lessons post-16 programme, covering relationships, wellbeing, independence, and aspiration and money. Year 14 follows ASDAN Lifeskills Challenges selected as appropriate for our learners, with one challenge completed and claimed each term. Every lesson begins with a current affairs discussion. This aligns with the Preparation for Adulthood focus in Key Stage 5. Throughout the curriculum students are given information about how they can access help and support if they need it.
Kaleidoscope KALEIDOSCOPE	Key Stage 3 and Key Stage 4 Students follow the PSHE Association's Planning Framework for Pupils with SEND, which is organised into six sections: • Self-Awareness • Self-care, Support and Safety • Managing Feelings • Changing and Growing • Healthy Lifestyles • The World I Live In Content is delivered at an engagement level appropriate to each learner, using sensory and experiential approaches.	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding Myself: Mental and Physical Wellbeing - Why do we learn PSHE? (introduction to secondary PSHE) - What are my emotions telling me? - How can we make healthy choices for our mental wellbeing? - How can we build a positive relationship with ourselves? - How can we build our resilience to challenges? - How do exercise and sleep impact our physical health? - The opportunities of the Internet	Understanding Myself: Health, Safety and Puberty - How do I keep my body and teeth clean? - What are the facts about smoking and vaping? - How can we stay safe in different environments? - How can we perform first aid? - How do our bodies change during puberty? - How does it feel to go through puberty? - Genitals and reproductive systems - How do our genitals change during puberty?	Understanding Myself with Others: Healthy Friendships and Aspirations - What support might females need during their period? - What do we need from a healthy relationship? - Careers Week: Ambitions and goals - Careers Week: Developing our strengths and interests - Careers Week: Taking control of our learning - How can we keep our friendships healthy? - How can we balance our needs with our friends'? - How do we have healthy boundaries with our friends?	Understanding Myself with Others: Rights, Respect and Identity - What rights do we have to privacy and our bodies? - How do we identify and challenge bullying? - What is sexual harassment and how can we stop it? - What does identity mean to you? - How can we reduce harmful stereotypes?	Understanding Myself within the World: Community, Equality and Belonging - Is it easy to find a feeling of belonging? - What does a community need to be healthy? - What can be the impact of discrimination? - How does the Equality Act protect everyone in the UK? - How can we create a world free from sexism? - How can we have a healthy relationship with our devices? - How can we take control of our privacy online?	Understanding Myself within the World: Living in a Digital World - How do we choose what to share online? - How can online content affect us? - Who decides what we view online? - How does money affect the online world? - What aspirations do we have for the world?
Links to British Values and SMSC (spiritual, moral, social and cultural) development					
Promotes individual liberty and personal responsibility through informed choices about physical and mental health. Supports SMSC by developing self-awareness, emotional literacy and resilience, helping learners reflect on their own wellbeing and recognise the value of healthy routines and positive self-regard.	Supports the rule of law and personal responsibility through factual learning about substances, safety and the changing body. Enhances SMSC by fostering self-respect, physical and emotional awareness, and the confidence to seek help, while developing the practical skills needed to keep themselves and others safe.	Promotes mutual respect and individual liberty through the negotiation of friendship, boundaries and personal goals. Supports SMSC by developing empathy, social skills and aspiration, encouraging learners to value their own strengths and to contribute positively to the relationships around them.	Upholds the rule of law, mutual respect and tolerance through learning about bodily privacy, bullying and harassment. Supports SMSC by developing moral reasoning, respect for difference and the confidence to challenge unacceptable behaviour and report concerns to a trusted adult.	Directly addresses the rule of law, tolerance and mutual respect through the Equality Act and the impact of discrimination. Supports SMSC by fostering cultural awareness, social responsibility and a sense of belonging, encouraging learners to contribute positively to their communities.	Promotes individual liberty and responsible citizenship in digital spaces. Supports SMSC by developing critical thinking about online influence and commercial interests, moral judgement about what is shared, and aspiration for the kind of world learners want to help build.

Adapting delivery: Nexus (MLD) and Mosaic (SLD) learners follow the same sequence of Life Lessons content. Mosaic classes cover the same objectives at a reduced depth and pace, with simplified language, symbol and visual support, concrete real-life examples, repetition and over-learning across sessions, and outcomes recorded through practical, spoken or supported responses. Teachers use their knowledge of individual learners, EHCP outcomes and safeguarding information to decide the level of detail, the pace of delivery and any content that requires a smaller-group or individual approach. Prerequisite knowledge is securely developed before more complex concepts are introduced.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding Myself: Mental Wellbeing, Identity and Healthy Choices - How can we talk about our mental health? - How can we develop a positive mindset? - Who am I? - How does our diet affect our physical health? - How can we overcome barriers to physical exercise? - What are the facts about alcohol? - What are the facts about legal and illegal drugs?	Understanding Myself: Body, Health and Relationships - How can we manage risks while trying new things? - Online wellbeing: fake news and echo chambers - How can we all love the body we have? - The importance of genitals (including FGM) - The importance of vaccination and healthcare - What roles do we play in relationships? - How can families have healthy relationships? - How can we manage conflicts with friends?	Understanding Myself with Others: Respect, Consent and Aspirations - Respectful behaviours - Understanding consent - Careers Week: Preparing for the world of work - Careers Week: Budgeting for teenagers - Careers Week: How do we avoid losing our money? (gambling, loot boxes and advertising) - How do power dynamics affect us? - How can we be active bystanders? - How can we manage conflicts with friends?	Understanding Myself with Others: Healthy Romantic Relationships - How can we end relationships with kindness? - What are the signs of a healthy romantic relationship? - How can we manage feelings in relationships? - What is a healthy way to communicate about romantic feelings? - How can we create a school free from sexual harassment?	Understanding Myself within the World: Diversity, Equality and British Values - How can someone respond to controlling behaviour? - What does heritage mean to you? - What do the Fundamental British Values mean to you? - How can we support people to love who they love? - How can we create a world where disabled people thrive? - How can we create a world free from racism? - How can the internet impact our wellbeing?	Understanding Myself within the World: Navigating the Online World - Can the internet improve our lives? - Why do people sometimes behave differently online? - What can be the impact of sharing intimate content? - How can algorithms unite or divide us? - How can we know what is real online?
Links to British Values and SMSC (spiritual, moral, social and cultural) development					
Promotes individual liberty and respect for the law through factual learning about alcohol and drugs. Supports SMSC by developing self-awareness, emotional literacy and personal responsibility, helping learners talk openly about mental health and make informed choices about diet, activity and substances.	Upholds the rule of law and the protection of individual rights, including through learning that FGM is a criminal offence. Supports SMSC by developing critical thinking about online information, respect for the body, and the empathy and communication skills needed for healthy family and peer relationships.	Promotes mutual respect, the rule of law and responsible decision-making around consent, money and gambling. Supports SMSC by developing moral reasoning, social responsibility and the courage to act as a positive bystander, alongside aspiration and practical financial capability.	Promotes mutual respect and individual liberty within relationships, and upholds the law on harassment. Supports SMSC by developing emotional maturity, empathy and communication skills, and by encouraging learners to take collective responsibility for a respectful school culture.	Explicitly teaches the Fundamental British Values and applies them to heritage, disability, sexual orientation and race. Supports SMSC by deepening cultural understanding, moral conviction and social responsibility, and by equipping learners to recognise and challenge controlling or discriminatory behaviour.	Promotes individual liberty alongside respect for the law regarding intimate images. Supports SMSC by developing critical thinking about algorithms and misinformation, moral awareness of online conduct, and the social responsibility to treat others with the same respect online as in person.

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Understanding Myself: Emotional Regulation, Safety and Body Image - Self-regulation techniques - Experiencing complex emotions (including mental ill-health) - Why can it be hard to talk about our feelings? - How could someone respond to drug-related emergencies? - How can we stay safe in public spaces? - How can we avoid criminal exploitation? - How can we support everyone to have positive body image?	Understanding Myself: Health, Change and Managing Influence - How are people affected by hormonal and mood cycles? - How can we check our own health? - How can blood, organ and stem cell donation save lives? - How can families have healthy relationships? - When does showing vulnerability in a relationship make you stronger? - How can we avoid pressuring other people? - How can we manage peer influence? - How can we manage feelings around change?	Understanding Myself with Others: Family, Connection and Future Pathways - Introduction to family relationships - Maintaining healthy family relationships - Careers Week: Pathways to the future that I want - Careers Week: Setting high expectations for the future - Careers Week: How do successful people achieve their goals? - Why is connection important in romantic relationships? - How do online cultures affect our connection to each other? - How can bystanders reduce sexual harassment?	Understanding Myself with Others: Boundaries, Consent and Identity - Unhealthy relationships, boundaries and consent - What are the impacts of domestic abuse on wellbeing? - What influences our sense of identity? - How are stereotypes used to spread hate and make money? - How do we build a feeling of belonging?	Understanding Myself within the World: Equality, Rights and Community - How can healthy communities make our lives better? - What is the impact of sexism? - Why does sexism still exist today? - How can we create an anti-discrimination school? - How can we talk about gender with respect? - What are my rights? - What impact can our online choices have?	Understanding Myself within the World: Online Influence and Money - What can be the impact of deepfakes? - How can we respond to online influence? - Why can being online feel addictive? - Making financial decisions that work for me - How do we avoid financial scams and exploitation?
Links to British Values and SMSC (spiritual, moral, social and cultural) development					
Upholds the rule of law and personal safety through learning about criminal exploitation and drug-related emergencies. Supports SMSC by developing emotional regulation, empathy and help-seeking behaviour, and by fostering a positive and accepting attitude towards bodies and difference.	Promotes personal responsibility for health and altruism towards others through learning about donation. Supports SMSC by developing self-awareness, compassion and resilience, and by strengthening the moral confidence to resist peer influence and to avoid pressuring others.	Promotes mutual respect and aspiration, alongside the law and expectations around harassment. Supports SMSC by developing empathy within families and relationships, social responsibility as an active bystander, and the self-belief and planning skills needed for future pathways.	Upholds the rule of law and the protection of individual rights in relation to consent and domestic abuse. Supports SMSC by developing moral understanding of boundaries, critical awareness of how stereotypes are used to spread hate, and a secure sense of identity and belonging.	Promotes tolerance, mutual respect and the rule of law through the study of rights, sexism and discrimination. Supports SMSC by developing cultural awareness, moral conviction and active citizenship, encouraging learners to shape a respectful and inclusive school and community.	Promotes individual liberty and responsible decision-making about money and online influence. Supports SMSC by developing critical thinking about manipulated content, moral judgement about digital habits, and the practical financial capability needed to avoid scams and exploitation.

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	Intimacy, Consent and Sexual Health (delivered annually to Year 9) • How can people understand their sexual desires? • What happens during sexual intercourse? • How do people decide if they are ready for romance and intimacy? • Why is sexual consent so important? • What choices do people make around using condoms? • How can people protect themselves and others from STIs? • What are the warning signs of unhealthy sexual behaviour? • What could be the impact of viewing pornography?				
Links to British Values and SMSC (spiritual, moral, social and cultural) development					
	Delivered annually to Year 9 so that every learner receives this statutory RSE entitlement before the end of Key Stage 3, regardless of where they join the rolling programme. Upholds the rule of law and individual rights through the study of consent, and supports SMSC by developing moral reasoning, respect for self and others, and the knowledge and confidence to seek health advice and to recognise unhealthy sexual behaviour.				

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CG3 Healthy/ Unhealthy Relationship Behaviours - Respond with curiosity to information about positive relationships in our lives. - Identify key features and expectations of positive friendships and how they make us feel. - Recognise situations where someone's behaviour may make us feel upset or uncomfortable. - Describe positive qualities that people bring to healthy relationships, such as kindness and support.	HL2 Mental Wellbeing - Respond to information about activities we enjoy that help us feel calm and relaxed. - Identify things we can do to support ourselves when feeling worried or stressed. HL3 Physical Activity - Respond to information about different types of physical activity and exercise. - Identify various forms of physical activity, including personal favourites. - Recognise the benefits of being physically active. - Understand the possible consequences of not being physically active.	HL6, HL7 Medicinal Drugs, alcohol and tobacco - Respond to information about different health professionals (doctors, dentists, nurses) and how they take care of us. - Recognise what is meant by a 'medicine'. - Respond to information about taking care of our body. - Identify substances that people might swallow, drink or inhale that could be harmful to their health. - Describe what alcohol is and how alcoholic drinks differ from non-alcoholic drinks	SA3 Prejudice and discrimination - Respond to information about people who are different from us in various ways. - Describe the importance of treating others with kindness and fairness. - Recognise that everyone is unique and should not be treated unfairly. - Understand the meaning of prejudice and discrimination.	WIL15 Managing Finances - Respond with curiosity to adult modelling of the uses of money. - Describe in simple terms what money is and how it is used. - Recognise that money we get from cash machines or through 'cashback' in the supermarket etc. is our money.	SSS4 Keeping Safe Online - Respond with curiosity to stimuli about different ways of keeping safe online. - Describe what keeping safe online means. SSS5 Emergency situations - Respond with curiosity to information about individuals who ensure safety at school and home. - Identify rules and procedures in school that promote safety. - Recognise examples of school procedures, such as emergency drills and safety rules. - Know how to report an accident at school.
Links to British Values and SMSC (spiritual, moral, social and cultural) development					
Links to British Values (BV) by promoting respect, tolerance, and understanding in relationships. It links with SMSC by fostering emotional intelligence, moral awareness, and social responsibility in personal interactions.	Links to British Values (BV) by promoting individual well-being, personal responsibility, and community support. It links with SMSC by fostering emotional awareness, moral responsibility, and social care for mental and physical health.	Supports British Values by promoting individual responsibility, the rule of law, and respect for health. It enhances SMSC by fostering moral understanding, personal well-being, and social responsibility, helping pupils make informed choices about substances and seek help when needed.	Supports British Values by promoting equality, mutual respect, and the rule of law. It enhances SMSC by fostering empathy, understanding diversity, and encouraging pupils to challenge prejudice and discrimination, while seeking support when needed.	Links to British Values (BV) by promoting responsibility, respect, and the importance of making informed choices. It links with SMSC by encouraging moral decision-making, social awareness, and understanding financial responsibility in a cultural context	Promotes online safety, responsible behaviour, and critical thinking. It supports British Values by emphasising individual liberty and the rule of law, helping pupils navigate digital spaces and manage online identities safely.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SA2 Skills for learning - Respond to stimuli about what we enjoy learning in school. - Identify things that make us special and unique as learners. - Describe what we like and dislike doing as learners. - Describe our own learning targets or goals.	SA4 Managing Pressure - Respond to stimuli depicting kindness and unkindness. - Describe and give examples of what it means to be kind and unkind. - Identify ways to tell a trusted adult if someone is being unkind to us.	SSS2 Feeling Frightened/ Worried - Respond to stimuli about feeling frightened or worried. - Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact). - Respond to adult modelling about ways to indicate to others that we need help. - Know some simple ways to keep ourselves safe.	SSS7 Gambling - Respond with curiosity to stimuli about risk and chance. - Recognise simple examples of 'taking a chance'. - Explain what is meant by the term 'gambling' and identify places and ways this might take place.	SSS6 Public and Private - Respond to stimuli about what is public and private. - Identify what is meant by public and private. - Recognise people we can trust. - Recognise what should remain private and what can be shared with trusted people. - Know how to communicate to others when we don't feel safe.	MF3 Romantic Feelings and Sexual Attraction - Respond with interest to stimuli about people we like or know. - Describe the difference between liking someone and fancying someone. CG4 Intimate Relationships, Consent and Contraception - Respond to stimuli about romantic relationships. - Identify situations where we need to seek permission and demonstrate how to do this.
Links to British Values and SMSC (spiritual, moral, social and cultural) development					
Links to British Values (BV) by encouraging individual choice, self-expression, and respect for diversity. It links with SMSC by fostering self-awareness, social understanding, and personal growth, while promoting reflection on personal goals and learning preferences.	Links to British Values (BV) by promoting respect, responsibility, and fairness in relationships. It links with SMSC by fostering moral development, emotional intelligence, and social responsibility, encouraging kindness and awareness of the impact of behavior on others.	Links to British Values through individual liberty and safeguarding. It supports SMSC by nurturing emotional awareness, personal responsibility, and respect for self and others, empowering pupils to protect their wellbeing and seek help when facing fear, worry, or unsafe situations.	Links to British Values by encouraging informed choices and respect for the law. It supports SMSC development by promoting critical thinking, self-awareness, and moral responsibility, helping pupils understand risks, resist pressure, and make safe, respectful decisions regarding gambling and risk-taking.	Supports British Values by emphasising individual liberty and the rule of law in online contexts. It enhances SMSC by fostering moral judgement, self-respect, and social responsibility, helping pupils navigate the internet safely, protect their privacy, and seek help from trusted adults.	Supports British Values by promoting mutual respect, consent, and individual liberty in relationships. It contributes to SMSC by encouraging emotional literacy, moral understanding, and respectful behaviour, helping pupils navigate romantic feelings, consent, and intimate relationships with care and responsibility.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SA1 Personal Strengths - Respond to stimuli about what we are good at and/or enjoy. - Describe what we are good at and/or enjoy. - Identify some of our personal strengths and skills (things we are really good at or can do well).	CG2 Friendship - Respond to stimuli about different kinds of friendship. - Describe what having or being a friend means. - Identify different kinds of friendship and ways in which friendship is important.	HL1 Elements of a Healthy Lifestyle - Respond to stimuli showing different aspects of a healthy lifestyle. - Recognise what is meant by a healthy lifestyle. - Identify different ways people can live a healthy lifestyle. - Know how to take care of dental health. SSS1 Feeling Unwell - Respond to stimuli about what it means to feel unwell; show awareness of how to indicate to someone that we are feeling unwell.	CG1 Puberty - Respond with curiosity to stimuli about how we change as we grow older. - Identify different ways we have changed as we've grown older. - Identify some stages of change from birth to adulthood (physical, emotional, social). - Know the importance of good personal hygiene.	WILI 1 Diversity, Rights and Responsibilities - Respond with interest to how people can be the same and different. - Show curiosity about rules and routines in school. - Recognise similarities and differences between young people of our age. - Understand the role of rules in school, at home, and in the wider world.	WILI 3 Taking Care of the Environment - Respond with curiosity to stimuli about the natural environment. - Identify living things that people can care for (e.g. house plants, pets, gardens). - Recognise different ways of showing compassion to other living things (e.g. wildlife, pets).
Links to British Values and SMSC (spiritual, moral, social and cultural) development					
Supports British Values by promoting individual liberty and mutual respect. It enhances SMSC by developing self-awareness, confidence, and appreciation of others, encouraging pupils to recognise their own strengths and value the unique abilities and contributions of those around them	This topic supports British Values by fostering mutual respect and tolerance. It enhances SMSC by developing social skills, empathy, and emotional understanding, helping pupils build healthy, supportive friendships, manage conflict respectfully, and appreciate differing perspectives within relationships.	Supports British Values by promoting personal responsibility and respect for health and well-being. It enhances SMSC by encouraging self-care, empathy, and social responsibility, helping pupils understand the importance of a healthy lifestyle, hygiene, and seeking help when feeling unwell.	Links to British Values by promoting individual liberty and respect for personal development. It supports SMSC by fostering emotional and physical awareness, responsibility, and self-respect, helping pupils understand the changes of growing up, manage puberty, and appreciate the importance of personal hygiene.	Supports British Values by promoting equality, respect for diversity, and the rule of law. It enhances SMSC by fostering social understanding, empathy, and moral responsibility, helping pupils recognise diversity in race, faith, and culture, while appreciating shared values and the importance of rules and responsibilities.	Supports British Values by promoting respect for others and the environment, encouraging personal responsibility. It enhances SMSC by fostering empathy, social responsibility, and environmental awareness, helping pupils understand the importance of caring for living things and making choices that benefit both people and the planet.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding Myself: Mental Health, Self-Esteem and Substance Use • Healthy and unhealthy coping strategies • Techniques for improving mental health and reducing low mood • How can we improve our self-esteem? • How can we overcome barriers to a healthy lifestyle? • How can someone stop smoking or vaping? • What are the effects of illegal drugs on the body and mind? • How can people stay safe around alcohol?	Understanding Myself: Influence, First Aid and Sexual Health • How can we manage powerful influence? • What life saving skills do I need? (part 1) • What life saving skills do I need? (part 2) • How does the media affect body image and the way we relate? • Pregnancy and healthy foetal development • How can people make healthy choices around contraception? • How can we manage conflict healthily? • How can we help our friends to have healthy boundaries?	Understanding Myself with Others: Commitment, Communication and Careers • Why do some people have civil partnerships or marriages? • How can people communicate honestly in a romantic relationship? • Careers Week: How can my strengths, interests and education help me decide where to go? • Careers Week: Making decisions about the future • Careers Week: Finding work locally and internationally • How can someone understand sexual pleasure and attunement? • How can someone communicate choices about sex and intimacy? • How can romantic relationships be impacted by technology?	Understanding Myself with Others: Sexual Ethics and Safety • How can we respond to sexual behaviour online? • How do gender stereotypes influence sexual violence? • What are the effects of sexual harassment on men and women? • How can we prevent controlling behaviour in relationships? • How do we measure our worth?	Understanding Myself within the World: Equality, Diversity and British Values • How do gender norms influence the way we behave? • What would our world be like if there was more tolerance? • What is it like to live in Britain? • Why is talking about discrimination complex? • What is the social model of disability? • How do wealth and class impact our lives? • How easy do people find it to express their religion or beliefs?	Understanding Myself within the World: Money, AI and Online Life • How important is money for happiness? • How might AI affect our lives? • How can we create a positive reputation online? • Why can extremism spread online? • Saving money and budgeting wisely
Links to British Values and SMSC (spiritual, moral, social and cultural) development					
Promotes individual liberty and respect for the law through informed choices about alcohol, drugs and nicotine. Supports SMSC by developing self-worth, emotional resilience and personal responsibility, and by encouraging learners to seek help and to sustain healthy habits into adulthood.	Promotes personal responsibility and care for others through first aid and life-saving skills. Supports SMSC by developing critical thinking about media influence, moral awareness in relation to contraception and pregnancy, and the social skills to manage conflict and support friends' boundaries.	Promotes respect for the law and for the range of committed relationships people choose, alongside aspiration for future work. Supports SMSC by developing honest communication, mutual regard within intimate relationships, and the self-knowledge needed to make informed post-16 decisions.	Upholds the rule of law and the protection of individual rights in relation to harassment, coercion and sexual violence. Supports SMSC by developing moral conviction, empathy for those affected, and the critical awareness to recognise and challenge harmful gender norms.	Directly teaches tolerance of different faiths and beliefs, mutual respect and individual liberty. Supports SMSC by developing spiritual and cultural understanding, moral reasoning about inequality, and social awareness of how disability, wealth and class shape people's lives in modern Britain.	Promotes the rule of law and responsible citizenship, including recognising and resisting extremist narratives online. Supports SMSC by developing critical thinking about emerging technology, moral reflection on the place of money in a good life, and the financial capability required for independence.

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Understanding Myself: Resilience, Risk and Health - Balancing everyday pressures and opportunities - How can we build resilience and overcome challenges? - How does addiction impact mental health? - How can we avoid exploitation and radicalisation? - How can I feel confident and safe when meeting new people? - How can people make healthy choices about cosmetic procedures? - What health issues can affect people with female bodies?	Understanding Myself: Parenthood, Sexual Health and Loss - What does it mean to become a parent? - Fertility, infertility and miscarriage - The choice to continue or end a pregnancy - How can we access the healthcare we need? - How can we test for, and protect each other from, STIs? - How can you tell if a friendship is positive? - What influences our ability to connect to others? - How can we deal with grief and loss?	Understanding Myself with Others: Long-term Relationships and the World of Work - How can someone be a positive long-term romantic partner? - What happens when romantic partners want different things? - Careers Week: How the internet can help me achieve my goals - Careers Week: How we tackle challenges to our goals and dreams - Careers Week: What are my rights and responsibilities at work? - What is the key to maintaining a healthy romantic relationship? - How can we have a positive impact on romantic partners? - How can we repair when things go wrong?	Understanding Myself with Others: Intimacy, Values and Belonging - What can be the impact of combining alcohol and drugs with intimacy? - How do online cultures and content affect sexual relationships? - What support do the survivors of sexual violence and harassment need? - How do values influence our decisions? - Why do humans need to feel like they belong?	Understanding Myself within the World: Anti-racism, Rights and Transition - What does it mean to be anti-racist? - What would you change about the online world? - How can we promote equality and respect online? - How is data used to make money and influence us? - How can we make healthy choices around gambling? - How does it feel to complete secondary school?	Examinations, Study Leave and Transition - Individual and small-group transition work as required - Revisiting safeguarding, help-seeking and personal safety before leaving school - Preparation for post-16 destinations, including college and supported internships
Links to British Values and SMSC (spiritual, moral, social and cultural) development					
Upholds the rule of law and personal safety through learning about exploitation and radicalisation. Supports SMSC by developing resilience, self-worth and critical judgement, and by encouraging informed, unpressured decisions about health, appearance and new relationships.	Promotes individual liberty and respect for the differing views people hold on sensitive issues, taught within the law. Supports SMSC by developing empathy, emotional maturity and spiritual reflection on parenthood, loss and human connection, and by building confidence to access healthcare independently.	Promotes the rule of law through employment rights and responsibilities, and mutual respect within long-term relationships. Supports SMSC by developing commitment, negotiation and repair skills, alongside the aspiration and workplace understanding needed for adult life.	Upholds the rule of law and individual rights, particularly around capacity to consent and support for survivors. Supports SMSC by developing compassion, personal values and moral reasoning, and by exploring the human need for belonging and its influence on behaviour.	Promotes tolerance, mutual respect and the rule of law, including the law around gambling and equality. Supports SMSC by developing anti-racist conviction, critical understanding of the data economy, and the emotional readiness to manage transition beyond secondary school.	Supports individual liberty and personal responsibility at the point of transition. Develops SMSC through reflection on achievement, aspiration for the next stage, and the reassurance that learners know who to talk to and how to access support once they leave Key Stage 4.

Adapting delivery: Nexus (MLD) and Mosaic (SLD) learners follow the same sequence of Life Lessons content. Mosaic classes cover the same objectives at a reduced depth and pace, with simplified language, symbol and visual support, concrete real-life examples, repetition and over-learning across sessions, and outcomes recorded through practical, spoken or supported responses. Teachers use their knowledge of individual learners, EHCP outcomes and safeguarding information to decide the level of detail, the pace of delivery and any content that requires a smaller-group or individual approach. Prerequisite knowledge is securely developed before more complex concepts are introduced.

KS4 Kaleidoscope year A

Sequencing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SA1 Personal Strengths - Respond to stimuli or questions about what we are good at and/or enjoy. - Describe our own strengths and interests. SA2 Skills for Learning <i>Incorporate explicit teaching on metacognition</i> - Respond to and reflect on what we enjoy learning in school. - Identify what makes us unique as learners, including our likes and dislikes. - Describe our personal learning targets or goals	CG3 Healthy/ Unhealthy Relationship behaviours - Respond with curiosity to information about positive relationships in our lives. - Identify key features and expectations of positive friendships and how they make us feel. - Recognise situations where someone's behaviour may make us feel upset or uncomfortable. - Describe positive qualities that people bring to healthy relationships, such as kindness and support.	SSS3 Accidents and Risk - Respond with curiosity to ideas about keeping safe and understand what personal safety means. - Recognise the difference between an accident, risky behaviour, and dangerous situations. - Identify situations in and out of school, including online, that may not be safe. - Identify trusted adults who can help and use simple strategies to keep ourselves safe.	MF1 Self-Esteem and Unkind Comments - Respond with curiosity to the different ways we are special. - Identify feelings linked to feeling good about ourselves. - Identify actions that help us feel good about ourselves. HL5 Body Image - Respond to different images of young people. - Identify and describe different ways young people are shown in pictures and media. - Recognise that media images may not always show real life.	CG5 Long-Term Relationships and Parenthood - Respond to information about different types of families and family relationships. - Recognise what being in a family means and that families can look different. - Identify examples of committed, long-term relationships, including marriage and civil partnerships, including those in our own lives. - Understand that some relationships may change or end, and that this is a normal part of life. - Identify trusted adults we can talk to.	WILI4 Preparing for Adulthood <i>Focus on individual class needs.</i> - Respond to information about adult life. - Respond to information about different jobs adults do in school. - Recognise different types of living arrangements, including adult care, residential care, and independent living. - Focus on developing skills students need to live as independently as possible. - Know ways to remain fulfilled, happy and healthy.
Links to British Values and SMSC (spiritual, moral, social and cultural) development					
Links to British Values (BV) by encouraging self-awareness, personal responsibility, and respect for individual strengths. It supports SMSC by fostering emotional intelligence, goal-setting, and reflection, promoting personal growth, and preparing for future challenges through metacognition and learning skills.	Links to British Values (BV) by promoting respect, responsibility, and equality in relationships. It supports SMSC by fostering moral understanding, emotional intelligence, and social responsibility, while encouraging healthy relationships and resilience in managing challenges and seeking support.	Links to British Values (BV) by promoting personal responsibility, respect for safety regulations, and the importance of following rules. It supports SMSC by fostering awareness, resilience, and decision-making skills for managing risks, emergencies, and staying safe in various contexts.	Links to British Values (BV) by promoting respect for individual differences, personal responsibility, and challenging negative influences. It supports SMSC by fostering self-esteem, empathy, emotional resilience, and critical thinking about media portrayals and body image.	Links to British Values (BV) by promoting respect for diverse family structures, individual liberty, and understanding of the law. It supports SMSC by fostering empathy, social responsibility, emotional maturity, and awareness of rights and responsibilities in relationships.	Links to British Values (BV) by promoting individual responsibility, economic independence, and respect for diverse adult lifestyles. It supports SMSC by fostering self-awareness, personal growth, social understanding, and practical skills for navigating adulthood and independent living

KS4 Kaleidoscope year B Sequencing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SA1 Personal Strengths - Respond to stimuli or questions about what we are good at and/or enjoy. - Describe our own strengths and interests. SA2 Skills for Learning <i>Incorporate explicit teaching on metacognition</i> - Respond to and reflect on what we enjoy learning in school. - Identify what makes us unique as learners, including our likes and dislikes. - Describe our personal learning targets or goals	SSS1 Feeling Unwell - Show awareness of what it means to feel unwell and how to communicate this to others. - Recognise the difference between feeling well and unwell and identify symptoms. - Understand how germs can spread and know whom to tell if we feel unwell. HL1 Elements of a Healthy Lifestyle - Recognise what a healthy lifestyle is and identify ways to live healthily. - Understand the importance of dental health and how to take care of our teeth. - Describe the key parts of a healthy lifestyle, including sleep, eating, hygiene, exercise, and emotional wellbeing.	HL2 Mental Wellbeing - Respond to activities or ideas that help us feel calm and relaxed. - Identify things we can do when we feel worried or stressed. - Recognise what mental health and emotional wellbeing mean. - Suggest simple ways to look after our emotional wellbeing	MF3 Romantic Feelings and Sexual Attraction - Respond with interest to stimuli about people we like or know. - Describe the difference between liking someone and fancying someone. CG4 Intimate Relationships, Consent and Contraception - Respond to stimuli about romantic relationships. - Identify situations where we need to seek permission and demonstrate how to do this.	Developing understanding of Money Management - Respond to different types of money (e.g. coins, notes, cards) through touch, sight, or sound. - Show awareness of money being used in everyday routines (e.g. handing over money in a shop role-play). - Explore the difference between having and not having money using real-life or symbolic objects. - Take part in simple choice-making activities involving pretend or real money (e.g. choosing between two priced items with support).	WILI4 Preparing for Adulthood <i>Focus on individual class needs.</i> - Respond to information about adult life. - Respond to information about different jobs adults do in school. - Recognise different types of living arrangements, including adult care, residential care, and independent living. - Focus on developing skills students need to live as independently as possible. - Know ways to remain fulfilled, happy and healthy.
Links to British Values and SMSC (spiritual, moral, social and cultural) development					
Links to British Values (BV) by promoting self-respect, personal growth, and individual liberty. It supports SMSC by fostering self-awareness, goal-setting, emotional resilience, and the development of learning strategies that prepare individuals for future success and personal fulfillment.	Links to British Values (BV) by encouraging personal responsibility and respect for health and well-being. It supports SMSC by promoting self-awareness, emotional resilience, and social responsibility through healthy lifestyle choices and seeking help when unwell	Links to British Values (BV) by promoting respect for individual well-being, personal responsibility, and seeking help when needed. It supports SMSC by fostering emotional resilience, empathy, and social responsibility in managing mental health and supporting others.	Links to British Values (BV) by promoting respect, equality, and individual liberty in relationships. It supports SMSC by fostering empathy, moral responsibility, emotional maturity, and understanding of consent, identity, and respectful communication in intimate relationships.	Links to British Values (BV) by promoting personal responsibility, financial independence, and informed decision-making. It supports SMSC by fostering practical life skills, moral awareness in money management, and social responsibility in making mindful spending choices.	Links to British Values (BV) by promoting individual liberty, responsibility, and respect for diverse adult lifestyles. It supports SMSC by fostering self-awareness, social responsibility, and practical skills for independent living, work, and managing finances in adulthood.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships: Values and Family - Relationship values: what kind of person do I want to be for and with others? - Healthy family functioning: sharing with others - Managing changing relationships: managing intimate relationships - Managing changing relationships: maintaining old and developing new relationships	Relationships: Consent and Recognising Harm - Improving or ending relationships - Deepening your understanding of consent - Beyond consent: attuning to our needs and those of others - Sexual assault and violence	Wellbeing: Rights, Media and the Online World - Know your rights: sexual and reproductive rights - Online wellbeing: bias and extremism - Using social media responsibly - Media influence: identities and relationships	Wellbeing: Mental Health and Substance Use - Conversations about mental health - Wellbeing and mental health - Alcohol and drug misuse: parties and nights out	Independence: Safety, First Aid and Health - Personal safety: travelling in the UK and abroad - First aid: revising basic skills and deepening understanding (part 1) - First aid: revising basic skills and deepening understanding (part 2) - Making healthy choices and preventing illness	Aspiration, Money and Contribution - Creating influence: volunteering - Making the most of the money we have - How do people start their own business or charity? - Careers in a global economy
Links to British Values and SMSC (spiritual, moral, social and cultural) development					
Promotes mutual respect and individual liberty in the relationships young adults choose. Supports SMSC by developing personal values, empathy and the social skills needed to sustain family relationships and form new ones during a period of significant change.	Upholds the rule of law and the protection of individual rights through the study of consent, assault and sexual violence. Supports SMSC by developing moral reasoning, empathy for survivors and the confidence to recognise harm, set boundaries and seek support.	Promotes democratic values, the rule of law and resistance to extremism. Supports SMSC by developing critical thinking about bias and media influence, moral responsibility for online conduct, and awareness of the rights young adults hold and can exercise.	Promotes personal responsibility and respect for the law around substances. Supports SMSC by developing emotional literacy, compassion for others experiencing mental ill-health, and the practical judgement to stay safe in adult social settings.	Promotes individual liberty through safe, independent travel, and care for others through first aid. Supports SMSC by developing personal responsibility, social awareness and the practical competence that underpins independent adult living.	Promotes responsible citizenship, enterprise and contribution to the community. Supports SMSC by developing aspiration, social responsibility through volunteering, and the financial capability and global awareness required for working life.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Transition and Identity - What next? Thinking about the future and leaving home - Staying healthy - Identities and inclusion: exploring discrimination and inclusion	Identity, Community and Power - Exploring identities critically: norms, values and behaviour - Appreciating diversity - Identity and power dynamics: exploring privilege	Body Awareness and Sexual Health - Connecting with body and emotions mindfully - Looking after your body: healthy food and exercise - Sexual health: condoms - Sexual health: stealthing	Fertility, Readiness and Consent - Parenthood and fertility: discussing contraception and accessing emergency contraception - Developing sexual readiness: pleasure - Consent	Wellbeing, Safety and Money - Earning respect, avoiding danger: pressure on young people to join gangs - How to budget and save our money	Preparing for Working Life - What should I expect when I go to work? - Finding work, preparing applications and confident interviewing
Links to British Values and SMSC (spiritual, moral, social and cultural) development					
Promotes individual liberty and mutual respect as learners prepare to live more independently. Supports SMSC by developing self-awareness, resilience and inclusive attitudes at a point of significant personal transition.	Promotes tolerance and mutual respect through the study of diversity, norms and privilege. Supports SMSC by deepening cultural understanding, moral reflection on fairness, and the social awareness needed to challenge inequality respectfully.	Upholds the rule of law, including that stealthing constitutes a criminal offence. Supports SMSC by developing self-care, respect for the body, and the moral clarity and practical knowledge needed to protect personal and sexual health.	Promotes individual liberty and respect for the differing views people hold, taught within the law. Supports SMSC by developing personal values, mutual respect and the confidence to communicate readiness, consent and choices about contraception.	Upholds the rule of law and personal safety through learning about gangs, pressure and exploitation. Supports SMSC by developing moral judgement, resilience against negative influence, and the financial capability that supports independence.	Promotes the rule of law through workplace rights and responsibilities, and personal responsibility in employment. Supports SMSC by developing aspiration, social confidence and the practical skills to secure and sustain work or supported employment.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASDAN Challenge 2: Knowing the Consequences of Breaking Rules or Laws (weeks 1 to 10) - School rules, community rules and road safety laws - Consequences of actions, fairness and responsibility - Decision-making in everyday situations - Online safety, online scams and digital footprints - Social media influence and keeping safe online - Weekly current affairs discussion linked to rules, laws, safety or online issues	Challenge 2 continues: evidence and claim - Online scam identification activities and cause-and-effect tasks - Posters, role-play, discussion and quizzes - Teacher observation and oral questioning - Portfolio completed and ASDAN challenge claimed at the end of the term	ASDAN Challenge 3: Accessing Adult Services (weeks 11 to 20) - Adult services, support professionals and health services - Emergency and non-emergency support - Recognising uniforms and symbols used by services - Appointments, forms and asking for help - Support networks and community services - Weekly current affairs discussion linked to health, community support or employment	Challenge 3 continues: evidence and claim - Matching tasks, role-play and observation checklists - Support network maps and service guide booklet - Posters and presentations - Portfolio completed and ASDAN challenge claimed at the end of the term	ASDAN Challenge 1: Identity, Influence and Keeping Safe (weeks 21 to 30) - Human rights, identity and personal boundaries - Social media, online influence and online identity - Digital wellbeing and positive and negative influences - Relationships, risk reduction and preparation for adulthood - Weekly current affairs discussion linked to identity, rights, wellbeing or social media	Challenge 1 continues: evidence, claim and transition - Human rights quiz and digital wellbeing plan - Posters, debates and reflective discussion - Learner presentations and teacher observation - Portfolio completed, ASDAN challenge claimed and transition to adult life celebrated
Links to British Values and SMSC (spiritual, moral, social and cultural) development					
Directly teaches the rule of law, individual liberty and personal responsibility. Supports SMSC by developing moral reasoning about consequences and fairness, social awareness of rules in the wider community, and the critical judgement to recognise scams and online risk.	Consolidates learning through practical evidence-gathering. Supports SMSC by giving learners the opportunity to express and justify their views, take responsibility for their own record of achievement, and recognise their progress towards adult life.	Promotes individual liberty and responsible citizenship through independent access to services. Supports SMSC by developing social confidence, awareness of the roles people play in the community, and the self-advocacy needed to ask for help as an adult.	Consolidates learning through practical, community-facing evidence. Supports SMSC by developing communication and presentation skills, social responsibility, and pride in a completed body of work.	Directly teaches individual liberty, mutual respect and human rights. Supports SMSC by developing a secure sense of identity, moral judgement about influence and risk, and the confidence to set boundaries in relationships and online.	Consolidates learning and prepares learners to leave school. Supports SMSC by encouraging reflection on personal growth, respectful debate about rights and wellbeing, and aspiration for a safe, connected and fulfilling adult life.