Curriculum Intent PSHE: Key Stage 3 & 4 2026 - 2027

The PSHE/RSHE curriculum at Compass School has been carefully designed to equip pupils with the knowledge, skills and confidence needed to lead safe, healthy and fulfilling lives. The curriculum has been reviewed and strengthened to ensure full coverage of statutory RSHE requirements and emerging safeguarding priorities, including consent, respectful relationships, mental health and emotional wellbeing, online safety, artificial intelligence and deepfakes, harmful sexual behaviours, pornography awareness, misogyny and violence against women and girls, equality and diversity, exploitation, coercion, substance misuse, safeguarding and accessing appropriate support services.

Through a progressive and age-appropriate curriculum, pupils develop critical thinking, resilience, empathy and the ability to make informed decisions. They are encouraged to reflect on their values, challenge prejudice and discrimination, and develop positive attitudes and behaviours that support healthy relationships and active citizenship.

By the end of Key Stage 3, pupils will have built upon their Key Stage 2 learning to develop greater independence, resilience and confidence in managing their health, wellbeing, relationships and personal safety. They will deepen their understanding of respectful relationships, consent, diversity, equality, online safety and healthy lifestyles whilst developing the communication, self-regulation and decision-making skills required to navigate adolescence safely and responsibly.

By the end of Key Stage 4, pupils will be equipped to apply their knowledge and skills confidently to adult life, further education, employment and the wider community. They will develop a deeper understanding of healthy and unhealthy relationships, consent, sexual health, mental health, financial wellbeing, safeguarding, discrimination and online risks. Pupils will leave Compass School prepared to make informed, responsible and respectful choices, access support when needed, and contribute positively to society as confident, resilient and responsible citizens.

Disciplinary Literacy

Disciplinary Literacy is fundamental to enabling all pupils to access learning, develop independence and successfully reintegrate into education, employment or training.

Our curriculum is underpinned by a commitment to Disciplinary Literacy and all pupils have formal Disciplinary Literacy lessons, ensuring that **reading, writing, vocabulary and oracy** are explicitly taught, modelled, and reinforced.

In addition, we understand that each subject has its own language, ways of thinking and methods of communication, and we aim to teach pupils how to read, write and speak as experts within each subject area. This includes developing subject-specific vocabulary, interpreting different text types, constructing appropriate written responses and engaging in meaningful discussions.

Literacy is not, therefore, confined to English lessons but is embedded consistently across all lessons and extended into every aspect of school life, including vocational learning, enrichment activities, social times and interventions.

Staff model high-quality communication, provide structured opportunities for talk, and use targeted strategies to support pupils with varying literacy needs, including those with gaps in prior learning.

In addition, reading, writing, vocabulary instruction and oracy are explicitly taught, modelled, and reinforced.

Through a consistent, whole-school approach to disciplinary literacy, we aim to remove barriers to learning, raise aspirations, and equip pupils with the communication skills necessary for lifelong success.

Skills and Knowledge Key Stage 3 & Key Stage 4

Every half term, we ensure that we offer cross curricular (Cc) opportunities to our pupils as well as covering Social, Moral, Spiritual and Cultural (SMSC) elements.

These are detailed below using the following codes, enabling us to track what is delivered in each subject:

Cross Curricular Links include: M (Maths), Eng (English), Sc (Science), PS (PSHE), FT (Food Tech), CR (Craft), AD (Art & Design), C (Computing), G (Geography), H (History), En (Engineering), R (Reading), Ec (Economics), WoW (World of Work)

SMSC Links include: B (British Values), Sp (Spiritual aspects), M (Moral aspects), So (Social aspects), C (Cultural aspects), R (Religious aspects), Rel (Relationships), P (Prevent), E (E-Safety), I (Individual Advice & Guidance & Careers), H (Healthy Lifestyle including wellbeing)

	Key Stage 3 Topics	Key Stage 3 Skills	Key Stage 3 Knowledge	Key Stage 4 Topics	Key Stage 4 Skills	Key Stage 4 Knowledge
HT1	**Health and Wellbeing** **SMSC – So, M, I, Sp, Rel, H** **Cc – R, Sc**	To develop and maintain positive personal hygiene routines. To apply effective dental hygiene practices. To develop healthy sleep routines and understand their impact on wellbeing. To make informed lifestyle choices that support physical and mental well-being. To manage the physical and emotional changes associated with adolescence. To recognise when and how to seek health advice and support. To demonstrate how to carry out breast and testicular self-examinations appropriately and understand the importance of regular self-checks. **RSHE focus**: pupils learn about puberty, personal hygiene, body autonomy, respectful language around bodies, and how to seek trusted adult or health support safely .	To understand the importance of testicular and breast self-examination techniques. To know why we need to manage choices relating to caffeine, smoking, vaping, and alcohol To have an understanding of managing physical and emotional changes during puberty To be aware of unhealthy coping strategies (eg, self-harm and eating disorders) To know where to access support, to understand safe and respectful conversations about physical changes, and to be able to access reliable health information	**Health and Wellbeing** **NCFE Booklets: Substance abuse and Alcohol misuse** **SMSC - H, Sp, M, I, So** **Cc – R, Sc**	To take responsibility for their own physical, sexual and mental health. To be able to access and navigate health services independently, including GPs, sexual health clinics and specialist support services. To be able to assess emergency and non-emergency situations and confidently contact appropriate services. To be able to seek help and support for substance misuse, addiction and health concerns. To evaluate the impact of drugs and alcohol on judgement, consent, relationships and personal safety. To apply critical thinking skills to assess health information and identify misinformation. To make informed decisions about vaccinations and preventative healthcare. To demonstrate independence when managing their personal health and wellbeing. To be able to carry out breast and testicular self-examinations appropriately and seek medical advice **RSHE Focus:**	To understand how to monitor their own physical health, recognise signs and symptoms that may require medical attention, and know how different health services support physical, sexual and mental wellbeing. To understand the difference between emergency and non-emergency medical situations, the effects of substance misuse on health, judgement and vulnerability, the legal and safeguarding implications of drug and alcohol use, and the role of vaccinations in preventing illness and protecting public health.

					Pupils develop independence in managing their physical, sexual and mental health	
	Key Stage 3 Topics	**Key Stage 3 Skills**	**Key Stage 3 Knowledge**	**Key Stage 4 Topics**	**Key Stage 4 Skills**	**Key Stage 4 Knowledge**
HT2	**Living in the Wider World** **SMSC – Sp, M, I, Ec** **Cc – R, M**	To identify personal strengths, interests and skills that can support future career aspirations. To reflect on individual strengths, areas for development and personal values. To apply problem-solving skills to workplace situations and real-life scenarios. To develop budgeting and financial management skills to support informed decision-making. To recognise and challenge stereotypes, prejudice and discrimination. To assess the influence of peers, gangs and other negative influences on decision-making. To make informed choices that support personal safety, wellbeing and future aspirations **RSHE Focus:** Pupils develop an understanding of personal identity, positive influences, equality, diversity, peer pressure, exploitation, gangs and informed decision-making. They explore how values, choices and behaviours can impact wellbeing, relationships and future opportunities	To understand opportunities, pathways and expectations within the world of work and make informed decisions about future education, training and employment. To demonstrate the qualities of a responsible, respectful and active citizen in the workplace and wider society. To manage money effectively by creating budgets, making informed financial decisions and living within their means. To recognise and challenge stereotypes, prejudice, and discrimination, and to promote equality, diversity, and inclusion. To recognise the legal, physical and emotional consequences of carrying a knife and make safe, responsible choices. To recognise the risks associated with gang culture, exploitation and peer pressure, and know how to access appropriate support and guidance.	**Living in the Wider World** **NCFE Booklet: Stress Awareness** **SMSC – Sp, M, So, C, I, E** **Cc – R, M, Ec**	To manage a debit card securely and monitor spending responsibly. To create and maintain a realistic budget and make informed financial decisions. To recognise fraudulent activity and understand how to respond appropriately. To evaluate advertising techniques and recognise persuasive and manipulative marketing strategies. To assess the risks associated with gambling and understand its potential financial and emotional consequences. To protect personal data and understand the importance of online privacy and security. To recognise phishing attempts, scams and unsafe online transactions. To assess online risks, use secure passwords and respond appropriately to suspicious activity. To make safe and independent decisions online and know how to report concerns or seek support when necessary. **RSHE focus**: Pupils develop an understanding of personal responsibility, online safety, financial wellbeing, exploitation, peer influence and making informed decisions that support their future aspirations and wellbeing	To understand how to stay safe online and use social networking platforms responsibly. To understand the different forms of cyberbullying, online abuse and exploitation. To understand how to identify, report and seek support for harmful or inappropriate online content. To understand the risks associated with AI, deepfakes, VR, AR and other emerging technologies. To understand how media, advertising and pornography can influence attitudes, expectations and self-image. To understand the legal and emotional consequences of sharing indecent images. To understand how online behaviour can affect digital footprints, future education and employment opportunities. To understand how fraud occurs and how to protect personal and financial information. To understand the risks associated with debt, gambling and financial decision-making. To understand GDPR, privacy rights and the importance of safeguarding personal data online.
	Key Stage 3 Topics	**Key Stage 3 Skills**	**Key Stage 3 Knowledge**	**Key Stage 4 Topics**	**Key Stage 4 Skills**	**Key Stage 4 Knowledge**
HT3	**Relationships** **SMSC – P, Sp, M, So, C, Rel** **Cc – R, H**	To be able to challenge prejudice and discrimination respectfully and confidently. To be able to recognise different forms of bullying. To be able to respond appropriately to bullying and seek support when needed. To be able to challenge homophobia, biphobia, racism and religious discrimination. To be able to treat others fairly, respectfully and inclusively. To be able to promote equality, diversity and respect within school and the wider community. **RSHE Focus:** Pupils explore respectful relationships, bullying, prejudice, discrimination, and protected characteristics, the importance of equality, inclusion and mutual respect, understanding that marriage is a legally recognised commitment and one form of committed, stable relationship.	To understand how prejudice and discrimination have contributed to conflict throughout history. To understand what bullying is, including the different forms it can take and its impact on individuals. To understand where and how to access support for bullying, discrimination and safeguarding concerns. To understand the law relating to homophobic, biphobic, racist and religious discrimination. To understand the protected characteristics outlined in the Equality Act 2010. To understand the importance of equality, diversity and inclusion within modern society.	**Relationships** **SMSC – Sp, M, So, C, B** **Cc – R, Sc**	To reflect on readiness for parenthood and the responsibilities of raising a child. To evaluate the qualities of positive parenting. To recognise and respect different family structures and pathways to family life. To develop resilience and coping strategies for change, loss and bereavement. To access appropriate support during challenging life events. To recognise manipulation, coercive control and unhealthy relationships. To demonstrate assertive communication, boundary-setting and consent skills. To identify risks within relationships and access safeguarding support when needed. To challenge harmful attitudes and demonstrate respect in relationships. To make informed decisions that promote safety, wellbeing and healthy relationships	To know what readiness for parenthood involves, including the emotional, financial and practical responsibilities of raising a child. To know the characteristics of positive parenting, including consistency, safeguarding, emotional warmth and appropriate boundaries. To know about different types of committed relationships, including marriage, civil partnerships and pathways to family life such as IVF. To know how people may experience change, loss, grief and bereavement, and where to access support. To know the nature, risks and legal consequences of honour-based abuse and forced marriage, and how to seek help safely. To know what manipulation, coercive control and unhealthy

					RSHE: Focus Pupils develop an understanding of consent, coercive control, honour-based abuse, forced marriage, family life, parenthood and accessing support when relationships become unsafe. Marriage and Civil Partnerships: Understand the legal status, rights and responsibilities associated with marriage and civil partnerships. Understand why marriage is an important relationship choice for many couples and that it must be entered into freely.	power dynamics look like within relationships. To know the meaning of consent and the factors that can affect a person's ability to give or withhold consent. To know the importance of mutual respect, equality and safety within healthy relationships
	Key Stage 3 Topics	**Key Stage 3 Skills**	**Key Stage 3 Knowledge**	**Key Stage 4 Topics**	**Key Stage 4 Skills**	**Key Stage 4 Knowledge**
HT4	**Health and Wellbeing** **SMSC – M, I, So Rel, H** **Cc – R, Sc**	To be able to build and maintain positive relationships and friendships. To be able to respond appropriately when relationships and friendships break down. To be able to demonstrate positive citizenship within school and the wider community. To be able to recognise stress and the warning signs of poor mental health. To be able to respond appropriately in an emergency. To be able to apply basic first aid skills safely and appropriately. To be able to make informed choices that support a healthy lifestyle. To be able to use prescription medication safely and responsibly **RSHE focus:** Pupils develop strategies for managing emotions, recognising unhealthy friendships/relationships, and seeking help when feeling unsafe or overwhelmed.	To know what is normal, healthy and unhealthy within relationships. To know where to access support for emotional well-being, stress and mental health concerns. To know the difference between over-the-counter (OTC) and prescription medication. To know the risks associated with drugs, alcohol, vaping and the misuse of prescription medication. To know how caffeine affects the body and mental wellbeing. To recognise the indicators of healthy and unhealthy relationships. To know the principles of basic first aid and appropriate responses in an emergency. To understand how lifestyle choices impact physical and mental health. To know how to access reliable health information, advice and support services.	**Health and Wellbeing** **NCFE Booklet: Mental Health and Wellbeing** **SMSC – M, I, So, H, Rel** **Cc – R, Sc**	To be able to recognise and reflect on their own mental health and emotional wellbeing. To be able to identify signs of stress, anxiety and low mood in themselves and others. To be able to apply self-regulation strategies to manage emotions effectively. To be able to develop resilience through healthy coping strategies. To be able to use problem-solving, time management and relaxation techniques to support wellbeing. To be able to recognise emotional triggers and respond in safe and constructive ways. To be able to seek help appropriately from trusted adults and professional services. To be able to evaluate coping strategies and identify those that are healthy and sustainable. To be able to challenge stigma surrounding mental health. To be able to demonstrate empathy, listen respectfully and consider the impact of their behaviour on others. **RSHE Focus**: Pupils explore mental health, stress, anxiety, stigma, emotional well-being, and healthy coping strategies. They develop the confidence to access support and promote positive mental health in themselves and others.	To know what mental health is and how it exists on a continuum from wellbeing to mental illness. To understand the causes and effects of stress, including physical, emotional and behavioural responses. To know about common mental health conditions, including anxiety and depression. To understand the misconceptions and stigma associated with mental health. To understand how sleep, exercise, diet, substance misuse and social media can impact mental wellbeing. To know the difference between everyday stress and more serious mental health concerns. To know when and how to access appropriate mental health support services. To understand safeguarding procedures, confidentiality and the role of health professionals. To understand the importance of values, identity, purpose and personal growth in supporting wellbeing.
	Key Stage 3 Topics	**Key Stage 3 Skills**	**Key Stage 3 Knowledge**	**Key Stage 4 Topics**	**Key Stage 4 Skills**	**Key Stage 4 Knowledge**
HT5	**Living in the Wider World** **SMSC – Rel, M, So, E, I** **Cc – R, Sc, C**	To understand how to use social networking sites safely and to be aware of harmful online content (including scams) and how to report it. Being respectful in all our relationships, including online. To understand the risks of using AI, including Virtual Reality (VR) and Augmented Reality (AR), deepfakes and AI-generated imagery and how to use it safely How to distinguish between content which is publicly and privately shared. To recognise biased or misleading information online	To know how social networking sites can be used safely and responsibly. To understand the different forms of harmful online content, including scams, fraud and online exploitation. To know how and where to report harmful, inappropriate or illegal online content. To understand the importance of respect and responsible behaviour in online and offline relationships. To know the risks associated with Artificial Intelligence (AI), Virtual Reality (VR), Augmented Reality (AR), deepfakes and AI-generated content.	**Living in the Wider World** **SMSC – M, So, I, E, Rel, H** **Cc – R, C**	To be able to evaluate personal strengths, skills and interests in relation to career development. To be able to demonstrate positive citizenship within the workplace and wider community. To be able to develop strategies for overcoming challenges in education, employment and training. To be able to build resilience and adapt to change and setbacks. To be able to maintain a positive and responsible online presence.	To know about opportunities in education, employment and training. To understand rights, responsibilities and expectations within the workplace. To know how health and safety contributes to wellbeing in the workplace. To understand strategies for managing practical challenges in work and everyday life. To know the law relating to discrimination in the workplace.

		To manage relationship breakdown with regards to social media RSHE Focus: Pupils learn how to stay safe online, manage digital relationships responsibly, recognise grooming, scams and misinformation, and understand the risks associated with AI and emerging technologies.	To understand how emerging technologies can be used safely, responsibly and ethically. To know the difference between public and private information online. To understand the importance of protecting personal information and maintaining privacy online. To know how misinformation, disinformation and biased content can influence opinions and decision-making. To understand how to evaluate the reliability and accuracy of information found online		To be able to manage a healthy work-life balance. To be able to recognise the effects of stress on physical and mental health. To be able to apply healthy coping strategies to manage stress effectively. To be able to recognise the risks associated with using drugs and alcohol as coping mechanisms. To be able to make informed decisions that support long-term wellbeing and mental health **RSHE Focus**: Pupils learn how to stay safe online, manage digital relationships responsibly, recognise grooming, scams and misinformation, and understand the risks associated with AI and emerging technologies.	To understand the Equality Act 2010 and protected characteristics. To know how positive professional relationships can be developed and maintained. To understand the qualities and behaviours of a positive citizen in the workplace and wider society. To understand the importance of respect, equality and inclusion within the workplace. To know how workplace behaviour can impact individuals, organisations and communities.
	Key Stage 3 Topics	**Key Stage 3 Skills**	**Key Stage 3 Knowledge**	**Key Stage 4 Topics**	**Key Stage 4 Skills**	**Key Stage 4 Knowledge**
HT6	**Relationships** **SMSC – P, M, So, Sp, E, I, Rel** **Cc – R, C, Sc**	To be able to identify and choose healthy, respectful relationships. To be able to recognise the legal rights and responsibilities associated with marriage and civil partnerships. To be able to recognise and respond appropriately to the risks of forced marriage. To be able to critically evaluate media messages and challenge misconceptions, stereotypes and bias. To be able to assess the influence of pornography on attitudes, expectations and behaviours within relationships. To be able to seek, give and communicate consent clearly and assertively. To be able to apply consent and boundary-setting skills within relationships. To be able to evaluate and select appropriate methods of contraception based on individual needs and circumstances. To be able to make informed and responsible decisions about sexual health and relationships. **RSHE Focus:** Pupils learn about healthy relationships, consent, marriage, forced marriage, contraception, online behaviour and the influence of media and pornography on attitudes and expectations. Understand that marriage is a legally recognised commitment and one form of committed, stable relationship.	To know the characteristics of healthy and unhealthy relationships. To understand the legal status of marriage, civil partnerships and forced marriage in the UK. To know the warning signs of coercion, manipulation and forced marriage. To understand how media, social media and pornography can influence attitudes, beliefs and expectations about relationships and sex. To know the difference between realistic and unrealistic portrayals of relationships presented in the media. To understand the meaning and importance of consent within all relationships. To know the legal framework surrounding consent and sexual activity. To understand the range of contraceptive methods available and how they prevent pregnancy. To know how to access sexual health advice, contraception and support services. To understand the importance of making informed, respectful and responsible decisions about relationships and sexual health.	**Relationships** **SMSC – P, M, I, So, Sp, Rel, H** **Cc – C, Sc, R -**	To be able to assess myths, assumptions, misconceptions and social norms relating to sex, gender and relationships. To be able to challenge harmful attitudes and behaviours associated with violence against women and girls (VAWG) and female genital mutilation (FGM). To be able to evaluate cultural and biological influences on perceptions of race and gender. To be able to assess the opportunities and risks associated with online relationships. To be able to recognise grooming, exploitation and other safeguarding risks within online relationships. To be able to critically evaluate the influence of media, social media and pornography on sexual attitudes, expectations and behaviours. To be able to challenge unrealistic portrayals of relationships, sex and body image presented in the media. To be able to make informed, safe and respectful decisions within online and offline. **RSHE Focus:** Pupils explore sexual health, fertility, pregnancy, miscarriage, abortion, adoption, fostering, FGM, violence against women and girls, coercive control and the importance of informed, respectful and responsible relationships. Marriage and Civil Partnerships: Understand the legal status, rights and responsibilities associated with marriage and civil partnerships. Understand why marriage is an important relationship choice for many couples and that it must be entered into freely.	To know how fertility changes throughout the lifespan and the factors that can affect fertility. To understand pregnancy, birth, miscarriage and fertility treatments. To know where and how to access support and advice relating to fertility, pregnancy and reproductive health. To understand the options available in the event of an unplanned pregnancy, including abortion, adoption and fostering. To know where to access impartial advice and support regarding unplanned pregnancy. To understand the impact of grief, loss and bereavement on individuals and families. To know where and how to access counselling, bereavement and emotional support services. To understand the law relating to female genital mutilation (FGM). To understand the law relating to violence against women and girls (VAWG). To understand the law relating to coercive control, abuse and exploitation within relationships.