



KINGSTONE HIGH SCHOOL



*"BIG Journeys begin with
SMALL steps"*

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SPHERE Handbook 2026-27

Contents

	Page
1. Introduction	3
2. Intent of SPHERE	3
3. Statutory Requirements	4
4. SMSC & British Values in SPHERE	4
5. Curriculum Overview	6
6. Safeguarding & Confidentiality	6
7. Teaching & Learning	7
8. Assessment & Progress	8
9. Marking & Feedback	9
10. Inclusion & Adaption	11
11. Behaviour	11
12. Monitoring & Quality Assurance	12
13. Literacy	12
14. Staff Roles & CPD	13
15. Extended Learning Opportunities / Extra Curricular	14
16. Policy Links	14
17. Appendices	15

1.Introduction

SPHERE stands for Social, Personal, Health, Economy, Relationships and the Environment.

At Kingstone High School, we want to nurture and develop our students into well rounded individuals, who respect themselves, each other as well as the community and environment that they live in. We want students to believe in themselves, to acknowledge their strengths and weaknesses, so they can continue to learn from mistakes and to value everyone they meet daily, so see the good in people and to treat people with respect.

As a school, we believe our SPHERE curriculum plays an important role in helping students develop these values as well as developing the knowledge, skills, and attributes they need to manage their lives, now and in the future, after they have left Kingstone.

2.Intent of SPHERE

Our SPHERE curriculum intends to:

- Equip pupils with knowledge and understanding of risk, and with the skills necessary to make safe and informed decisions.
- Promote emotional wellbeing, resilience, and mental health.
- Foster respect for self and others, and promote equality and diversity.
- Prepare students for life and work in our modern and changing society.
- Embed British Values and spiritual, moral, social and cultural (SMSC) development.
- Ensure the statutory requirements relating to , as laid out by the DfE, are met.

3. Statutory Requirements

In accordance with **DfE statutory guidance (2020 and 2025)**, relating to Personal Social, Health and Economic (PSHE) education our SPHERE programme incorporates:

- Relationships and Sex Education (RSE Policy updated July 2025)
- Health Education
- Citizenship National Curriculum
- Careers Education (Gatsby Benchmarks, CDI Framework)
- Safeguarding and Prevent Duty awareness
- The Learning Opportunities identified by the PSHE Association in delivering the PSHE Curriculum

4. SMSC & British Values in SPHERE

SPHERE has a significant role to play in promoting Spiritual, Moral, Social and Cultural values for all students as SMSC development is seen as being fundamental in preparing young people for society. This is because SMSC development plays an important role in their ability to learn and achieve and allows them to take their rightful place in their community, as a local, national and global citizen. Links to SMSC are highlighted within each module of work, both on the Curriculum Maps and each lesson Powerpoint.

The following definitions of Spiritual, Moral, Social and Cultural are used within SPHERE:

Spiritual development is the growth of insights, beliefs, attitudes and values which guide and motivate us. Through spiritual development, students can gain a sense of identity, their own self-worth and broader meaning and purpose in life.

Moral development is the building of a framework of moral values which control our personal behaviour. There is a recognition within this area of development that in a multi-racial, multicultural and multi-faith democracy

such as Britain there will always be debate about moral values and these will differ from person to person.

Social development is concerned with the each student's ability to develop the skills, understanding and personal qualities necessary for living and functioning effectively in our multi-racial, multicultural and multi-faith society and to be able to contribute to that society.

Cultural development is the about helping students to understand their own cultural heritage alongside the cultural traditions of the school, the local community, those of the wider British community and the wider world. They will explore these different cultures in order that they are able to understand, accept, respect and celebrate the differences and similarities they discover.

British Values

British values is about promoting a set of attitudes and behaviours that will develop well rounded individuals who will be prepared for the experiences, challenges and responsibilities of life and will make a full, positive and active contribution to society. SPHERE provides opportunities for pupils of all ages to gain knowledge, understanding, skills and attitudes that support and actively promote British values. The 5 British values, identified by the Government are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs.

Each of these values are promoted across the SPHERE Curriculum, through:

- Promoting the idea of Democracy at different levels, from how the country is run, down to within the local community and also the school.

- Making students aware of the laws that exist within the UK that link to different modules, as well as how laws are made and upheld.
- Encouraging students to express their opinions and make their own decisions on a wide range of issues, within the context of respecting the rights and freedoms of others.
- Highlighting opinions and viewpoints that maybe different to their own, ensuring students are respectful and tolerant to people with these different beliefs and opinions.

The SPHERE classroom rules also link to some of these British Values.

5. Curriculum Overview

SPHERE is delivered through weekly timetabled lessons, across the whole school on a Monday morning. These are further supplemented by tutor time activities, assemblies, drop-down days, and other enrichment opportunities.

The SPHERE Curriculum is delivered in modules, each titled ‘... and Me’ to highlight their importance and how they affect EACH student. The modules covered have been arranged in the order they are to try and make the topics covered more ‘age specific’.

A Curriculum overview for both Key Stage 3 and Key Stage 4 is included in the appendices section

6. Safeguarding & Confidentiality

Due to the nature of SPHERE:

- All staff delivering SPHERE are trained annually in safeguarding including disclosures.
- Safeguarding concerns must be referred to the DSL immediately.
- Ground rules make clear the boundaries of confidentiality.
- Anonymous question boxes are used where appropriate in lessons.

7. Teaching & Learning

Students learn in a high challenge, low risk environment. As such SPHERE lessons are interactive, inclusive, and discussion-based, fostering a safe environment where students can explore sensitive topics. It is also essential that positive relationships are formed, boundaries set and routines embedded, to enable students to feel safe, both physically and emotionally, therefore enabling them to take creative risks. Therefore:

- Lessons are written centrally by the Subject Lead and shared with form tutors using SHAREPOINT to deliver, along with relevant resources, to help ensure greater consistency.
- Lessons include a 'Challenge' activity aimed at stretching the more able students.
- Lessons also include several 'Checking for Understanding' activities using the ABCD page in student planners.
- Form tutors are then encouraged to adapt the lessons to suit the particular needs of the students in their class.
- SPHERE Classroom Ground rules are established and shared in every classroom.
- Topics are covered in a modular format with a module overview shared at the start of each lesson so there is an understanding of how each lesson fits and links to the modules/subject.
- A wide range of strategies are used to in the teaching of SPHERE including, groupwork, discussion, video clips, class reading and sorting activities using a range of relevant and up to date, age appropriate case studies.
- The Key Questions to be covered in each lesson are shared with students at the beginning of each lesson and then returned to at the end of the lesson so students and the form tutor can see the progress being made.
- Each lesson is chunked to support knowledge retention and is sequenced effectively to provide opportunities for key aspects of the learning to be reviewed, revised and revisited.
- Modules and lessons are age-appropriate, building on students' prior learning and responsive to student need.

8. Assessment, Targets & Progress

Assessment takes the form of both formative and summative assessment in SPHERE. There are many opportunities to check students' understanding that are built into lessons. This could take the form of questioning to check understanding, asking for feedback on a task which students have undertaken, or reading a written response.

At the beginning of most lessons, there are also 5 'Knowledge Retrieval' Questions for students to complete and assess understanding of previous lessons.

Within each module of work, both at KS3 and KS4, there is a '9 Mark written assessment' that students complete and is marked by the form tutor, in line with the school's Marking and Feedback Policy. This is usually completed within an afternoon form time slot. Marks are then recorded on 'Go4Schools' and students are then, following feedback, expected to undertake DIRT activities, again in line with school policy.

In addition, students complete a short assessment at the end of each module that takes the form of 20 short '1 Mark' questions. These are peer-assessed and the results are also recorded on 'Go4Schools'. In doing so, the assessments:

- Enables students to reflect on their learning journey;
- Demonstrates progress across the lesson/s;
- Supports teacher's future planning;
- Provides evidence of learning;
- Demonstrates the impact of the SPHERE curriculum in relation to meeting whole school outcomes.

The grades for each mark is shown in the table below:

Mark	KS3 Grade	KS4 Grade
20	Mastering +	9
19	Mastering +	9
18	Mastering	9
17	Deepening +	8
16	Deepening +	8

15	Deepening	7
14	Deepening	7
13	Secure +	6
12	Secure +	6
11	Secure	5
10	Secure	5
9	Developing +	4
8	Developing +	4
7	Developing	3
6	Developing	3
5	Emerging +	2
4	Emerging +	2
3	Emerging	1
2	Emerging	1
1	U	U
0	U	U

- All students are also given a SPHERE Target for the year, based on CAT4 and FFT Social Studies grade data, so as to monitor and track progress.
- Data is analysed by the Subject Lead and shared with form tutors and the SPHERE Line Manager.
- Provision is made for students who miss an End of Module Assessment to sit the assessment at the beginning of a lunchtime with the Subject Lead.
- In addition, students who significantly underperform in an End of Module Assessment, when compared to their SPHERE target will be expected to resit the assessment during a lunchtime with the Subject Lead.

9. Marking & Feedback

Upon completion of the written '9 Mark written assessment', the form tutor is expected to mark the answer within a week, following the school's marking policy. This means:

- Marking in green pen;
- Using the school's marking codes in the margin to highlight any literacy mistakes:

- Sp** - Spelling mistake somewhere along the line
- C** - Incorrect use of Capital letter
- P** - A punctuation mistake somewhere along the line
- W/ch** - Word Change - Correct spelling but wrong word used e.g. There/Their

- Using the spelling box to highlight up to 3 spelling mistakes
- Using the specific feedback slip for the assessment to provide the mark and how they achieved the mark they did.
- Highlighting a relevant DIRT activity from the right hand side of the feedback slip to help the student improve their answer and understanding.

A morning form slot should then be set aside to provide feedback on the assessment. This should take the form of:

- Verbal feedback addressing any general points noted by the form tutor when marking the assessments
- Handing back the assessed work with the feedback slip. The feedback slip should then be stuck into the student's SPHERE book with the assessment (in the back of the exercise book) and a yellow box put around the answer. The highlighted DIRT activity on the feedback slip and the correction of any literacy errors shown by the marking codes should then be completed by the student in purple pen, in line with school policy. A PPT is also available to help guide and explain student expectations.

The end of module assessments are peer assessed during the SPHERE lesson by students, using the answers in the lesson PPT. Students should mark in purple pen adding any corrections or missed answers. The marked assessments should then be stuck into the student's SPHERE book, in the front, after the last piece of work.

- Form Tutors are also encouraged to 'live mark' students' work, when appropriate, during the SPHERE lessons. This is when the form tutor walks around the classroom while students are working and they check on the spot what students are doing. This can include:
- Giving verbal feedback

- Write short comments
- Using the marking codes for students to act on
- Highlighting errors for students to fix immediately

The benefits of 'live marking' are that it:

- Provides timely feedback and helps students improve work instantly.
- Supports differentiation: Form tutors can tailor support to individual needs.
- Improve student engagement by providing immediate feedback which can be more meaningful and actionable.
- Allows form tutors to check students are doing what is expected and are looking after their SPHERE books

However, it is not expected that every piece of work is marked

10. Inclusion & Adaption

To ensure SPHERE is accessible to all students:

- Form Tutors are encouraged to adapt materials to suit the needs of students within their forms including SEND students
- Use differentiated questioning and resources, including writing frames for the '9 Mark written assessment'
- Each lesson has a 'challenge' activity aimed at stretching the more able students within the form.
- Promoting inclusion of all identities (e.g. LGBTQ+, neurodiversity)
- When analysing SPHERE data, the Subject Lead will also monitor the progress of key groups including Ability Groups, Gender, SEND, FSM & Pupil Premium and where underperformance is identified, support strategies will be implemented.

11. Behaviour

Due to the nature and sensitivity of the subject, it is important students behave in an appropriate manner. Students are therefore expected to follow the expectations of the school, as laid out in the 'School Norms'. In addition, SPHERE also has a list of 'SPHERE Classroom Rules' which are shared with students at the beginning of each lesson.

Any behavioural issues should be dealt with as laid out in the whole school Behaviour Policy and if necessary reported using MyConcern and notifying the school's DSL (Mr Cook).

12. Monitoring & Quality Assurance

The Subject Lead is responsible for:

- Learning walks and lesson observations
- Scrutiny of student work and displays
- Gathering pupil and staff feedback
- Reviewing outcomes and adjusting the curriculum annually

A programme of Quality Assurance has been mapped out and shared with the SLT Link (See Appendix). Quality Assurance outcomes will be recorded on BlueSky and discussed with the form tutors concerned and also in line management meetings.

13. Literacy

Within SPHERE, we recognise that strong literacy skills are essential for students to access, engage with, and succeed. Through discussion, reading, and writing activities, we support students in developing the vocabulary, comprehension, and communication skills necessary to express themselves clearly and confidently.

In SPHERE, literacy is promoted by:

- Encouraging thoughtful and respectful discussion and debate.
- Developing students' ability to articulate ideas, opinions, and emotions clearly.
- Introducing and using key subject-specific vocabulary.
- Supporting reading of a range of texts, including real-life case studies, articles, and scenarios.
- Providing structured opportunities for reflective and persuasive writing, such as the 9 mark written assessments.

By embedding literacy throughout the SPHERE curriculum, it helps students become critical thinkers, effective communicators, and active, informed citizens.

14. Staff Roles & CPD

Subject Lead Responsibilities:

- Curriculum design and development
- Staff training and resources
- Undertaking Quality Assurance activities
- Liaison with SLT and external agencies
- Providing regular information and updates to parents through the school's newsletter

All SPHERE Teachers:

- Deliver high-quality lessons to suit the needs of the students in their form
- Uphold safeguarding procedures
- Promote inclusivity and model values
- Ensuring the expectations highlighted in this handbook are met.

With the new statutory requirements, all staff will complete 2 online courses through Oak Academy – ‘Misogyny & Gender Based Discrimination – A Whole School Response’ and ‘Certificate in Online Safety for Teaching Staff’ – Time has been allocated to this in Autumn Term PD Calendar

Sensitive Topics where PD can be delivered to support particular Year Groups

Year 7	Puberty – Starts beginning of Spring Term 2027 FGM, Virginitv Testing & Breast Ironing – July 2027
Year 8	Sex & Me – Starts March 2027
Year 9	Intimate Relationships & Me – Starts March 2027
Year 10	Sexual Health & Me – Starts Oct 2026
Year 11	No real Sensitive issues, however some input on CVs, Common References & FT Role from CHu

15. Extended Learning Opportunities / Extra Curricular

In addition to the Monday morning SPHERE lessons, the delivery of SPHERE is further enhanced by:

- Weekly assemblies including guest speakers
- Visting Workshops including Anubis First Aid Course and Your Impact
- Links with local colleges and businesses
- Trips and activities during Drop Down Days

16. Policy Links

Relationships and Sex Education (for teaching from 1st September 2026)

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

Citizenship National Curriculum

[National Curriculum - Citizenship key stages 3 and 4](#)

Kingstone High School Policies

<https://www.kingstonehighschool.co.uk/assets/Documents/Attachments/Relationships-and-Sex-Education-Policy-Sept-2025.pdf>

17. Appendices

1. KS3 Curriculum Overview

	Year 7	Year 8	Year 9
1	New Beginnings & Me Friendships, Unhealthy friendships, Understanding emotions & teenage brain, Communication skills, Bullying & Banter, Cyberbullying, Why people bully. Target Setting	Emotional Wellbeing & Me Emotional Wellbeing, Depression, Understanding your brain, Self Esteem & improving self-esteem, Dealing with Stress, Resilience, Growth Mind Sets, Target Setting, Coping with Bereavement	Identity & Me Target Setting, My Identity & Multiple Identities, Prejudice & Discrimination, Gender Identity & Gender Dysphoria, Transphobia, Sexuality & Homophobia, Equality Act 2010
2	Safety & Me Staying Safe, Road Safety, Water Safety, Fire Safety, Healthy Relationships & Boundaries, Peer Pressure, Vaping, Online Safety including AI, fake News, grooming, Sexting, Sexual Pressure, FGM, Virginity Testing, Misogyny, Help & Advice	Money & Me Understanding money, Income & Spending, Budgeting & Saving, Consumer Pressures, Types of Bank Account, Debt & Gambling, Target Setting	Risk & Me Risk & Risky situations, Peer Pressure, Why people join gangs, Gang behaviour and leaving gangs, Knife Crime, County Lines, Grooming & Radicalisation, Gambling
3	Growing Up & Me Puberty – Physical and emotional changes, Periods and Wet Dreams, Personal hygiene, Independence, Coming of Age Ceremonies.	Internet & Me History of Internet, IT in Industry, Features of Internet, Social Media, Fake News, Online Presence, Sexting, The Dark Web, Grooming & Radicalisation, AI & Chatbots, Staying Safe on line	Options & Me Importance of Options, Planning my future, Post 16 Choices, Family & Cultural expectations, What colleges and employers look for. Setting Targets
4	Healthy Living & Me Importance of sleep, exercise & healthy eating, Dangers of energy drinks, Importance of good oral health, Eating disorders, Self harm.	Sex & Me Types of Relationship, Romantic Relationships, Sex & the Law, Sexting, Peer Pressure, Grooming, Arousal & Conception, Pregnancy, Giving Birth, Pornography	Intimate Relationships & Me Types of Relationship, Romantic Relationships, Sex & the Law, Consent & Peer Pressure, Celibacy, Intimacy without Sex, Contraception, Teen pregnancies, STIs, Self checking.
5	Relationships & Me Types of Relationship, Abusive relationships, types of families, Forced and arranged marriages, Gay marriages, Cohabitation & Divorce.	Substances & Me Types of Drugs, Vaccinations, Dangers of Alcohol, Smoking & Vaping, Illegal Drugs, Peer Pressure & Drugs	Money & Me Understanding money, Income & Spending, Budgeting & Saving, Consumer Pressures, Types of Bank Account, Debt & Gambling, Target Setting
6	Rights & Me What are Rights and UDHR? Rights within home and education, role of press, child soldiers, Breast Ironing and FGM, Do animals have rights? Role of Amnesty International Review SMART Targets	Democracy & Me Democracy & Dictatorships, Houses of Parliament, House of Commons, Political Parties, Types of Election, How Laws are made, Role of Police, Types of Court, Life in Prison, Tribunals Review SMART Targets	Communities & Me Types of Community inc. Online Communities. Threats to Communities – Prejudice, Discrimination, Bullying, Islamophobia, Radicalisation, Improving Kingstone Community Review SMART Targets NOTE: For 2026/7 Year 9 will also study the Money & Me as this was not covered when in Year 8. From 2027/8 this will be replaced with Democracy & Me

2. KS4 Curriculum Overview

	Year 10	Year 11
1	Mental Health & Me Emotional Wellbeing, Depression, Self Esteem & improving self-esteem, Assertiveness, Dealing with Stress, Resilience, Growth Mind Sets, Target Setting, Coping with Bereavement, Supporting people with Mental Health issues	Next Steps & Me Curriculum Vitaes, Personal Profiles, CV Writing, References, Interview Techniques
2	Sexual Health & Me Types of Relationship, Sex & Law, Rape, Assault, Revenge Porn, Consent, Unsafe Sex – Alcohol & Chem Sex, Pornography, Contraception, STIs	Lifestyles & Me Importance of Sleep & Diet, Social Media, Digital Footprints, Fake News, Dangers of the Internet, Dark Web, Selfies & Internet Safety, Body Image & the Media, Fake Tans, Tattoos, Cosmetic Procedures, Eating Disorders, Self-Harm, Blood Donation
3	Family & Me Marriage, Types of family, Forced marriages, Arranged marriages, Domestic Abuse, Divorce, Development of the Foetus, Fertility, Infertility Treatments, Miscarriages, Teen Pregnancies, Adoption, Fostering, Abortion, Religious Views towards Abortion, Parenting Skills,	Money Matters & Me Understanding money, Income & Spending, Budgeting & Saving, Consumer Pressures, Types of Bank Account, Debt Lottery & Gambling. Target Setting
4	Prejudice & Me Prejudice & Discrimination, Rights & Responsibilities, Equality Act, Sexuality, Islamophobia, Role of Press & Reliability of Information	Politics & Me Democracy & Dictatorships, Taxes & Public Services, Local Council, Young people & Politics
6	Work Experience & Me Types of Employment, Opportunities, Career Choices & Employability, Personal Strengths, Goal Setting, Challenging Stereotypes, Online Presence, Safety in Workplace, H&S, Confidentiality & Harassment in the Workplace	