The Kassia Academy
Part of KINGS ACADEMY TRUST

SMSC, Fundamental British Values, Equality & Protected Characteristics

Curriculum Mapping Overview

PSHE and Citizenship | Years 7-11

September 2026

Planned explicitly. Revisited deliberately. Checked for impact.

OVERVIEW

Our approach

At The Kassia Academy, spiritual, moral, social and cultural development, fundamental British values, equality and protected characteristics are not treated as one-off events. They are deliberately mapped through the taught curriculum and reinforced through wider Personal Development provision.

This document shows where these themes are explicitly identified within the PSHE and Citizenship curricula from Year 7 to Year 11. Teachers make the connections explicit during lessons, while leaders use curriculum documents, schemes of work and coverage maps to review how important knowledge is introduced, revisited and developed over time.

This is part of a wider whole-school approach

PSHE and Citizenship are important vehicles for this work, but they do not operate in isolation. Learning is also reinforced through form time, VotesforSchools, School Council and pupil voice, religion and worldviews provision, the HERE culture and opportunities across the wider curriculum.

How to read this document

- Unit and lesson references show where an explicit curriculum link has been planned.
- The overview tables identify whether the explicit mapping appears in PSHE, Citizenship or both subjects.
- A dash in a subject-specific table means that the curriculum evidence reviewed for this document contains no explicit reference for that strand in that year. It should not be read as evidence that the theme is absent from the academy's wider curriculum or Personal Development provision.
- The detailed tables draw on lesson-level curriculum mapping and, where available, have been checked against the detailed schemes of work.

AT A GLANCE

Combined curriculum coverage

The tables below show where each strand is explicitly mapped within PSHE, Citizenship or both. They provide a quick view of how the two subjects contribute across Years 7-11.

SMSC coverage

Strand	Year 7	Year 8	Year 9	Year 10	Year 11
Spiritual	PSHE	PSHE	PSHE	—	—
Moral	**Both**	**Both**	**Both**	**Both**	**Both**
Social	**Both**	**Both**	**Both**	**Both**	**Both**
Cultural	**Both**	PSHE	**Both**	**Both**	**Both**

Fundamental British values coverage

Strand	Year 7	Year 8	Year 9	Year 10	Year 11
Democracy	**Both**	**Both**	Citizenship	**Both**	Citizenship
Rule of law	**Both**	**Both**	**Both**	**Both**	**Both**
Individual liberty	**Both**	**Both**	**Both**	**Both**	**Both**
Mutual respect and tolerance	**Both**	PSHE	**Both**	**Both**	**Both**

AT A GLANCE

Equality and protected characteristics

This table shows where PSHE and Citizenship contain an explicit link to each protected characteristic. The Year 8 PSHE curriculum includes explicit teaching of gender reassignment as a protected characteristic within Unit 5, Lesson 2: Equality, Rights and Discrimination. A blank does not represent the academy's whole-school provision; wider curriculum and Personal Development opportunities sit alongside these subject maps.

Equality and protected characteristics coverage

Strand	Year 7	Year 8	Year 9	Year 10	Year 11
Age	Citizenship	—	—	PSHE	—
Disability	PSHE	PSHE	PSHE	PSHE	—
Gender reassignment	—	PSHE	—	—	—
Marriage and civil partnership	—	—	PSHE	—	—
Pregnancy and maternity	—	—	—	PSHE	PSHE
Race	—	PSHE	—	—	—
Religion or belief	PSHE	—	PSHE	PSHE	—
Sex	**Both**	PSHE	PSHE	PSHE	—
Sexual orientation	—	PSHE	—	—	—

PSHE

PSHE: detailed curriculum mapping

PSHE provides sustained opportunities for learners to explore relationships, rights, responsibilities, identity, health, equality and participation in society. The mapping below shows the explicit SMSC, British values and protected-characteristic links identified within the current curriculum.

SMSC

Strand	Year 7	Year 8	Year 9	Year 10	Year 11
Spiritual	U2L6	U1L1, U2L7	U1L1, U2L5	—	—
Moral	U3L1, U4L6, U6L2	U1L3, U1L4, U2L2, U2L4, U3L7, U4L2, U4L5, U6L5	U1L4, U2L6, U3L4, U4L6, U5L4, U6L1	U1L1, U2L1, U2L5, U4L2, U5L3, U6L6	U1L1, U1L6, U2L1, U3L1, U4L2, U4L7
Social	U1L3, U2L1, U3L6, U4L1, U5L3	U1L5, U2L1, U3L5, U4L3, U4L6, U5L6, U6L2	U1L3, U4L4, U5L2, U6L4	U2L4, U4L3, U4L5	U1L4, U2L5, U3L3, U3L4, U4L6
Cultural	U6L1	U1L2, U2L3, U5L3	U1L6, U2L2, U6L7	U1L6, U2L2, U3L4, U3L7	U4L4

Fundamental British values

Strand	Year 7	Year 8	Year 9	Year 10	Year 11
Democracy	U5L2, U5L6	U6L4	—	U5L4, U6L1, U6L7	—
Rule of law	U1L2, U4L5, U5L4	U4L1, U5L1, U6L3	U3L1, U3L7, U4L2, U4L3, U6L5	U1L3, U3L3, U4L6, U5L1	U2L3
Individual liberty	U4L3, U5L1	U3L1, U4L4, U6L1	U1L2, U3L6, U5L5	U1L2, U3L6, U4L4, U6L5	U1L2, U1L5, U2L2, U2L6, U3L6
Mutual respect and tolerance	U1L1, U3L2, U5L5, U6L1, U6L5	U3L3	U2L3, U3L3, U6L2	U6L4	U3L7, U4L3

PSHE

PSHE: equality and protected characteristics

Equality and protected characteristics

References show where the current curriculum records an explicit link to a protected characteristic.

Strand	Year 7	Year 8	Year 9	Year 10	Year 11
Age	—	—	—	U2L6	—
Disability	U6L3	U5L5	U5L6	U5L6	—
Gender reassignment	—	U5L2	—	—	—
Marriage and civil partnership	—	—	U3L3, U3L4, U3L6	—	—
Pregnancy and maternity	—	—	—	U1L2	U1L2
Race	—	U5L7	—	—	—
Religion or belief	U6L4	—	U6L6	U6L2	—
Sex	U2L2-3, U2L4, U2L7	U3L6, U5L4	U2L4, U3L2	U1L5, U3L2, U5L5	—
Sexual orientation	—	U2L5, U5L2	—	—	—

CITIZENSHIP

Citizenship: detailed curriculum mapping

Citizenship provides explicit opportunities for learners to explore democracy, law, rights, responsibilities and participation in society. The mapping below shows the SMSC, British values and protected-characteristic links identified within the current curriculum.

SMSC

Strand	Year 7	Year 8	Year 9	Year 10	Year 11
Spiritual	—	—	—	—	—
Moral	U1L6, U2L2, U2L3, U2L4, U2L5, U2L6	U1L3, U1L5, U3L4, U3L6	U1L5, U2L4, U2L5, U2L6, U3L3, U3L6	U1L4, U1L6, U3L1, U3L2, U3L4, U3L6	U1L3, U1L6, U1L7, U2L2, U2L3, U3L4
Social	U2L1, U2L6, U2L7, U3L1, U3L2, U3L3, U3L4, U3L5, U3L6	U1L1, U1L6, U1L7, U2L1, U2L3, U2L6	U1L1, U1L3, U1L6, U1L7, U2L2, U3L2, U3L3, U3L4, U3L5, U3L6	U1L1, U1L5, U1L7, U2L6, U3L5, U3L6	U2L1, U2L2, U2L4, U2L5, U2L6, U3L5, U3L6
Cultural	U1L4, U2L4	—	U3L1, U3L2, U3L3, U3L4	U2L5, U3L2, U3L4, U3L5	U3L1, U3L3, U3L6

Fundamental British values

Strand	Year 7	Year 8	Year 9	Year 10	Year 11
Democracy	U2L1, U2L7, U3L3, U3L5, U3L6	U1L1, U2L2, U2L3, U2L4, U2L5, U2L6, U3L1, U3L3, U3L5	U1L6, U2L1, U2L2, U2L5, U2L6, U3L5	U2L4, U2L5, U2L6, U3L5, U3L6	U2L1, U2L4, U2L5, U3L1, U3L2, U3L3, U3L5
Rule of law	U2L1, U2L5, U2L6, U3L1, U3L2	U2L1, U2L2, U2L4	U2L3, U2L4	U2L1, U2L2, U2L3, U2L4, U3L3	U1L4, U1L5, U3L2
Individual liberty	U1L1, U1L5, U1L6, U2L2, U2L3	U1L2, U1L3, U1L4, U3L6	U1L2, U1L4	U1L2, U1L3, U1L4, U3L1, U3L2, U3L3	U1L1, U1L3, U1L6, U3L2, U3L3, U3L4, U3L5
Mutual respect and tolerance	U2L1, U2L4, U2L6, U3L6	—	U2L4, U2L5, U2L6, U3L1, U3L2, U3L3, U3L6	U3L1, U3L2, U3L4	U3L4, U3L6

CITIZENSHIP

Citizenship: equality and protected characteristics

Equality and protected characteristics

References show where the current curriculum records an explicit link to a protected characteristic.

Strand	Year 7	Year 8	Year 9	Year 10	Year 11
Age	U2L2	—	—	—	—
Disability	—	—	—	—	—
Gender reassignment	—	—	—	—	—
Marriage and civil partnership	—	—	—	—	—
Pregnancy and maternity	—	—	—	—	—
Race	—	—	—	—	—
Religion or belief	—	—	—	—	—
Sex	U2L4	—	—	—	—
Sexual orientation	—	—	—	—	—

IMPACT

From mapping to lived experience

Curriculum mapping is only one part of the academy's approach. The purpose of the mapping is to make sure that important knowledge is planned deliberately, made explicit to learners and revisited rather than left to chance.

Learners also encounter and apply this learning through form-time discussion, VotesforSchools, School Council and pupil voice, religion and worldviews learning, the wider curriculum and the academy's HERE culture: High Standards, Empathy, Resilience and Emotional Response.

Leaders review the impact of Personal Development through retrieval and low-stakes assessment, end-of-unit assessment, pupil voice, learning walks, scrutiny of work and floor books, curriculum quality assurance and relevant behaviour information. This helps identify what learners know and remember, where misconceptions remain and what needs to be revisited.

Our aim

We want learners to leave Kassia with an increasingly secure understanding of themselves, other people and the society in which they live, together with the knowledge and skills to participate as responsible, respectful and active citizens.