

PSHE Policy – Westbridge Academy

Haven Plus Highly Complex Pathway

Origins of the Curriculum

Our Key Stage 4 PSHE (Personal, Social, Health and Economic) programme of study has been developed in alignment with the National Curriculum guidance and the updated Programme of Study from the PSHE Association. It also reflects the statutory requirements for delivering Relationships Education, Relationships and Sex Education (RSE), and Health Education, as outlined in the 2024 guidance. This policy builds upon the foundations established at Key Stages 1, 2, and 3, and has been written in conjunction with the Trust's RSE policy. It should be read alongside that document to ensure a consistent and coherent approach across all key stages.

The PSHE Programme of Study reflects our commitment to delivering a high-quality, inclusive education within our Alternative Provision setting. It is designed to ensure that all students, whether attending full-time or on dual placements, have access to a broad, challenging curriculum that mirrors the standards and expectations of mainstream education. The curriculum aims to complement the learning provided by students' home schools while preparing them for successful progression into post-16 education, training, or employment.

PSHE is also interwoven throughout the wider curriculum. It plays a vital role in supporting pupils' personal and social development, emotional wellbeing and preparation for adult life. All staff and students share a collective responsibility to uphold and promote the values and principles of PSHE, fostering a school culture that supports respectful relationships, informed decision-making, and active citizenship.

At Westbridge, our PSHE curriculum is designed to foster a culture of inclusion, diversity, and belonging. We aim to ensure that every member of our school community feels proud of their identity, fully able to participate in school life, and genuinely valued, cared for, and heard. Central to our ethos is the development of a positive self-image, self-advocacy, mutual respect and an appreciation for the unique contributions each individual brings to our academy. We are committed to promoting the needs and interests of all pupils, regardless of gender, culture, ability, or personal circumstances. As an Alternative Provision (AP), we firmly believe that our students are entitled to the same high-quality experiences as their peers in mainstream education. Wherever possible, this entitlement is upheld. However, we also recognise the importance of creating bespoke pathways to meet the specific and sometimes complex needs of our learners.

PSHE Policy – Westbridge Academy

Haven Plus Highly Complex Pathway

The structure and sequencing of our PSHE curriculum are the result of deliberate and informed decision-making. Planning is shaped by ongoing consultation with Trust safeguarding leads and analysis of relevant safeguarding data and emerging trends. At Key Stage 4, this ensures that the curriculum remains responsive and relevant to the lived experiences and challenges faced by our current cohort. This planning is reviewed annually to maintain its relevance and impact.

This policy is accessible on the Raedwald Trust website. Parents and carers will be informed of its availability and how to access it. At times it may be necessary to inform parents and carers of some key curriculum content being delivered to keep them fully informed and working in partnership with their child and the school.

As students move from Key Stage 3 into Key Stage 4, PSHE education continues to address both pupils' current lived experiences and their preparation for adulthood. The Westbridge Programme of Study is designed with a thematic structure of the core themes of Health and Wellbeing, Relationships and Living in the Wider World. Learning is further personalised to meet individual needs, ensuring that every pupil develops the knowledge, skills, and attributes required to become a healthy, confident, and well-rounded individual. This approach is grounded in a strong evidence base for effective PSHE practice.

PSHE addresses real-life experiences and sensitive topics, so it is essential that students feel safe, supported, and respected both in and beyond the classroom. To ensure this, we are committed to the following principles:

- **Staff Awareness:** All staff will be aware of the individual needs of the students they teach, particularly those who are vulnerable or at risk. This will inform the planning and delivery of PSHE content to ensure it is appropriate and supportive.
- **Safe Learning Environment:** Lessons will be conducted within clearly established ground rules that promote respectful dialogue and emotional safety. Both staff and students will understand the boundaries of confidentiality, in line with the school's safeguarding policy.
- **Inclusive Provision:** A PSHE programme will be provided to meet the diverse needs of all learners ensuring accessibility and meaningful engagement for every student.
- **Trusted Adults:** Students will be made aware that all staff are approachable and available as points of contact.
- **Safeguarding Practice:** Staff will implement the safeguarding policy consistently and confidently, responding appropriately to any concerns or disclosures. Every student and staff

PSHE Policy – Westbridge Academy

Haven Plus Highly Complex Pathway

member will know who the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs) are in their centre. Where appropriate, referrals may also be made to external support agencies to ensure pupils receive the help they need.

Content and Sequencing

The Programme of Study will further develop knowledge and skills which will equip them for the opportunities and challenges of life. Students will learn to manage diverse relationships, their online lives and the increasing influence of peers and the media.

The purpose and intent of our PSHE curriculum is to underpin these values through:

- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Contributing to the personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.
- Preparing pupils for the opportunities, responsibilities and experiences of later life
- Supporting other curriculum areas by allowing students the opportunity consider the knowledge and understanding they have, by further consideration and development of skills and strategies to apply this to their present and future lives: e.g. Science curriculum covering reproduction.

RSE is an integral part of our PSHE curriculum, which includes key topics from Health Education. The curriculum is designed to be developmental and spiral in nature, with core themes revisited each term to reinforce learning and deepen understanding over time.

Our curriculum is structured around three core themes:

1. Health and Wellbeing

- Self-concept
- Mental health and emotional wellbeing
- Health-related decisions
- Drugs, alcohol, and tobacco
- Managing risk and personal safety
- Sexual health and fertility

PSHE Policy – Westbridge Academy

Haven Plus Highly Complex Pathway

- Anxiety and depression
- Sleep
- Self-harm and loneliness

2. Relationships

- Self-concept
- Positive relationships
- Relationship values
- Forming and maintaining respectful relationships
- Consent
- Contraception and parenthood
- Bullying, abuse, and discrimination
- Social influences
- Abortion and miscarriage
- Families
- Sexually transmitted infections (STIs)

3. Living in the Wider World (including Careers)

- Learning skills
- Choices and pathways
- Work and career
- Employment rights and responsibilities
- Financial choices
- Social media and online friendships
- Radicalisation and exploitation
- Careers and transition
- Prejudice and discrimination

This approach ensures that students are equipped with the knowledge, skills, and values they need to lead safe, healthy, and fulfilling lives both now and in the future.

PSHE Policy – Westbridge Academy

Haven Plus Highly Complex Pathway

Learning objectives are carefully sequenced to support the progressive development of skills, while also providing regular opportunities to revisit and consolidate prior learning. This approach helps embed and secure knowledge over time. While our intent is to deliver coverage of the fundamental areas, adaptations are made where necessary to meet the individual needs of pupils, particularly those on fractional placements. Instruction is tailored using scaffolding, modelling, and effective task design, drawing on principles from cognitive science (e.g., Rosenshine; Fiorella & Mayer), to ensure that all lessons are accessible, stimulating, and appropriately challenging for every learner.

Due to the fractional nature of our pathways, some content has been refined and may not be explored in the same depth as in mainstream settings. However, the curriculum remains flexible and responsive. Where appropriate, lessons are adapted to address individual vulnerabilities, contextual safeguarding concerns, and gaps in learning. This ensures that pupils receive timely and relevant support. To meet these needs, we have built in opportunities for catch-up sessions and 1:1 support, allowing pupils to explore sensitive or significant topics in a safe and supportive environment. This responsive model ensures that PSHE remains meaningful, inclusive, and impactful for every learner.

It is important to note that this policy is written to reflect the fractional curriculum offer of this pathway. Dependent on a student's prior educational experiences, refinements or adaptations may be made to the curriculum content using the programmes of study to ensure it remains appropriate and responsive to their individual needs and circumstances.

Overview of units of study: Table

	Autumn	Spring	Summer
Year 1	Health and Wellbeing: Building for the Future & Living in the Wider World: Next Steps	Relationships: Healthy Relationships & Health and Wellbeing: Exploring Influence	Living in the Wider World: Work Experience & Relationships: Addressing Extremism and Radicalisation
Year 2	Health and Wellbeing: Independence &	Relationships: Communication in Relationships	Living in the Wider World: Financial Decision Making

PSHE Policy – Westbridge Academy

Haven Plus Highly Complex Pathway

	Living in the Wider World: Next Steps	& Health and Wellbeing: Mental Health	& Relationships: Families
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Assessment and Outcomes

Assessment in PSHE (Personal, Social, Health and Economic) education presents unique challenges, as many of the most valuable outcomes, such as increased self-confidence, resilience, and a stronger sense of identity, are deeply personal and not easily measured through traditional methods. As highlighted by the PSHE Association in *A Guide to Assessment in Secondary Education*, these personal attributes are among the most difficult aspects of learning to assess accurately.

While teachers may find it challenging to measure internal growth, pupils themselves are often best placed to reflect on their own development. For example, they may recognise increased confidence or a clearer understanding of their own values and beliefs following a series of lessons. Therefore, personal reflection is a vital part of the assessment process in PSHE. Lessons will include time and space for pupils to reflect, either privately or through guided discussion, on what they have learned and how they have grown.

To ensure a meaningful and balanced approach, assessment in PSHE will combine teacher assessment with pupil assessment through:

- **Evaluation of learning objectives:** Teachers will assess whether pupils have met the intended outcomes of each lesson or unit.
- **Pupil feedback and reflection:** Students will be encouraged to reflect on their learning journey, helping to identify personal growth and areas for further development.
- **Alternative assessment tasks:** In some cases, pupils may complete a different activity at the end of a unit—such as a quiz, presentation, or written reflection—to demonstrate their learning.

Formative assessment is embedded throughout all aspects of PSHE teaching. Teachers continuously monitor students' progress through a range of classroom activities, discussions, and observations. These ongoing assessments provide immediate feedback and inform responsive teaching. These assessments not only inform future planning but also help identify areas for targeted intervention or extension. Progress is tracked systematically, and assessment data is used diagnostically to support reintegration, personalised support, and sustained progression. The intended outcomes of the

PSHE Policy – Westbridge Academy

Haven Plus Highly Complex Pathway

curriculum include enhanced confidence, creativity, cultural awareness and self-expression. Assessment data is used both to evaluate individual student progress and to inform broader curriculum development and instructional practice. This approach ensures that assessment in PSHE remains meaningful, supportive, and aligned with the subject's core aim: to support the personal development and wellbeing of every pupil.

PSHE and the Wider Curriculum

PSHE plays a vital role in promoting pupils' Spiritual, Moral, Social and Cultural (SMSC) development, embedding British Values, enriching Cultural Capital and supporting the Gatsby Benchmarks for careers education.

SMSC Development

PSHE provides structured opportunities for pupils to explore their own beliefs, values and identity. Through discussions, reflection and real-life scenarios, students develop:

- Spiritual awareness by considering questions of purpose, identity, and belonging.
- Moral understanding through ethical debates and decision-making activities.
- Social skills via teamwork, communication, and respectful dialogue.
- Cultural awareness by learning about diverse communities, traditions, and global perspectives.

British Values

PSHE actively promotes the core British Values of:

- Democracy – through class debates, voting activities, and understanding civic responsibility.
- The Rule of Law – by exploring laws, rights, and responsibilities in society.
- Individual Liberty – encouraging pupils to express themselves and make informed choices.
- Mutual Respect and Tolerance – through learning about different cultures, faiths, and lifestyles, fostering empathy and inclusion.

Cultural Capital

PSHE enhances pupils' cultural capital by exposing them to a wide range of social, ethical, and cultural issues. This includes:

PSHE Policy – Westbridge Academy

Haven Plus Highly Complex Pathway

- Understanding current affairs and global challenges.
- Developing financial literacy and digital resilience.
- Exploring healthy relationships, mental health, and personal safety.

These experiences equip pupils with the knowledge and confidence to navigate the wider world beyond school.

Gatsby Benchmarks & Preparation for the Future

PSHE contributes directly to the Gatsby Benchmarks by helping pupils develop the skills, attributes, and attitudes needed for future education, employment or training. To support successful transitions beyond school, we ensure that all pupils are given the opportunity to:

- Create a CV that reflects their strengths, experiences and aspirations.
- Write a model letter of application tailored to a job, apprenticeship or course.
- Prepare for interviews, including practising interview techniques and understanding employer expectations.

Pupils are supported to leave Westbridge Academy with a clear next step for their post-16 journey and the confidence and preparation to succeed in it.