

# PSHE Policy - Westbridge Academy

## Haven Plus Highly Complex Pathway

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### Origins of the Curriculum

Our PSHE (Personal, Social, Health and Economic) programme of study for KS4 is aligned with the Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education and reflects the most recent updates that schools must have regard to when planning and delivering PSHE and RSHE. It also recognises the implementation timeline for updated RSHE guidance and provides a coherent, developmental offer across primary and secondary phases.

This PSHE curriculum aligns with the DfE Relationships Education, RSE and Health Education Statutory Guidance (2025–2026), ensuring full compliance for PRUs and alternative provision. The guidance informs curriculum design so that teaching is appropriately adapted to students' needs, vulnerabilities, and the adjustments required to support their development and wellbeing.

*Pupil referral units (PRUs), alternative provision (AP) academies and free schools, and independent schools that provide AP, are required to make provision for relationships education, RSE and health education in the same way as mainstream schools; and they must have regard to this guidance in delivering their programme. In teaching these subjects in PRUs, AP academies and free schools, and independent AP schools, specific thought should be given to the particular needs and vulnerabilities of the pupils and what adjustments might be needed.*

### **DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory Guidance**

This policy has been written for the Alternative Provision (AP) context within Raedwald Trust, ensuring equitable, high-quality experiences for students on fulltime and fractional placements or dual registrations, with planning responsive to cohort needs, safeguarding intelligence and local context. 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.

The curriculum is structured around the EEF's Social and Emotional Learning (SEL) framework and draws directly from the national curriculum to ensure comprehensive coverage for all students. It has been designed as a bespoke programme that offers familiar curriculum structures while providing purposeful exposure to Explicit Vocabulary Instruction (EVI). High-quality texts, written specifically to introduce and explore key concepts, form a central part of the learning approach. Lessons are adaptable and can be delivered on a one-to-one basis or within groups, accommodating students with a wide range of backgrounds and experiences.

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The EEF Social and Emotional Learning framework provides a strong foundation for curriculum design in alternative provision because it prioritises the development of essential skills such as self-regulation, resilience, communication, and decision-making. These competencies are particularly important for students in AP, who often face additional barriers to learning and may require targeted support to manage emotions, build positive relationships, and engage safely and confidently in education. Using the EEF framework ensures that teaching is evidence-informed, consistent, and responsive to students' social and emotional needs, creating a more supportive environment that enables them to access learning and make sustained progress in PSHE and equipping students with the skills they need for wider life beyond school.



### **Core Skills at the heart of SEL (taken from the EEF website)**

This policy should be read alongside:

- The Trust RSE Policy. Whilst this policy references RSE it does not duplicate it.
- The Equality Act 2010 guidance for schools. Explanation of duty and reasonable adjustments.
- Keeping Children Safe in Education 2025. This sets the statutory safeguarding expectations.

### **Purpose and Intent**

Our PSHE curriculum promotes pupils' spiritual, moral, cultural, mental and physical development, contributes to personal development (confidence, resilience, self esteem, risk management, informed decision making), and prepares pupils for the opportunities and responsibilities of later life. It complements knowledge from other subjects (e.g., science content on reproduction) and builds sequenced, age appropriate learning that addresses pupils' lived experiences and preparation for adulthood.

Across KS4, content is developmental and spiral, revisiting core themes to deepen knowledge, skills and attributes. Teaching is adapted for AP pathways (including fractional placements), with targeted catchup and 1:1 support where safeguarding, vulnerability or gaps in learning are identified.

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### Content and Sequencing KS4

The curriculum follows three core themes across KS4: Health and Wellbeing, Relationships and Sex Education and Life Skills (including a focus on careers and financial literacy).

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. 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.

Overview of Year 10 units of study (DRAFT)

Term	Subject Content	Core Knowledge
Autumn 1	Relationships (families, respectful relationships and online safety and awareness)	<ul style="list-style-type: none"> <li>• Expectations within PSHE lessons</li> <li>• Respect in relationships</li> <li>• Online influences</li> <li>• Forced marriage</li> <li>• Inequalities in relationships</li> <li>• How harmful online content affects wellbeing</li> <li>• AI chatbots</li> </ul>
Autumn 2	Relationships (online safety and awareness) Health and wellbeing (Health protection and prevention and personal safety)	<ul style="list-style-type: none"> <li>• pornography</li> <li>• Extreme and exaggerated online viewpoints</li> <li>• Personal data online</li> <li>• Online credibility</li> <li>• Self-examination and health screening</li> <li>• Knife crime</li> <li>• Strategies to stay safe</li> </ul>
Spring 1	Life Skills (Careers) Relationships (being safe) Health and Wellbeing (mental wellbeing)	<ul style="list-style-type: none"> <li>• What a career is</li> <li>• Identify short-term and long-term goals</li> <li>• Pathways after KS4</li> </ul>

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		<ul style="list-style-type: none"> <li>• Labour Market Information</li> <li>• Exploitation</li> <li>• Stalking</li> <li>• Self-esteem</li> </ul>
Spring 2	Health and Wellbeing (mental wellbeing and wellbeing online) Life Skills (financial literacy)	<ul style="list-style-type: none"> <li>• How constructive feedback helps to improve</li> <li>• Gambling</li> <li>• Different types of employment</li> <li>• The purpose of tax and examining a payslip</li> <li>• Social media influence on body image</li> <li>• The risks of buying drugs online</li> </ul>
Summer 1	Relationships (intimate and sexual relationships) Health and wellbeing (developing bodies and contraception and parenthood)	<ul style="list-style-type: none"> <li>• Hormones</li> <li>• Choices related to pregnancy</li> <li>• STIs and HIV/AIDs</li> <li>• Safe sex</li> <li>• The impact of alcohol and drugs on judgement</li> <li>• Contraception including hormonal contraception</li> <li>• boundaries</li> </ul>
Summer 2	Relationships (being safe) Health and Wellbeing (drugs, alcohol, tobacco and vaping, physical health and fitness and healthy eating) Life Skills (Financial literacy)	<ul style="list-style-type: none"> <li>• Financial risks</li> <li>• Consumer rights</li> <li>• Legal and illegal drugs</li> <li>• Physical and physiological consequences of addiction</li> <li>• Blood, organ and stem cell donation</li> <li>• How alcohol affects the body</li> </ul>

Overview of Year 11 units of study (DRAFT)

Term	Subject Content	Core Knowledge
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Autumn 1	Relationships (families and respectful relationships) Health and Wellbeing (mental wellbeing)	<ul style="list-style-type: none"> <li>• Family issues</li> <li>• Inequalities in relationships</li> <li>• Respecting and tolerating different beliefs</li> <li>• Self-esteem</li> <li>• Give and receive feedback</li> <li>• Co-occurrence of alcohol / drug use and poor mental health</li> </ul>
Autumn 2	Relationships (online safety and awareness) Health and wellbeing (wellbeing online)	<ul style="list-style-type: none"> <li>• Legal consequences of harmful and illegal online material</li> <li>• Misinformation and data misuse</li> <li>• AI</li> <li>• Pornography reinforcing unhealthy stereotypes</li> <li>• Unrealistic portrayals of sex</li> <li>• Online radicalisation</li> <li>• Body image</li> <li>• Harmful online content, specifically depictions of self-harm, suicide or violence and hte impact on mental health and wellbeing</li> </ul>
Spring 1	Relationships (online safety and awareness and being safe) Life Skills (Careers) Health and Wellbeing (mental wellbeing)	<ul style="list-style-type: none"> <li>• Addressing harmful or extreme viewpoints</li> <li>• Personal goals</li> <li>• Personal statements</li> <li>• Influences on the labour market</li> <li>• Legal consequences of stalking</li> <li>• Abusive behaviour</li> </ul>
Spring 2	Relationships (respectful relationships) Health and Wellbeing (physical health and fitness, healthy eating and drugs, alcohol, tobacco and vaping) Life Skills (financial literacy)	<ul style="list-style-type: none"> <li>• Incels</li> <li>• Risks of an inactive lifestyle</li> <li>• How to maintain a healthy, balanced diet</li> <li>• Link between drug and alcohol use and mental health</li> <li>• Harmful side effects of drugs</li> </ul>

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		<ul style="list-style-type: none"> <li>• Long-term physical and psychological consequences of addiction</li> <li>• How employment contracts affect income, rights and financial security</li> </ul>
Summer 1	<p>Relationships (respectful relationships)</p> <p>Health and wellbeing (personal safety, developing bodies and contraception and parenthood)</p>	<ul style="list-style-type: none"> <li>• Knife-related linked to peer pressure</li> <li>• Communication, stability and shared decision-making in healthy relationships</li> <li>• Stages of the menstrual cycle</li> <li>• Difference between contraceptive methods</li> <li>• Available options and support pathways for unplanned pregnancy</li> <li>• Responsibilities of parenthood</li> </ul>
Summer 2	<p>Relationships (intimate and sexual relationships)</p> <p>Health and Wellbeing (personal safety and health protection and prevention)</p> <p>Life Skills (Financial literacy)</p>	<ul style="list-style-type: none"> <li>• Legal framework of pregnancy options</li> <li>• How HIV is transmitted and the role of PrEp and PEP</li> <li>• Knife-crime in the community</li> <li>• Financial obligations</li> <li>• Safe and unsafe borrowing</li> <li>• Financial exploitation</li> <li>• Common early signs of physical illness</li> </ul>

Teaching staff are expected to plan lessons responsively and make appropriate adaptations to meet the needs of the students they teach. This may include revisiting content from earlier year groups. For example, Year 11 students could draw on material from Year 10, KS3, or even Key Stage 2 where this better supports their understanding, readiness, and progression

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**Note on RSE:** RSE is integral to PSHE and includes key Health Education topics; delivery is age-appropriate, inclusive and safeguarded. The RSE Policy sets out parental engagement, right to request withdrawal (where applicable), and materials transparency.

### Safeguarding and Inclusion

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 trust'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 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.

### Assessment and Outcomes

Assessment in PSHE balances teacher assessment of intended learning outcomes with opportunities for student self-reflection, acknowledging that personal development (confidence, resilience, identity) is not always amenable to traditional measures. Formative strategies include observation, dialogue, retrieval activities and alternative tasks (e.g., quizzes, presentations, written reflections) evidence of learning that informs future planning and support.

### PSHE and the Wider Curriculum



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PSHE contributes to SMSC development, embeds British Values, enhances Cultural Capital, and supports Gatsby Benchmarks by preparing pupils for education, employment or training (e.g., CVs, applications and interview preparation).

We also recognise inspection focus on personal development and transparency of RSHE materials; parents may request to see all materials used.