



Newbridge Learning Community

PSHE (M&E/RSHE/HE & RE) — Three I Statement

Our Context & Core Values

Newbridge Learning Community is a community special school for pupils aged 11–16 with EHCPs, with a primary need of SEMH. We provide small classes, a broad and ambitious curriculum, strong reading culture, careers encounters, and extensive personal development, as recognised by Ofsted (March 26–27, 2024).

Our PSHE (delivered within Morals & Ethics (M&E) and aligned RSHE/Health Education, and local RE expectations) is intentionally designed around NLC's core values:

Competence: building practical knowledge, skills and strategies to manage health, relationships, risk, and future pathways.

Community: fostering belonging, participation and respectful citizenship in school, locally and online/offline.

Compassion: promoting empathy, inclusion, trauma-informed approaches, and support-seeking.

Courage: developing resilience, self-advocacy, and confident decision-making in complex, modern contexts.

Intent

Vision: Newbridge Learning Community's PSHE equips all pupils to be safe, healthy, and prepared for life, work and further education, through a spiral, needs-led curriculum that integrates statutory RSHE and Health Education, non-statutory economic wellbeing/careers, and locally agreed RE content. We sequence learning across Health & Wellbeing, Relationships, and Living in the Wider World, ensuring clear progression and revisiting key knowledge and skills with increasing depth .

Statutory alignment: Our RSHE/Health Education content aligns to DfE statutory guidance (2019, updated July 2025; implementation Sept 2026) — we teach the current 2019 requirements now, while phasing in 2025 updates (e.g., misogyny/VAWG, pornography harms, AI/deepfakes, public-space personal safety incl. roads/rail/water, and enhanced mental health coverage) as part of our ongoing curriculum review.

Safeguarding: PSHE at NLC functions as a preventative curriculum supporting our duties under Keeping Children Safe in Education (KCSIE) 2025 and our whole-school safeguarding approach, including online safety, filtering/monitoring expectations, and signposting.

Local RE (M&E) integration: RE content is delivered via M&E in line with Wigan SACRE's agreed syllabus and arrangements, ensuring pupils develop religious literacy, respect and critical enquiry consistent with local expectations.

Ofsted Personal Development: Our PSHE intent contributes directly to Ofsted's Personal Development judgement (character, equality, British values, careers, enrichment and safe culture) — a focus already highlighted in recent frameworks and sector briefings.

Intent – succinct ‘I statement’

Our PSHE (M&E) programme builds **competence** through explicit skills; strengthens **community** by teaching respectful citizenship; nurtures **compassion** via inclusive, trauma-informed practice; and grows **courage** by equipping pupils to make safe, confident choices — fully aligned to statutory RSHE/HE, local RE expectations, KCSIE, and Ofsted Personal Development.

Implementation

Curriculum model: Spiral sequence KS3–KS4 mapped across three core themes: Health & Wellbeing, Relationships, Living in the Wider World (including economic wellbeing and careers). Units revisit content with deeper application, responsive to pupil voice, Classcharts/CPOMS intelligence, and current local/national priorities.

RE within M&E follows Wigan SACRE guidance; we plan enquiry-led units that develop religious literacy and ethical reasoning, linked to British Values and SMSC.

Schemes, resources & training: We utilize EC Resources/Creative Resources, PSHE Association guidance/programme of study, and curated local/national materials (e.g., BBC Teach, NSPCC, Health Education Partnership), adapting for SEND and NLC context.

Reading across the curriculum is promoted in PSHE/M&E, consistent with NLC’s strong reading culture noted by Ofsted.

Pedagogy & safety: Safe learning routines: ground rules, right to pass, distancing techniques, objection-free language (“some people think/believe...”), pre-, during-, post-lesson signposting, and trigger-aware adaptations.

Assessment is ipsative: baseline → revisit → endpoint; pupils evidence progress in knowledge/skills/attitudes via revisiting tasks, work books, presentations, and peer teaching.

Safeguarding & compliance integration: Curriculum coverage addresses online safety, sexual harassment/peer-on-peer abuse, risk recognition, help-seeking, and links to school procedures, aligned to KCSIE 2025 (including new emphasis on misinformation/disinformation risks, AP safeguarding consistency, and AI guidance).

Provider Access Legislation (Baker Clause): structured encounters with FE, apprenticeship and technical providers from Year 8–11 (and opportunities at post-16 transition), with clear access policy and impartial coverage supporting Gatsby Benchmarks.

Monitoring & staff support: Curriculum quality and staff wellbeing/resourcing are supported by leaders; deep dives/learning walks capture M&E delivery quality — echoing Ofsted expectations and NLC findings.

Implementation – succinct ‘I statement’

We deliver PSHE through a spiral, evidence-based, safeguarding-aligned M&E curriculum, using safe pedagogy, ipsative assessment, high-quality resources and CPD, integrated RE via Wigan SACRE, and statutory provider encounters, adapted for the SEMH/SEND profile of all Newbridge pupils.

Impact

Pupil outcomes: Pupils demonstrate secure, age-appropriate RSHE knowledge, practical health/relationship skills, resilience, help-seeking, and safe decision-making, work samples, discussions, and observed behaviours.

Improved attendance, engagement and reading confidence support progress across subjects and qualifications (GCSEs/vocational awards), consistent with Ofsted observations at NLC.

Pupils are prepared for next steps: they experience meaningful encounters with providers, understand pathways (FE, apprenticeships, employment), and progress to suitable post-16 destinations, meeting provider access legislation expectations.

Personal development & safeguarding: Clear evidence for Ofsted's Personal Development judgement: citizenship, equality, British Values, character, careers guidance, and enrichment; preventative PSHE reduces barriers to learning and strengthens safeguarding culture, as highlighted by sector guidance.

Curriculum reviews annually incorporate DfE RSHE updates (Sept 2026 timeline) and KCSIE changes (Sept 2025), with parent/carers communication and pupil voice driving refinements.

Impact – succinct 'I statement'

Our PSHE (M&E) enables pupils to Enjoy, Achieve, Succeed: they know more, remember more and do more to stay safe and thrive; they read more confidently; attend more regularly; make informed post-16 choices; and embody Competence, Community, Compassion and Courage in and beyond school. [NLC OFSTED | PDF]

Core Theme A: Health & Wellbeing

KS3: Mental health literacy; sleep & routines; healthy choices (food/energy drinks); vaping/smoking; managing online stress; first aid basics; grief, change & loss; resilience. (Incorporates new DfE areas like water/rail safety and public-space safety via collapsed day/workshops.)

KS4: Stress management; sexual health (STIs/contraception); substance risks (including local trends); risk assessment in public spaces; help-seeking; independent living skills (budgeting, CVs).

Core Theme B: Relationships (RSHE)

KS3: Respect, consent and boundaries; friendships and online relationships; bullying/cyberbullying; prejudice/discrimination (Protected Characteristics); recognising unhealthy dynamics.

KS4: Healthy intimate relationships; addressing misogyny/VAWG and pornography harms; bystander intervention; sexual harassment/peer-on-peer; reporting and support routes.

Core Theme C: Living in the Wider World (including Careers & Economic wellbeing)

KS3: Identity and inclusion; British Values and citizenship; local community engagement; online financial harms/scams; media literacy and combating mis/disinformation.

KS4: Post-16 pathways; apprenticeships and technical routes (provider encounters complying with Baker Clause); employability skills; budgeting, rights and responsibilities; digital reputation.

RE within M&E (Wigan SACRE)

KS3: Enquiry into beliefs/practices across major traditions; ethics and moral issues; respectful dialogue; local faith/community links; assessment consistent with the agreed syllabus.

KS4: Deeper ethical debates (e.g., justice, human dignity, environment); religion and society; evaluating perspectives; exam-style reasoning skills supporting literacy.

Safeguarding & Safe Practice

Lessons operate within clear ground rules, distancing techniques, and signposting to internal/external support; disclosure protocols follow KCSIE 2025 and school policies. Staff are trained and supported to deliver sensitive content safely.

Continuous Improvement

Annual curriculum audit and programme builders align to PSHE Association Programme of Study, DfE RSHE updates (2025→2026), KCSIE 2025 changes, and Wigan SACRE developments; parent/carers copies and communications are shared for transparency, consistent with DfE expectations.