



WBYA Alternative Education: Curriculum Policy

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We Believe You Achieve – Curriculum Policy

1. Introduction

We Believe You Achieve is a specialist alternative provision centre. We provide part time support for young people aged 11–16 who are struggling to thrive in mainstream settings.

Our curriculum is trauma informed, relationship based, and designed to re-engage learners, build essential skills, and create meaningful progression pathways. We recognise that many of our learners have experienced disrupted education, social and emotional challenges, and a lack of belonging in previous educational settings.

Our offer combines academic learning, skills development, boxing education, and personal growth, creating a holistic model that supports the whole child academically, emotionally, physically, and socially.

2. Curriculum Rationale

Many young people arrive at We Believe You Achieve having experienced significant gaps in their education. These gaps can contribute to cycles of disengagement: learners fall behind, struggle to access learning, display frustration through behaviour, and are removed from lessons which causes them to fall further behind.

Our curriculum is designed to break this cycle by:

- Rebuilding confidence and a sense of achievement through practical learning and physical education
- Providing targeted academic support in core skills (English & Maths)
- Offering alternative, engaging pathways through vocational tasters and boxing education
- Embedding wellbeing and personal development throughout every aspect of the timetable

The focus is not on replicating a mainstream curriculum, but on creating bridges back into education, training, or employment.

3. Curriculum Aims

Our curriculum aims to:

- Re-engage learners through a safe, structured and nurturing environment
- Develop functional literacy, numeracy and communication skills to support reintegration or progression
- Build discipline, resilience, teamwork and self-belief through sport and physical education
- Offer practical vocational experiences that inspire future aspirations
- Address social, emotional and mental health (SEMH) needs through mentoring and intervention
- Promote wellbeing, healthy lifestyles, and positive relationships
- Equip learners with the skills, qualifications and confidence needed for return to school or post-16 destinations.

4. Curriculum Structure

Our provision operates typically 9:15am – 12:30pm, Monday to Friday.

Learners follow a personalised timetable that includes the following strands:

a) Academic Core (English & Maths)

- Delivered in small groups, focusing on key concepts that support reintegration into mainstream KS3/KS4.
- Aligned with AQA standards to prepare learners for Functional Skills and GCSE-level work.
- Learners work towards AQA Unit Awards for each completed unit.
- Assessment includes in-class feedback, low-stakes testing, and termly summative assessments using AQA past papers.

b) Education Through Boxing (Go Hard ABC)

- Boxing and fitness are central to our curriculum, delivered in partnership with **Go Hard ABC**, a fully equipped boxing gym.

- Sessions cover technical skills, strength and conditioning, nutrition, teamwork, and discipline.
- Learners complete a 12-week structured boxing and personal development programme, mapped to AQA/ASDAN units where appropriate.
- Options for non-contact and controlled sparring are available with parental consent.

c) Mentoring and Behaviour Interventions

- Delivered by experienced SEMH and trauma-informed staff, through small group sessions.
- Focus on emotional regulation, resilience, identity, aspirations, and overcoming barriers.
- Integrated with safeguarding and behaviour support plans.

d) Vocational & Skills-Based Learning

- Learners access a range of taster and accredited vocational courses, such as beauty, hair, construction, catering, and fitness.
- These practical pathways build confidence, work-related skills and inform future post-16 choices.
- Delivered by qualified tutors and linked to AQA Unit Awards, ASDAN and other relevant accreditation.

e) Wellbeing & Personal Development

- Embedded across the timetable and through dedicated sessions.
- Covers PSHE, RSE, healthy living, personal safety, online safety, life skills, community engagement and personal growth.
- Supports learners to develop a sense of belonging, identity and self-worth.

5. Teaching and Learning

- Small group sizes to enable targeted support and relationship-based practice.
- Teaching is adaptive, flexible and trauma-informed, with emphasis on engagement over compliance.
- Practical and active learning methods are used to build confidence and sustain focus.

- Staff promote positive behaviour through consistency, clear boundaries, and restorative approaches.

6. Accreditation and Assessment

- Learners work towards AQA Unit Awards, Functional Skills qualifications, accredited vocational courses, and where appropriate, GCSE-level units through their commissioning schools.
- Assessment includes:
 - Formative: real-time feedback, peer assessment, low-stakes quizzes.
 - Summative: past papers each half-term, unit assessments, and reports shared with schools.
- Achievements are recognised regularly to build motivation and pride.

7. Progression Pathways

Our curriculum is designed to support three main pathways:

1. **Reintegration** – Returning to mainstream education with improved academic skills, attendance and behaviour.
2. **Continuation in Alternative Provision** – Progressing within We Believe You Achieve for longer-term support.
3. **Post-16 Transition** – Moving into college, apprenticeships or training with recognised qualifications, skills and increased confidence.

8. Monitoring and Review

- The curriculum is reviewed annually by the leadership team.
- Feedback from learners, parents, staff and commissioning schools informs developments.
- Learner progress, attendance and engagement data are monitored regularly to ensure the curriculum remains purposeful and impactful.