

PSHE (Pathways) Policy



SUTTON VALENCE SCHOOL

Pathways Programme of Study Considerations and Rationale 2024-2025

The programme reflects the current, revised, programme of study recommended by the PSHE Association for 2024 – 2025 and covers all statutory requirements.

As deemed necessary, additional/alternative issues **which arise and are specific to the needs of the children at the School** will be incorporated into the programme and may supersede the content stipulated in the programme below.

A partnership of parental engagement on PSHE topics to understand the relevant issues that arise at home. PSHE/RSHE materials are shared with our parent community in an open and transparent way via the parent portal and our weekly wellbeing newsletter to enable parents to know which topic areas are being taught and how they can support at home.

The PSHE programme has been rebranded as **Pathways** to:

- Lose the low status connotations that have built up around PSHE programmes;
- To allow for recognition that it is not separate from schooling, not lesser, but part of the curriculum;
- To provide recognition of the fact that this element of the curriculum is vital to our children's education as it is about how we live.

There are three strands to the Pathways programme:

- Stepping Stones: Juniors
- Pathways: Senior School (Third to Fifth Forms)
- Life Skills: Sixth Form

The main considerations when developing this policy and associated SOW were:

1. Relevance to the child;
2. Ensuring that the content is embedded in the child's understanding;
3. Ensuring that the content reflects the vision, ethos and mission of the School;
4. Ensuring that the programme incorporates new directives as proposed by the Department for Education as they arise, to include the changes endorsed within the context of statutory Relationships and RSE;
5. That the programme highlights areas where British Values (as defined by the Department for Education) are embraced;
6. That the programme reflects recommended topics for coverage advised by the PSHE Association and those topics deemed most urgent/important within society for teaching within schools and will be most likely to help to safeguard and provide important life skills to our pupils;
7. That issues that arise and are relevant and deemed necessary for inclusion in the programme as they are important for the health and well-being of the pupils at our School may, at times, be added into the programme at short notice and, under such circumstances may supersede material which may have been included in the original SOW;
8. Consistency of approach;
9. Logic: in terms of progression from Junior coverage to the Upper Sixth Form;
10. Contextual: we use the School Calendar to inform the timing of specific topics within our curriculum. For example, we address managing exam stress around exam periods to provide timely support to students. Additionally, we adopt a data-driven approach –

analysis of CPOMS is often the source of this – to ensure that our content is relevant and responsive to the students' immediate needs, enhancing their learning experience and well-being.

11. Expertise: Outside speakers have been used where appropriate to enhance the learning experience. In-house expertise has been brought in where appropriate;
12. Most appropriate form of delivery: Vertical and horizontal delivery, year group/small group, within a tutor group format or delivery through the use of small group, 'break-out sessions' and weekly timetabled lessons;
13. All students will have a wellbeing exercise book. While most lesson time will be spent working through scenarios and participating in discussions (in line with recommended best practice) students will also use exercise books for note taking and reflective exercises. This will allow for a clear demonstration of what the children have covered and when. It will also allow for children to reflect on what they have created in the past, to improve on it and to see how they have developed as individuals: cognitively, morally, socially and spiritually;
14. The Life Skills programme of study in the Upper Sixth will be an independent programme with a directed approach, via the Sixth Form Programme. In the Upper Sixth, certain modules will be completed as a cohort once UCAS is complete (post October Half Term) in short, sharp bursts.

The Scheme of Work shows how **character virtues** are built into the programme of study.
Ref: PSHE SOW 2024-25.

The Scheme of work also shows where **British Values** are built into the programme of study.
Ref. PSHE SOW 2024-25.

The PSHE Programme of Study

The programme of study sets out learning opportunities for key stage 3 to 5, based on three core themes:

Core Theme 1: Relationships

Core Theme 2: Health and Wellbeing

Core Theme 3: Living in the Wider World

The learning opportunities for each theme are outlined below. The scheme of work outlines, in further detail, the learning outcomes within each of these areas of learning opportunity.

Core Theme 1: Relationships

Learning opportunities in Relationships and Sex Education:

- Sex Education
- Healthy and unhealthy relationships (Forming and maintaining respectful relationships)
- Consent

- Bullying, abuse and discrimination
- Social Influences (Real world and virtual)
- Online safety and digital awareness

Core Theme 2: Health and Wellbeing

Learning opportunities in Health and Wellbeing:

- Self-concept
- Mental health and emotional wellbeing
- Healthy Lifestyles
- Health related decisions
- Addictive substances
- Managing risk and personal safety
- Puberty and sexual health
- Sexual health and fertility

Core Theme 3: Living in the Wider World

Learning opportunities in Living in the Wider World:

- Learning Skills
- Choices and pathways
- Work and career
- Employment rights and responsibilities
- Financial choices
- Media literacy and digital resilience

Author: Mrs Maja Trachonitis

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