



Sutton Valence  
Senior School

[svs.org.uk](http://svs.org.uk)

## PSHE (Pathways) Policy

## **Pathways Programme of Study Considerations and Rationale 2021-2022**

The programme reflects the current, revised, programme of study recommended by the PSHE Association for 2021 – 2022 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.

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)
- Next Steps: 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. User friendly: resources are readily available to Tutors and HSMs as sections and pages in the master class notebook, in OneNote, in the Microsoft Teams, Senior School Tutors' Team;

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' has been used when it is deemed to be the most effective way of delivering a topic; although it is accepted that, in a vertical system, a vertical form of delivery is preferable;
13. Use of Teams and OneNote: Use of Teams and a Class Notebook. A master class notebook has been created for the purpose of Pathways within the Senior School Tutors' Team. From this, tutors will create a class notebook for their Tutor Group within their Tutor Group Team. Tutors will copy and paste content that is produced into the Teacher Only section. From here Tutors will distribute content to their pupils as identified by Form (Age/Year group). This process allows for a degree of differentiation and monitoring of progress/completion;
14. Management: The Tutor Team Class Notebooks will act as a records of topics covered for each child. 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;
15. The Next Steps programme of study in the Lower 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: Character and Virtues within PSHE 2020-21

The Scheme of work also shows where **British Values** are built into the programme of study.

Ref. Promoting British Values within the PSHE SOW.

## **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
- Drugs, alcohol and tobacco
- 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: Ms Lucy Burden

Policy Date: September 2021

Approval Date by Governors: November 2021

Review Date: September 2022