SUTTON VALENCE SCHOOL
SINCE 1576

PSHE (Wellbeing) Policy

(Senior School)

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Wellbeing 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 Wellbeing 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.

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

- **Safeguarding**: Our Wellbeing Programme is central to the School's safeguarding framework. The curriculum addresses safeguarding risks (including online harms, grooming, peer-on-peer abuse, exploitation, radicalisation) in an age-appropriate and preventative way. Staff are trained to deliver content safely and sensitively.

- **Relevance**: Content is tailored to be meaningful and relevant to pupils' lives, and responsive to emerging local and national issues.

- **Embedding Understanding**: Learning is revisited and built upon to ensure deep understanding, not superficial coverage.

- **School Ethos**: Content reflects the vision, ethos and mission of the School.

- **Statutory Requirements**: The programme incorporates new directives from the Department for Education as they arise, including updates to statutory Relationships and Sex Education (RSE).

- **British Values**: The programme highlights areas where British Values (as defined by the DfE) are embedded in practice.

- **Diversity, Equity and Inclusion**: Wellbeing reflects the protected characteristics of the Equality Act 2010 and prepares pupils to thrive in a diverse society. Relationships and Sex Education is inclusive of LGBTQ+ identities and perspectives.

- **Responsiveness**: Issues that are relevant and deemed necessary for inclusion may be added at short notice where important for pupil wellbeing.

- **Consistency of Approach**: All pupils experience a coherent programme with consistent messages across the school.

- **Progression**: Content develops logically and age appropriately, building from Juniors to Sixth Form.

- **Contextual Delivery**: The School Calendar informs the timing of key topics (e.g. exam stress during exam periods). CPOMS data is analysed to ensure the programme remains responsive to pupils' current needs.

- **Student Voice**: Pupil feedback (through Wellbeing forums, Assessing Wellbeing in Education (AWE) surveys and Wellbeing ambassadors) informs curriculum development to ensure content is relevant and impactful.

- **Expertise**: External speakers and in-house expertise are used where appropriate to enrich delivery.

- **Modes of Delivery**: A range of approaches are employed, including tutor group sessions, small group workshops, vertical and horizontal delivery, and weekly timetabled lessons.

- **Wellbeing Exercise Books**: All pupils keep a wellbeing book for reflective exercises, notes and personal development. This allows them to revisit their growth across time - cognitively, morally, socially and spiritually.

- **Life Skills Programme**: In the Upper Sixth, an independent and directed programme is provided, with targeted modules (e.g. financial independence, careers, independent living) completed in short bursts after the UCAS process is complete.

- **Evaluation and Impact**: The programme is evaluated annually through student voice, wellbeing surveys, CPOMS data, staff feedback and governor review. Outcomes feed into continuous improvement, ensuring the programme remains effective and relevant.

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 PHSE programme is underpinned by our safeguarding responsibilities (e.g. linking curriculum content to early identification of risks, including online harms, grooming, radicalisation, peer-on-peer abuse) and our commitment to diversity, equity, and inclusion. Content is designed to be inclusive of all pupils, reflecting the protected characteristics within the Equality Act 2010 and preparing pupils to thrive in a diverse society. The programme incorporates regular opportunities for pupil voice and parental engagement, ensuring content remains relevant, age-appropriate, and responsive to emerging issues (including digital and AI-related risks such as misinformation, online identity and digital footprint). The impact of our Wellbeing Programme is evaluated annually through pupil feedback, wellbeing data, and staff reflections, with outcomes shared with governors to inform future development.

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 (including AI, misinformation, deepfakes, scams, fraud, digital footprint).

Core Theme 2: Health and Wellbeing

Learning opportunities in Health and Wellbeing:

- Self-concept
- Mental health and emotional wellbeing (with a focus on resilience, coping strategies and normalising help-seeking behaviour)
- Healthy Lifestyles
- Health related decisions
- Addictive substances
- Managing risk and personal safety (roads, rail, water, public spaces, knife crime, conflict resolution).
- 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 (scams, gambling, financial exploitation, budgeting)
- Choices and wellbeing
- Work and career
- Employment rights and responsibilities
- Financial choices
- Media literacy and digital resilience