**Personal, Social, Health and Economic Education (PSHE)**

This policy relates to the Senior School. A separate policy exists for the Junior School.

**Policy Context and Rationale**

This policy covers Bootham School’s approach to Personal, Social, Health, and Economic Education (hereafter PSHE) throughout key stages 3, 4, and 5. It was produced by the Head of Wellbeing. The policy was first published for the 2020-21 academic year and will be reviewed annually thereafter.

**Policies Consulted**

In writing this policy, the following school policies were consulted:  
• Anti-Bullying  
• Equality Policy  
• Expectations, Standards, and Positive Relationships Policy  
• Learning Support Policy  
• Preventing Radicalisation and Extremism Policy  
• Purpose, Aims, Ethos, and Values  
• Relationships and Sex Education Policy  
• Safeguarding and Child Protection Policy  
• SMSC policy

Additionally, the following DfE documents and legal frameworks were consulted:  
• Children and Social Work Act 2017 sections 34 and 35  
• Education Act (2002) section 78  
• Equality Act (2010)  
• KCSIE September 2024  
• National curriculum in England: framework for key stages 1 to 4  
• PSHE Scheme of Work Syllabus (refer to Appendix 1)  
• Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

**Policy Availability**

Parents, guardians, and carers will be able to access the policy through the school website. If hard copies are required, these can be requested from the Head of Wellbeing.

**Policy Aims and Objectives**

The aim of PSHE (Personal, Social, Health, and Economic Education) at Bootham School is to empower students with the knowledge, skills, and confidence to lead healthy, safe, and purposeful lives. Through a curriculum that emphasizes self-awareness, resilience, social responsibility, and informed decision-making, PSHE equips students to navigate the complexities of modern life with integrity and empathy. The objectives of the program include fostering personal growth, enhancing social and emotional well-being, and encouraging active citizenship. By exploring a wide range of topics, from mental health and relationships to financial literacy and global issues, PSHE aims to inspire students to develop a strong moral compass and the capability to make positive contributions to society. The program aligns with Bootham’s commitment to holistic education, nurturing individuals who are not only academically prepared but also equipped to lead fulfilling, ethical, and socially conscious lives.

*“The purpose of all aspects and facets of Bootham’s Quaker Education is to liberate and equip its young people to flourish as adults and live adventurous lives that will serve to create a better world.” DELETE FROM HERE. MOVED LATER.*

In pursuing our vision and in seeking to promote the purpose of a Bootham Education, we set ourselves the following aims:  
• We aim to continue to grow and further develop a thriving community that reflects Quaker principles and practices, helping each individual to grow to recognize and develop ‘that of God’ in themselves and in other people.  
• We aim to help all students to become the best person that each can be and to achieve the best of which each is capable.  
• We aim to promote habits of hard work, self-regulation, and the meeting of high standards of personal conduct in all aspects of work and relationships.  
• We aim to develop our students into genuinely good people who are reflective, who seek truth and light, and whose lives speak with integrity of positive, pro-social values.  
• We aim to promote kindness, a questioning spirit, humility, and a deep sense of social responsibility, as well as both the courage and confidence to speak up and to work to build a better world.  
• We aim, as staff, to model to our young people the qualities and values that we aspire for them to hold and to do so with patience but in the expectation of high standards, seeking for—and helping them to seek for—‘that of God’ within them.

**Bootham Values**

At Bootham School, we value particularly an approach to our community from all who work and learn here which:  
• Looks for, responds to, and works hard to draw out ‘that of God’ in others and in themselves.  
• Seeks to make a positive contribution to the Bootham community and shows respect for its Quaker values, practices, and heritage.  
• Speaks with integrity of a straightforward, kind, caring, and unquestioningly respectful approach to others.  
• Is wholehearted, demonstrating commitment both to being the best that they can be and to the hard work needed in rising to the challenge of high standards and high expectations.  
• Speaks truth, placing honesty in all things as a priority, and is able to resolve conflict peacefully.  
• Is ambitious to improve the world for others—near and far—in whatever ways they can.

**PSHE at Bootham**

PSHE at Bootham enables students to develop the knowledge, skills, and attributes they need to keep themselves healthy, safe, and prepared for life and work. Students reflect on their values, what influences their decision-making, and how they impact the world around them.

PSHE lessons explicitly reflect on the school’s ethos, and students are encouraged to reflect on the skills required to enable them to flourish as adults and create a better world.

*“The purpose of all aspects and facets of Bootham’s Quaker Education is to liberate and equip its young people to flourish as adults and live adventurous lives that will serve to create a better world.”*

In line with the guidance provided by the PSHE association, PSHE lessons are designed to help students to develop the following essential skills and attributes:

**Independence and Aspirations**

* Goal setting
* Organizational skills
* Self-awareness
* Risk management
* Analytical skills
* Bias identification
* Decision making
* Adaptability
* Resilience
* Self-confidence and self-worth
* Managing influence
* Leadership
* Presentation
* Empathy and compassion
* Values clarification
* Support-seeking skills

**Autonomy and Advocacy**

* Assertive communication and negotiation
* Risk management
* Support-seeking skills
* Empathy and compassion
* Respect for beliefs, values, and opinions
* Self-confidence
* Managing influence
* Advocating for oneself and others
* Clarifying values
* Respect for diversity

**Choices and Influences**

* Developing agency
* Strategies to manage influence
* Decision making
* Accessing support
* Empathy and compassion
* Risk management
* Self-confidence
* Motivation
* Organization
* Leadership

**Staffing and Provision**

In Schoolrooms (Key Stage 3) and Lower Senior (Year 10), students receive PSHE lessons once a week as an integral part of their curriculum. This regular engagement allows them to build a strong foundation in personal, social, health, and economic education, with frequent opportunities to explore and reflect on topics that are relevant to their developmental stage. In Upper Senior (Key Stage 4, Year 11), students continue to engage with PSHE content, though lessons are scheduled once a fortnight. This approach balances the increasing academic demands at this stage while ensuring students still have dedicated time to develop essential life skills, discuss complex social issues, and prepare for the transition to further education or employment.

PSHE lessons are taught by the Head of Wellbeing and other members of the pastoral team, with specialist support and advice from the Health Centre team.

The syllabus is planned and lessons are fully resourced by the Head of Wellbeing, who undertakes regular training with the PSHE Association and other relevant professional bodies. Training opportunities are also made available to other members of the department.

In College (KS5), content is delivered through a lecture programme (“Specials”) with content agreed upon by the Head of Wellbeing and the Heads of College. The talks are prepared and delivered by the Head of Wellbeing. Supplementary material is distributed to tutors where appropriate to aid follow-up discussions. *Outside speakers with relevant expertise may also be engaged to provide students with the most current perspectives and insights on key PSHE topics.*

**Marking and Assessment**

There are no exams in PSHE; however, teachers monitor students’ progress during lessons through baseline assessments, reflections, and written tasks. *Student progress in PSHE is further assessed through ongoing teacher observation and individual feedback.*

**Curriculum**

The PSHE department follows the Thematic Syllabus recommended by the PSHE Association. The curriculum is based on National Curriculum specifications for PSHE, including the statutory requirements outlined in the DfE guidance for relationships education, relationships and sex education (RSE), and health education. Certain elements are also covered by other areas of the Bootham curriculum, such as reproduction in Biology lessons.

The department follows a spiral curriculum wherein three overarching topics are taught in each year group with age-appropriate topics and resources: **Health and Wellbeing, Relationships and Sex Education, and Living in the Wider World,** which includes careers education.

PSHE lessons at Bootham School are intentionally designed to foster key British Values, with a strong emphasis on tolerance, respect for diversity, adherence to the rule of law, and an understanding of democratic principles. Through these lessons, students learn the importance of respecting and valuing beliefs and identities different from their own, fostering a more inclusive and harmonious school environment. Activities and discussions are crafted to help students appreciate the role of democracy in society, encouraging them to participate thoughtfully in civic life. Lessons also incorporate the principles outlined in the Equality Act 2010, ensuring that every student, regardless of background, feels seen, respected, and valued. By embedding these values into the curriculum, Bootham School’s PSHE program promotes an atmosphere of inclusivity and cultural sensitivity, equipping students to become open-minded, respectful, and socially responsible members of society.

**Pending approval at the Education Committee meeting on 9th February 2022**

***Note – this policy is reviewed annually for matters of fact and process.***

**Appendix 1: PSHE Syllabus Overview**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Health & wellbeing | Relationships | Living In the Wider World | Health & wellbeing | Relationships | Living in the wider world |
| **Year 7** | Transition, Mental Health and Safety | Social management | Online Life and future planning | Health, puberty and staying safe | Building relationships | Financial decision making and future planning |
| Transition to secondary, Who Am I? and managing negative thoughts (heroes and gremlins), First Aid, Wellbeing, | Managing emotions, managing friendships, bullying and group dynamics, diversity stereotyping and prejudice | Digital awareness, exploring opportunities, what is a career?, what is an entrepreneur? | Healthy routines, influences on health, puberty, unwanted contact, and FGM | Healthy and unhealthy relationships, managing conflict, introduction to consent, introduction to romantic relationships. | Saving, borrowing, budgeting and making financial choices, careers in the future, work-life balance |
| **Year 8** | Self Care | Identities and discrimination | Careers | Substance Education | Relationship safety | Digital literacy |
| Self care and sleep, emotional wellbeing, body image and body positivity, mental health | Sexual orientation and gender identity, homophobia biphobia and transphobia, racism and religious discrimination | What are my interests? Job applications and CVs, Challenges and rewards of work, The life you want | Legal and illegal drugs, Alcohol misuse, drug misuse, pressures relating to drug use, smoking and vaping | Relationship values, influences on relationship expectations, Consent, sexting, **contraception** | Online safety, digital literacy, media reliability, and gambling hooks |
| **Year 9** | Healthy lifestyle | Respectful relationships | Setting goals | Peer influence, substance use and gangs | Intimate relationships | Employability skills |
| Diet, exercise, lifestyle balance and healthy choices, and first aid | Families and parenting, healthy relationships, conflict resolution, and relationship changes, respectful relationship behaviours | What are my skills? GCSE choices, taking control of your career journey | Healthy and unhealthy friendships, assertiveness, substance misuse, gang exploitation, county lines, peer influence | Relationships and sex education including consent, **contraception, the risks of STIs, and attitudes to pornography** | Working and earning, managing your money, the labour market, careers and the climate |
|  |  |  |  |  |  |
| **Year 10** | Mental health | Healthy Relationships | Financial decision making | Exploring influence | Addressing extremism and radicalisation | Future planning |
| New challenges, reframing negative thinking, mental ill health and seeking help, change loss and grief, promoting emotional wellbeing | **Intimacy and pleasure**, **pornography**, pressure persuasion and coercion, conflict and breakups, dating apps | The impact of financial decisions, debt, gambling and the impact of advertising on financial choices | Lifestyles and wellbeing, influences on lifestyle decisions – including substance use, first aid, personal safety | Communities, belonging and challenging extremism, privilege | What type of career is best for me? Preparing for work experience, wellbeing in the workplace, types of work. |
| **Year 11** | Building for the future | Communication in relationships | Next steps | Independence | Families |  |
| Mental health and wellbeing, stress management, and future opportunities | Consent, communication and **contraception**, building positive relationships, sexual violence and harassment. | Financial education, post 16 choices, employability skills | Responsible health choices, and safety in independent contexts. | Different families and parental |
|  |  |  |  | responsibilities, **sexual health**, fertility and pregnancy, marriage and long term commitments, pregnancy outcomes |