



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 2021
- 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

PSHE at Bootham School is informed by the school's overarching aims and objectives for our students. As stated in the school's Purpose, Aims, Ethos and Values document.

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 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 recognise 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

At every level PSHE directly feeds into these aims and values and as such plays a key role in communicating the values and ethos of Bootham School to its students throughout their time here.

PSHE at Bootham

In PSHE at Bootham students have the opportunity 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 (see below) 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
- Organisational 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
- Organisation
- Leadership
- Self confidence

Staffing and Provision

In Schoolrooms (KS3) students are taught PSHE lessons once a week as part of the curriculum. In Seniors (KS4) students have lessons in PSHE once a fortnight including an increased focus on careers education.

PSHE lessons are taught by the Head of Wellbeing, members of the Health Centre team and other members of the pastoral 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 being agreed upon by the Head of Wellbeing and the Head of College. The talks are prepared and delivered by the Head of Wellbeing. Supplementary material is distributed to

the tutors where appropriate to aid follow up discussions. Where possible and necessary outside speakers will be used to ensure that the most relevant and up to date knowledge is available to students.

Marking and Assessment

There are no exams in PSHE, however teachers monitor students' progress during lessons and through the use of baseline assessments and later reflections and written tasks. Students reflect on their own progress through activities in their learning journals and start and end of unit reflections.

Curriculum

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

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

Where appropriate, PSHE lessons can be used for the delivery of lessons designed to promote key British Values, particularly those pertaining to tolerance and respect for different beliefs and identities, the rule of law and the understanding and upholding of democratic values. Lessons also comply with relevant requirements stated in the Equality Act 2010.

Date of last review:	September 2021
Person responsible:	Head of PSHE
Review group:	Education Committee
Approval group:	Governors' Meeting
Date of next review:	September 2024

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 – Senior School 2021-2022

Lower Schoolroom (Year 7)

<u>Health and Wellbeing</u>	<u>Relationships and Sex Education</u>	<u>Living in the Wider World</u>
<u>Transition and Safety (H&W)</u>		<u>Developing Skills and Aspirations (LWW)</u>
Transition to secondary school	<u>Diversity and Managing Relationships (RSE)</u>	Careers- careers and your future, life stages, planning for the future.
Gremlins and Heroes – negative self-talk and positive role models	Diversity- personal identity, celebrating difference, diverse communities.	Teamwork, enterprise skills, communication skills.
Personal Safety in and out of school	Prejudice – stereotypes, privilege, equality.	Raising aspirations – my dream job, a flourishing adult.
First Aid – allergies, asthma, basic life support, head injuries, choking.	Bullying – bystander or upstander? Cyberbullying and online safety.	
Wellbeing – 5 ways to wellbeing. Connect, be active, take notice, learn, give.	Managing friendships	<u>Financial Decision Making (LWW)</u>
<u>Health and Puberty (H&W)</u>	Managing emotions – emotional literacy and self awareness.	Saving – managing money, savings and loans.
Puberty – body changes, menstruation, emotional changes,	<u>Building Relationships (RSE)</u>	Borrowing – loans and interest rates
Healthy routines – personal hygiene during puberty, dental hygiene.	Self worth – Self esteem	Budgeting
Influences on health	Friendships and romance – Keeping good friendships. Falling in love.	Making financial choices – wants and needs, financial aid, financial products
Unwanted contact - harassment and assault	Types of relationships and marriage.	
Female Genital Mutilation.	Relationship boundaries	
Mental health: emotional management. Importance of happiness, positive mindset, what is anger.	Sexual orientation – The LGBT Community Bodily autonomy	

Middle Schoolroom (Year 8)

<u>Health and Wellbeing</u>	<u>Relationships and Sex Education</u>	<u>Living in the Wider World</u>
<u>Drugs and Alcohol</u>		<u>Community and Careers</u>
Alcohol misuse	<u>Discrimination</u>	Equality of opportunity in careers – discrimination and the 2010 equalities act
Drug misuse – classifications, drugs and the law	Discrimination – breaking down stereotypes, prejudice, 2010 Equality Act	Different types and patterns of work.
Pressures relating to drug use	Racism and religious discrimination	Financial management.
Smoking and Vaping.	Ableism and fat phobia	Ethical industries and the environment.
<u>Emotional Wellbeing and Mental Health</u>		
Mindfulness	Sexism – women’s rights and equality, MeToo and Times Up, what does it mean to be a man?	Human Rights and consumer rights
Emotional wellbeing (Perma)	Homophobia, biphobia, transphobia	<u>Digital Literacy</u>
Body image and body positivity, Selfie culture	<u>Identity and Relationships</u>	Online safety – screen time and safe mobile phone use, cyber bullying, child exploitation and online protection, social media and online stress.
Coping strategies – self confidence and goal setting, stress management	Gender identity – gender dysphoria, transgender people, non-binary identities.	Digital literacy
Mental health: Eating disorders and self-harm	Consent	Media reliability – critical thinking and fake news, insta life vs real life.
	Sexting, image sharing and pornography	Gambling hooks, gaming and addictive behaviour
	Contraception and protection	
	Teen pregnancy	

Upper Schoolroom (Year 9)

<u>Health and Wellbeing</u>	<u>Relationships and Sex Education</u>	<u>Living in the Wider World</u>
<u>Peers and Gangs (H&W)</u> Peer influence and gangs – dealing with peer pressure, child sexual exploitation, county lines, grooming, knife crime. Substance use – alcohol, smoking, e-cigs, vaping, caffeine and energy drinks, volatile substances Healthy and unhealthy relationships –Forming positive relationships, domestic violence and abusive relationships. Assertiveness	<u>Relationship Choices and Respect (RSE)</u> Families and parenting Healthy relationships Conflict resolution (PRV triangle) Relationship changes Harassment and assault	<u>Setting Goals (LWW)</u> Learning strengths – resilience and growth mindset Goal setting – personal development and target setting Habit forming – managing my behaviour, behaviour to achieve GCSE Options (linked with options evening and Morrisby testing)
<u>Healthy Lifestyles (H&W)</u> Nutrition and diet culture – energy drinks, food groups, labels and nutrition, eating healthily. Exercise – enjoyable movement, health indicators, benefits for physical and mental wellbeing, barriers to exercise. Healthy choices – health and wellbeing, sleep and relaxation. First aid – bleeding and chock, bone muscle and joint injuries, chest pain, chocking, life support. Mental health: anxiety, stress and depression	<u>Intimate Relationships (RSE)</u> Intimate relationships – biology and mechanics, pleasure and masturbation, love and abuse, why do people have sex?, delaying sexual activity. Consent – consent and the law, harassment and stalking. Contraception and protection STIs – Common STIs, prejudice and discrimination, challenging stigma. Pornography, sexting and image sharing	<u>Employability (LWW)</u> Employability – self discipline, workplace skills, interpersonal skills, enterprise Building a CV Online presence – online reputation and digital footprints.

<u>Health and Wellbeing</u>	<u>Relationships and Sex Education</u>	<u>Living in the Wider World</u>
<p><u>Mental and Physical Health (H&W)</u></p> <p>Mental health and ill health</p> <p>Stigma – challenging perceptions of mental health.</p> <p>Safeguarding health – cancer awareness, promoting emotional wellbeing, cognitive distortions</p> <p>Periods of transition</p>	<p><u>Healthy Relationships (RSE)</u></p> <p>Relationships and sex expectations – sources of information about relationships and image sharing. Challenging misconceptions about sexual norms and behaviours</p> <p>Harassment and stalking</p> <p>Pleasure and challenges – positive sex education and partnered communication</p>	<p><u>Financial Decision Making (LWW)</u></p> <p>Impact of financial decisions – exploring a pay check, investing, taxes, home ownership.</p> <p>Debt – avoiding debt, different types of debt</p> <p>Gambling Impact of advertising- Instagram generation, targeted advertising and your data</p>
<p><u>Exploring Influence (H&W)</u></p> <p>Influence</p> <p>Media – social media validation, media and self esteem, keeping data safe.</p> <p>Role models</p> <p>Gangs – honour based violence, county lines, modern day slavery, knife crime.</p> <p>Social dynamics</p>	<p>Media and pornography – pornography, sexting and nudes.</p> <p>Contraception, Communication, Consent</p> <p><u>Extremism and Radicalisation (RSE)</u></p> <p>Extremism – recruitment and grooming, social isolation, combatting extremism, different forms of extremism.</p> <p>Radicalisation – e-safety, signs of radicalisation, support.</p> <p>Community and belonging – multicultural Britain, belonging, building a community</p> <p>Privilege – why can't some people access education? Privilege in the law, job market and education.</p>	<p><u>Work Experience (LWW)</u></p> <p>Work experience, internships and apprenticeships – cv writing, applying for work, interview techniques, formal communication. Readiness for work</p>

Upper Senior (Year 11)

<u>Health and Wellbeing</u>	<u>Relationships and Sex Education</u>	<u>Living in the Wider World</u>
<u>Building for the Future (H&W)</u>	<u>Communication in Relationships (RSE)</u>	<u>Next Steps (LWW)</u>
Self Efficacy	Personal and partnered Values	Skills for FE – writing a personal statement, study skills, time management, wellbeing in 6 th form.
Stress management	Assertive communication – respect and boundaries.	Post-16 choices
Future opportunities	Relationship challenges – cheating, managing breakups, substances and sexual behaviour. Image sharing.	Employment and career progression
<u>Independence (H&W)</u>	Abusive relationships and coercive control – peer on peer abuse.	<u>Exams (LWW)</u>
Responsible health choices – vaccinations, organ and blood donation, stem cells. Breast and testicle checks, cosmetic surgery.	Harmful relationships.	Exam preparation – time management, study skills, seeking support, relaxation, exam stress.
Safety around drugs and alcohol – binge drinking, festival drugs, substance addiction, the war on drugs, seeking help and support.	Contraception, Communication, Consent	
Online dating and managing online communication	<u>Families (RSE)</u>	
	Different families – same-sex parenting, fostering, adoption	
	Parental responsibility – parenthood, financial planning, parenting support, social work and early help.	
	Fertility and Pregnancy – what affects fertility, fertility treatment, teenage pregnancy choices, abortion.	
	Marriage and forced marriage – marriage and civil partnerships, divorce, forced marriage.	