BOOTHAM SCHOOL

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.

The PSHE curriculum reflects current safeguarding priorities as outlined in Keeping Children Safe in Education (2025), including online safety, peer-on-peer abuse, sexual harassment, and mental health.

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 2025
- National curriculum in England: framework for key stages 1 to 4
- PSHE Scheme of Work Syllabus (refer to Appendix 1)
- Relationships and Sex Education (RSHE), and Health Education are delivered in line with statutory guidance under the Relationships Education, Relationships and Sex Education and Health Education Regulations (July 2025).

Date of last review: April 2026
Person responsible: Deputy Head Pastoral
Review group: Pastoral, Boarding and Safeguarding Sub-Committee
Approval group: Governors' Meeting
Date of next review: April 2029

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 including the ability to critically evaluate information, particularly online content.. 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 programme 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.

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 the school's ethos while meeting statutory requirements for RSHE and Health Education, 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

Staffing and Provision

In Schoolrooms (Key Stage 3) and Lower Senior (Year 10), all 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

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. All staff delivering PSHE receive regular training, including updates on safeguarding, RSHE requirements, and emerging risks

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

Assessment focuses on progress in knowledge, skills, and confidence, measured through reflection, discussion, and application rather than formal examination. 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 curriculum at Bootham is age-appropriate, inclusive, and responsive to emerging local and national safeguarding priorities

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.

PSHE is delivered in accordance with the Equality Act 2010, ensuring inclusive teaching that reflects protected characteristics including sex, race, religion, disability, and sexual orientation.,. 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.

Student Voice

The PSHE programme is actively informed by student voice, ensuring that it remains relevant, responsive, and reflective of the lived experiences of students. Student input is gathered through a range of mechanisms, including whole-school surveys, focus groups, and student-led panels such as the Wellbeing Leaders.

These platforms provide opportunities for students to share their perspectives on the curriculum, highlight emerging issues, and contribute to the development of PSHE provision. Feedback is regularly reviewed by the Head of Wellbeing and informs both the strategic direction of the programme and the adaptation of lesson content to meet identified needs.

In addition to formal consultation, ongoing informal feedback is gathered through classroom discussion, reflection activities, and tutor time, allowing for responsive and adaptive teaching.

The school is committed to ensuring that a diverse range of student voices are heard, including those from different backgrounds, year groups, and with additional needs, to ensure that PSHE provision is inclusive and representative.

As a result, the PSHE curriculum is dynamic and evolves in response to student need, supporting students to feel heard, valued, and empowered within their educational experience.

Parental Consultation and Engagement

Bootham School is committed to working in partnership with parents and carers in the development and delivery of PSHE and RSHE. In line with statutory guidance, the school ensures that parents are informed about the curriculum and are given meaningful opportunities to contribute to its development.

As part of the most recent policy review, the school conducted both an in-person consultation event and an online survey to gather parental views on PSHE provision. This approach enabled a broad and representative range of feedback.

To ensure accessibility and inclusivity, consultation materials were made available in multiple formats, including translation into Chinese to support engagement from our international parent community.

Feedback from parents is carefully considered and used to inform the ongoing development of the PSHE curriculum, ensuring that it remains responsive, culturally sensitive, and aligned with the needs of the school community.

Parents are able to access the PSHE policy and curriculum information via the school website and are encouraged to contact the Head of Wellbeing with any questions or feedback.

In response to feedback gathered through parental consultation, the school is developing an online parent portal, due to launch in September 2026. This portal will provide parents and carers with clear and accessible information about the PSHE curriculum, including an overview of the syllabus, examples of lesson content, and guidance on how topics are approached in an age-appropriate way.

The platform will also signpost a range of external resources, support services, and helplines to enable parents to further support their children's wellbeing beyond the classroom. In addition, the portal will offer opportunities for ongoing parental feedback, ensuring that engagement remains an active and continuous process. This supports a shared approach to safeguarding and wellbeing between school and home.

Right to Withdraw

Parents/carers have the right to request withdrawal from some or all of sex education delivered as part of statutory RSE, in line with DfE guidance until three terms before the student turns 16. Students cannot be withdrawn from lessons that cover relationships education or health education. Requests should be made to the Head of Wellbeing.

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

Date of last review: April 2026
Person responsible: Deputy Head Pastoral
Review group: Pastoral, Boarding and Safeguarding Sub-Committee
Approval group: Governors' Meeting
Date of next review: April 2029

Appendix 1: PSHE Syllabus Long Term Overview

Secondary PSHE education | Long-term overview

Statutory RSHE | Statutory RSHE | Economic Wellbeing & Careers | Economic Wellbeing & Careers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Emotional wellbeing: managing change and transition	Friendship and bullying	Families and changing relationships	Puberty and keeping safe	Influences on relationships	Financial decisions
Year 8	Health and wellbeing	Personal safety and managing risk	Belonging and community	The online world	Healthy and unhealthy relationships	Managing money
Year 9	Mental health and wellbeing	Careers and future choices	Drug education	Managing risk in relation to the law	Intimate sexual relationships	Navigating online harms
Year 10	Independence, health choices and wellbeing	Navigating the online world	Friendship, diversity and challenging extremism	Managing influence	Exploring consent and recognising abuse	Study, work and careers
Year 11	Life-long wellbeing	Drugs and personal safety	Safe relationships and sexual health	Families, fertility and pregnancy	Online financial harms	