



CITY OF LONDON SCHOOL FOR GIRLS

PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC EDUCATION (PSHCEE) POLICY

Policy last reviewed by:	Susannah Gilham, Caroline Wright
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Approved by:	Board of Governors
Date approved:	

This policy should be read in conjunction with:

- Careers Education, Information and Guidance (CEIAG) Policy
- Relationships and Sex Education Policy
- Anti-Bullying Policy
- Digital and e-Safety Policy
- [Safeguarding and Child Protection Policy](#)
- [Pupils' Mental Health Policy](#)

1. The Rationale for Personal, Social, Health, Citizenship and Economic Education (PSHCEE)

(Taken from the guidance issued by the PSHE Association in October 2014).

PSHCE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, PSHCE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHCE education is an important and necessary part of all pupils' education. All schools must provide a curriculum that is broadly based and balanced, and which meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum: "promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life."

PSHCE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHCE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition, the learning provided through a comprehensive PSHCE education provision is [an](#) essential to safeguarding pupils.

PSHCE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHCE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHCE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

2. PSHCE Education and Safeguarding

Teaching about safety and relationships as part of PSHCE education contributes to how schools approach the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action, [in addition to supporting them to better understand mental health issues \(known to the pupils as emotional literacy\)](#). This is crucial to fulfilling statutory duties in relation to safeguarding pupils. Our RSE (Relationships and Sex Education) lessons in particular deal with key safeguarding issues such as sexting, FGM, CSE, abusive and unhealthy relationships, [sexual harassment](#), forced marriage, coercion, and gender-based and power inequalities. We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.

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PSHCE education also offers an opportunity to fulfil the requirements of the Government's statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015 (Prevent Duty Guidance) by giving pupils the chance to explore, understand and discuss fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

In addition, PSHCE education helps students learn about the importance of e-Safety. Children need guidance in developing their own set of responsible behaviours to keep them safe when online, but equally they should know that, if things go wrong, they may seek help and support from any trusted adult.

The Equality Act 2010 also places duties on schools to help to prevent prejudice-based bullying and in doing so to keep protected characteristic groups safe. PSHCE education plays an important part in fulfilling these responsibilities.

3. PSHCE Education at CLSG

CLSG seeks to use PSHCE education to build, where appropriate, on the statutory content outlined in the National Curriculum, the Basic School curriculum and in Statutory Guidance on: drug education, financial education, e-Safety, relationship and sex education (RSE), citizenship education and the importance of physical activity and diet for a healthy lifestyle.

In keeping with our core values of Respect, Responsibility and Resourcefulness, we encourage our pupils to play a positive role in contributing to the life of the school and the wider community and many opportunities to do so exist within the school.

The Aims of PSHCE Education at CLSG:

- 1) To develop confidence and responsibility and make the most of abilities
- 2) To develop a healthy, safe lifestyle including [robust emotional literacy and](#) online
- 3) To develop good relationships and respect the differences between people

- 4) To prepare to play an active role as citizens and understand the importance of British Values, including enabling pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- 5) To develop economic, financial and enterprise capabilities
- 6) To develop an awareness of different careers and work-related learning

4. The Organisation and Delivery of PSHCE Education at CLSG

Personal, Social, Health, Citizenship and Economic Education is delivered formally by form tutors, the Deputy Head (Pastoral), the school nurse, the school counsellors and external speakers during a one-hour timetabled lesson on a Wednesday for KS3, KS4 and KS5, and also through 20-minute form times on a Tuesday and a Thursday which are led by tutors and sixth-form prefects.

PSHCE education is also delivered through the academic curriculum particularly in subjects such as Computer Science, Religion, Philosophy and Ethics, History, Geography, Biology, PE and KS4 Critical Thinking lessons.

In addition, whole-school and section assemblies incorporate many of the overarching concepts of PSHCE education, and pupils are strongly encouraged to organise and deliver a number of these assemblies themselves. Societies such as Backchat, Pride Society, Amnesty International and the Feminist Society also play a part in delivering a number of the key themes of PSHCE education.

The school also provides many practical opportunities for pupils to experience fundamental British Values. They are encouraged to take an active role in decision making and to have the knowledge, skills and understanding to play an active role in both the school and the wider community. Each form elects a Form Captain and Deputy Form Captain on a termly basis and from Year 10 upwards girls may stand for election for different positions linked to inter house activities. The Head Girl team and Senior Committee comprise pupils who are elected by staff and pupils. The pupils are encouraged to initiate and run clubs and societies and a well-developed mentoring scheme gives both mentors and mentees experience of exercising rights and responsibilities.

There are opportunities for work-related learning through a well-developed programme of Careers Education and Guidance. The School holds the Investors in Careers quality award for excellence in careers education and guidance. The School's programme includes off timetable opportunities for each year group. These are Engineering Day for Year 7, Take Our Daughters to Work Day and City Girls in Science for Year 8, City Girls in the Arts for Year 9, City Girls in the City for Year 10 and work experience for Year 11 as well as a biennial Careers Convention for years 10, 11, 12 and 13. The School works with additional external support employed at certain times of the year via appropriate providers such as COA (Cambridge Occupational Assessments) and offers impartial advice and guidance in accordance with the requirements of the Children's Act of 2004, "Every Child Matters / Achieves".

There is separate organisation and provision of PSHCE [Education](#) for the Prep School which covers Key Stage 2.

5. The Content of PSHCE Education

PSHCE education at CLSG follows the framework provided by the PSHE Association (www.pshe-association.org.uk). This national programme of study covers Key Stages 1 to 5 and is based on three core themes:

1. Health and Wellbeing [including emotional literacy](#)
2. Relationships
3. Living in the Wider World

This programme of study identifies the key concepts and skills that underpin PSHCE education and helps schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

Relationships and Sex Education (RSE) is a requirement and in this respect CLSG adheres to the statutory guidance from the Department for Education. We have incorporated the PSHE Association's lessons on consent (March 2015), which have been formally recognised by the DfE, into our schemes of work.

Our schemes of work also incorporate the programmes of study for Citizenship published by the Department of Education.

The Deputy Head (Pastoral) at CLSG writes detailed lesson plans for Years 7 - 11 which are shared with form tutors to use. All resources are provided and each lesson addresses pupils' needs. A spiral programme ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts.

The Assistant Head of Prep (Pastoral) writes the curriculum map for Years 3 - 6 which is shared with form tutors, who use it to plan lessons for their classes. All lessons and schemes of work follow the PSHE Association's "Ten Principles for Good PSHCE Education".

6. Monitoring and Review

It is the responsibility of the Deputy Head (Pastoral) and the Assistant Head of Prep (Pastoral) to monitor and review the delivery, content, teaching and assessment of PSHCE education.

7. Roles and Responsibilities

7.1 The Governing Board

The governing board will approve the PSHCE [Education](#) policy and hold the ~~headteacher~~ [headmistress](#) to account for its implementation.

7.2 The Head~~mistress~~[teacher](#)

The head~~mistress~~[teacher](#) is responsible for ensuring that PSHCE [Education](#) is taught consistently across the school.

7.3 The Staff

Staff are responsible for:

- Delivering PSHCEE in a sensitive way
- Modelling positive attitudes to PSHCEE
- Monitoring progress
- Responding to the needs of individual pupils
- Not letting their personal beliefs and attitudes influence teaching

7.4 The Pupils

Pupils are expected to engage fully in PSHCE [Education](#) and, when discussing issues related to PSHCEE, treat others with respect and dignity.

Annex A

PSHCE EDUCATION SCHEMES OF WORK

PREP SCHOOL

This is a broad outline of the topics we cover in each year group. In addition, we have visitors come in to support Challenge lessons, which are cross-curricular, mixed-age teaching projects led by teachers. with a focus on careers and the wider community. For example, a marketing challenge, led in conjunction with marketing professionals, and an augmented reality design challenge, during which Facebook designers lead workshops.

YEAR 3

- What makes a family
- Personal boundaries
- Recognising respectful behaviour
- The value of rules and laws
- How the internet is used
- Different jobs and skills
- Health choices and habits
- Personal strengths and achievements
- Risks and hazards; safety in the local environment

YEAR 4

- Positive friendships, including online
- Responding to hurtful behaviour
- Respecting differences and similarities
- What makes a community
- How data is shared and used
- Making decisions about money
- Maintaining a balanced lifestyle
- Physical and emotional changes in puberty
- Medicines and drugs common to everyday life

YEAR 5

- Managing friendships and peer influence
- Physical contact and feeling safe
- Recognising prejudice and discrimination
- Protecting the environment
- Media and online information

- Identifying job interests and aspirations
- Health – sleep, sun-safety, medicines, vaccinations and allergies
- Personal identity and mental wellbeing
- Keeping safe: first aid and FGM

YEAR 6

- Attraction to others; romantic relationships; civil partnership and marriage
- Recognising and managing pressure; consent
- Expressing opinions and respecting other points of view
- Valuing diversity; challenging discrimination and stereotypes
- Evaluating media sources; sharing online
- Mental health, managing change, loss and bereavement
- Human reproduction, independence and transition
- Personal information safeguarding, drug use

SENIOR SCHOOL

This is a broad outline of the topics we cover in each year group. In addition, we have speakers come in for the annual Colton Memorial Day Lecture (March) and Founders' Day Lecture (April). Years 9 – 13 hear from a variety of speakers every half term as part of the "Life After City" careers programme. There is also a mock trial twice a year, as well as house debating.

The PSHCEE programme incorporates aspects of Carol Dweck's Growth Mindset Theory, Action for Happiness' GREAT DREAM – Ten Keys to Happier Living and we use coaching and CBT techniques throughout to enable pupils to engage with the material.

Every term pupils write a personal learning review which they then talk through with their form tutor in a 1:1 coaching meeting.

YEAR 7

Learning to Learn Programme:

- Getting Organised
- The Importance of Sleep
- GRIT and Growth Mindset
- Digital Solutions

Emotional Literacy:

- Character Strengths
- Five Ways to Wellbeing
- Dealing with your Inner Voices
- Personal Responsibility

Nutrition 101 (external speaker)

Understanding Peer Pressure

Citizenship: The CLSG 3R's (Respect, Responsibility and Resourcefulness) in the context of British Values and The Equality Act 2010

E-Safety – Internet Safety and Cyberbullying

Relationships and Sex: Me and My Body

- Peer Pressure
- Body Image
- Puberty
- Consent
- Families

Taking Risks: Smoking

Careers and Financial Literacy: The Real Game

YEAR 8

Taking Risks: The Dangers of Alcohol and Drugs:

Emotional Literacy:

- Core Values
- Becoming a Good Listener
- Understanding Empathy
- Connecting with People

Citizenship: How Democracy Works

E-Safety: Social Media and Offline v Online

Relationships and Sex Education:

- Digital Natives (external speaker)
- How to be a good friend
- Dealing with Conflict.
- Helping a Friend in Need
- FOMO and Self-Esteem

Study Skills

- Pomodoro Technique
- Revision Tips
- Mindfulness

Careers: Take Your Daughter to Work Day

YEAR 9

Relationships: Understanding Parents; Understanding Teenagers

Body Positivity: (External Speaker)

E-Safety: Relationships, Self-Esteem and Technology

Citizenship: Human Rights

Relationships and Sex:

- Sexually Transmitted Diseases
- Consent

Drugs and Alcohol: (External Speaker)

Study Skills: Revision Tips

Year 9 Independent Learning Project

YEAR 10

Relationships and Sex:

- Relationships and Gender
- What are the characteristics of healthy relationships?
- STIs and Contraception
- To Consent, To Conform, To be Coerced

Citizenship: Identity and Society

- The Danger of a Single Story
- Racism and Anti-Racism
- LGBTQ+ History and Stories

E-Safety: Social Media and Mental Health

Drugs and Alcohol (External Speaker)

Study Skills: The Habits of Successful People

10 to 6 day – What is it like in Sixth Form?

YEAR 11

Health and Wellbeing: Understanding Stress

Study Skills Workshop: Revision Techniques

Drugs and Alcohol (External Speaker)

Relationships and Sex: (External Speaker)

Financial Literacy: Understanding Credits, Debits and Pensions

SIXTH FORM

We invite in a range of external speakers for our Sixth Form PSHCEE programme.

These speakers cover the range of PSHCEE topics and are interspersed by workshops and form time discussions.