



**CITY OF LONDON  
SCHOOL FOR GIRLS**

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**CITY OF LONDON SCHOOL FOR GIRLS**  
**PERSONAL, SOCIAL, HEALTH, CITIZENSHIP  
AND ECONOMIC EDUCATION (PSHCEE)  
POLICY**

**Addendum (from September 2023)**

From September 2023 all Year 5 and Year 6 pupils on roll at City of London School for Girls (CLSG) will be educated at City Junior School (CJS). They remain pupils of CLSG and will still be subject to all CLSG policies and procedures and will be expected to live out the values of CLSG. However, whilst on site at CJS, they will also be expected to adhere to CJS policies and procedures where relevant.

Policy last reviewed by:	Susannah Gilham, Peggy Squire
Date policy last reviewed:	February 2024
Approved by:	Board of Governors
Date approved:	19 <sup>th</sup> March 2024
Next review due:	March 2025

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 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.

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 (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 both in person 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 to Years 7 - 10 through timetabled lessons by PSHCE teachers and occasionally relevant external speakers. There are also 20-minute form times on Tuesdays, Wednesdays and Thursdays, led by form tutors and encompassing a range of PSHCE-related topics.

For Years 11 –13, we have a programme of workshops and external speakers held during either a 40 minute or a one-hour timetabled lesson on a Wednesday, depending on the topic and speaker. PSHCE Education is also delivered through the academic curriculum particularly in subjects such as Computer Science, Religion, Philosophy and Ethics, History, English, 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 Afro-Caribbean Society, Pride Society, Amnesty International and Social Action 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 an annual 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".

## **5. The Content of PSHCE Education**

PSHCE Education at CLSG follows the framework provided by the PSHE Association ([www.pshe-association.org.uk](http://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 Head of PSHCEE writes detailed lesson plans for Years 7 - 13 which are shared a team of PSHCE teachers. The Head of PSHCEE collaborates with the team to decide the order of the topics throughout the year, as well as any edits or updates that are required. The Head of PSHCEE works with The Head of Coaching, the e-safety co-ordinator, the Diversity and Inclusion lead, as well as Heads of Year and Heads of Section to ensure all resources are suitable, appropriate and relevant for CLSG students. The Head of PSHCEE meets with PSHCE teachers once a term. 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.

## **6. Monitoring and Review**

It is the responsibility of the Deputy Head (Pastoral) and the Head of PSHCE education 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 headmistress to account for its implementation.

### **7.2 The Headmistress**

The headmistress 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

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

Introduction to PSHCE, Study and Organisation Skills:

- Introduction to PSHCE
- Getting digitally organised
- Digital dilemmas
- Growth Mindset
- Study Skills

Emotional Literacy:

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

E-safety:

- Internet Safety
- Cyberbullying
- The Impact of TV and Media on Students
- Piracy

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

- Citizenship and The Rule of Law

- The Equalities Act
- British Values, School Values, Personal Values

#### Relationships and Friendships

- The importance of friendships. What makes a good friend
- Navigating conflict in friendships
- Peer pressure
- Bullying
- Building positive Bodies and relationships Different families, Same Love
- Changing Bodies, Changing Minds and Body Image
- Managing Puberty and Periods
- Respectful relationships, boundaries and consent
- Healthy Habits vs Risk Taking

### **YEAR 8**

#### Taking Risks: The Dangers of Alcohol and Drugs:

- Addiction
- Smoking and vaping
- Alcohol and the effect on the body
- Illegal drugs
- Healthy habits

#### Diversity and Inclusion:

- Identity and what it means
- Diversity and being different
- Stereotypes
- LGBTQ+ language and understanding
- Racism and discrimination

#### Emotional Literacy and Relationships:

- 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:

- British Politics and the general election
- Democracy and participation
- Take Your Daughter to Work Day

### **YEAR 9**

#### Relationships and Sex:

- Being a teenager, being a parent
- Your relationship with your body (body image) and social media
- Signs of a healthy relationship
- Sex and the age of consent
- Sexual Health and STIs

Your Body, Sex and Contraception Body Positivity: (External Speaker)

#### Emotional Literacy and Mental Health

- Motivation
- The Language of Emotions
- Mental Health
- Helping others
- Character strengths, playfulness and reframing negative thinking

#### E-Safety:

- Relationships, Self-Esteem and Technology
- Sexting
- Grooming
- Influencer culture

#### Citizenship

- Human rights
- Stereotyping, prejudice and discrimination

- Diversity and Inclusion, including LGBTQ+
- Citizenship and Finance

Social responsibility and sustainability

Drugs and Alcohol: (External Speaker)

Study Skills: Revision Tips

Year 9 Independent Learning Project

## **YEAR 10**

Drugs and Alcohol (External Speaker)

- Substance and behavioural addiction
- Alcohol and the law
- Smoking and Vaping and the law
- Drugs and the law
- Managing risks

Relationships and Sex:

- Introduction to RSE
- Respectful and healthy intimate relationships
- Consent
- Contraceptive options
- STIs and pregnancy
  
- Citizenship, Diversity and Inclusion Stereotypes
- Identity and race
- Discrimination and religion
- Discrimination of LGBTQ+ communities
- Discrimination facing those with disabilities

E-Safety:

- Social Media and Mental Health
- Money Mules and Social Engineering
- Online Blackmail

Study Skills:

- The Habits of Successful People
- Study skills and time management
- Different styles of note taking

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

**YEAR 11, 12 and 13**

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.