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B 13 PERSONAL SOCIAL & HEALTH EDUCATION (INCLUDING CITIZENSHIP)

In principle

In line with the School's aims and objectives, Personal Social & Health Education (PSHE) is designed to help pupils' personal, moral and social development, which incorporates the concept of Citizenship. It aims to identify issues and problems that individuals and society in general might face and, through a structured programme, investigate those issues so that the pupils are well-informed and, therefore, better able to establish their own perspectives and values. It is hoped that PSHE will help our boys to make considered choices when faced with dilemmas and problems and thus develop better control over their lives and be able to grow into responsible adults. PSHE, therefore, has a part to play in the development of the pupil as a whole person and can cover many diverse topics, some of which are of a quite practical nature (for example, 'decision making' - in readiness for choosing GCSEs) and others which concern issues of deep principle such as attitudes to human rights. **The school actively promotes the fundamental British values and encourages respect for other people, paying particular regard to the Equality Act 2010.**

Sex, relationships and health education are integral parts of PSHE.

Delivery

There are timetabled PSHE lessons for all year groups below the Sixth Form. There are also outside speakers for all year groups in areas that may or may not have been looked at during their curriculum time. Sixth Form boys have regular PSHE Form times with their tutors and they also attend various talks on topics to suit the year group including: alcohol awareness, risk, drugs education, sex education and mental health. We hold a range of assemblies every term (including year specific, Lower School, Upper School and Five assemblies) which often tackle PSHE related issues.

Resources are available from the Director of PSHE and are on the intranet. A timetable of all topics addressed in each year group can be found on the intranet too.

Syllabus outline

The Old Grammar syllabus includes topics such as: settling in, friendships, bullying, organisation, laws, staying safe and healthy eating.

The First Form syllabus includes such topics as: settling in, rules and responsibilities, bullying, friendships, family, personal safety including online, study skills and health education.

The City of London Police deliver the DARE course in the Spring Term which tackles issues such as peer pressure and drugs. They also give a session on child exploitation in the Autumn Term.

The Second Form syllabus examines such topics as: finance and economic education, internet safety, bullying, homophobia, diversity, gender equality, human rights, parliament, the media, poverty, mental and physical health including body image and study skills. **Cyber safety covers safeguarding: (how pupils are taught about the risk from other adults and children).**

The Third Form syllabus is delivered in a weekly Form time session using current affairs articles to discuss issues such as: relationships, smoking, legal highs, stress, sexism, racism, obesity, political unrest, the death penalty and happiness.

The Fourth Form syllabus covers topics such as: body image, consent, relationships, contraception, STIs, pornography, sexuality and prejudice and discrimination. The impact of alcohol and drugs on decision making and mental health is addressed in the Summer Term. Outside speakers give talks on sexual health, mental health and Mindfulness.

The Fifth Form syllabus covers Careers education. There are also some lessons on dealing with stress in the build up to their GCSE exams. They have awareness lectures from outside speakers on a range of topics including happiness and alcohol. The Head of Year uses assemblies to focus on a range of topics including self-management, character development, emotional intelligence, emotional resilience, acquiring grit and growth mindset. A voluntary Mindfulness lunch time course operates in the Autumn Term.

The Sixth Form syllabus covers a range of topics which are discussed during Form time. They include alcohol, bereavement, body image, bullying, eating disorders, happiness, legal highs & drugs, mental health, misogyny & sexism, pornography, relationships, sexual health, sexual orientation, soft skills, testicular cancer, transition to university and victims of crime. They also have regular assemblies and outside speaker talks which tie into these topics. A voluntary Mindfulness lunch time course operates in the Autumn Term. **There is a day in CLS London Week that looks at internships, finance education and etiquette; Careers also develops this.**

Student Day

Student Day takes place every January. All year groups (with the exception of the Fifth Form who are on exam leave then) have a PSHE session during this day. Topics include first aid, smoking, disability awareness, drugs, risk and exam resilience.

Sex and Relationships Education

Sex and Relationships Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Aim

The School aims to support and complement the parents' role of helping their children cope with the physical and emotional aspects of growing up and providing a moral context in which their children can develop their own values.

CLS takes seriously its role of helping pupils to develop into well-informed and responsible human beings and Sex and Relationships Education has an important part to play in this process.

Broadly speaking, the Sex and Relationships Education programme aims to cover the following:

- To inform pupils about human reproduction.
- To examine sexually related issues such as contraception, abortion and STIs.
- To make the pupils aware of what is, and is not, legal.
- To examine the moral, ethical and social issues.

- To help pupils to consider their own attitudes and relationships including how to behave in a relationship, love and sexual attraction, and how to respond to peer pressure.

Delivery

In Biology

The mechanics of puberty and sexual reproduction are covered in the First Form, and in greater detail (including birth) in the Fifth Form.

In Religious Education

In the Fifth Form non-examined course, pupils address a range of contemporary ethical issues. These often provoke issue concerning Citizenship and help promote British values.

In History

As we cover the chronological period from 1066 to the modern day, citizenship is covered as we look at different style of government. e.g. the origins of the English Civil War, the social response to industrialisation.

In IT and Computing

In IT and Computing lessons across the age range, issues to do with online safety are raised to prevent child exploitation and tackle the growth in ‘sexting’ and other controversies to do with social media.

In PSHE

PSHE teachers, as well as outside speakers provide lessons and talks for the pupils, with particular focus in the Fourth and Sixth Form. The aim is to deal with the physical practicalities such as contraception and STIs, the emotional issues of body image and relationships, and the legal and moral concerns surrounding consent and pornography. The Fourth Form also attend a session at Barts Sexual Health Clinic, delivered by their Education Officer,

Moral context

Successful Sex and Relationships Education is about relationships as well as the practical biology and such education must be taught within a moral framework: it must not be value-free. Pupils should be encouraged to treat sex as a normal and pleasurable fact of life, but they should also consider the importance of self-restraint and dignity and respect for themselves and others. The pupils should be helped to recognise the emotional, moral and physical risks of casual or promiscuous sex. It is also important to avoid undermining the pupils’ own sense of worth. Teachers should not assume that intimate relationships are always between opposite sexes, and schemes of work throughout the different year groups consider sexuality.

The religious, spiritual and cultural context

The City of London School draws pupils from a wide variety of religious and cultural backgrounds. It is important, therefore, that we acknowledge, and are sensitive to, the differing attitudes to sexually related issues such as contraception and abortion.

The School will publish information about its Sex and Relationship Education to parents or guardians and, while we would hope that all parents would support our policy, we will respond sympathetically to parents' anxieties on this issue.

The appropriateness of the teaching material

The suitability of material - for example, the language used - must be assessed before use and it must be appropriate to the age group of the pupils. The possible reactions of parents to the moral stance demonstrated in the material must always be borne in mind.

Explicit issues raised by pupils

Teachers and other professionals will be required to exercise professional judgement if pupils raise explicit issues that are not appropriate to the level of the maturity of the rest of the class. In such cases, they should not discuss these issues with the whole class. Where the parents wish them to do so, it may be appropriate to respond individually to the pupil's question outside the class. Teachers also recommend suitable websites which pupils can look at for further information.

Advising individual pupils

While helping pupils, who want advice about personal problems, has always been part of a school's role, it is essential to understand the distinction between teaching about controversial issues such as contraception and abortion and advising pupils on such matters. Teachers are not health professionals and pupils should be encouraged to seek advice from their parents. Indeed, were we to give advice on such matters as contraception to a pupil under the age of consent, it is likely we would be in breach of the law.

Where a teacher believes that the pupil has embarked upon, or is contemplating, a course of conduct likely to place him in moral or physical danger, or in breach of the law, the teacher has a general duty to warn the pupil of the risks and may, depending on the circumstances and the professional judgements involved, advise the Child Protection Liaison Officer, parents or specialist support services.

Teachers should not promise confidentiality but can tell pupils where to seek confidential advice and treatment, e.g. from a G.P., family planning or young people's advisory clinic.

Children in danger

It is our duty to promote the safety and well being of our pupils. In cases where the teacher has reason to believe that a pupil is in distress or in danger the teacher should, in the first instance, consult the Child Protection Liaison Officer in accordance with the School's Child Protection Policy.

Health Education

Aim

The School has a duty to promote the good health and well-being of its pupils and make them aware of the consequences of their actions. Health Education should help pupils to be well informed about

physical and mental health matters, to be able to make considered judgements and avoid unnecessary risks and dangers.

Delivery

Health Education is currently delivered in Biology lessons, PSHE, and in sessions with expert outside speakers. In Physical Education, boys follow courses in a variety of land and water based activities, which carry an implicit health message. They also receive information and instruction to promote personal hygiene.

Mental Health

CLS takes its responsibility for safeguarding pupils' mental health and promoting emotional resilience and well-being very seriously. In line with Mental Health and Behaviour in Schools (Departmental advice to school staff, March 2015), a range of strategies are employed to ensure this. PSHE lessons for all year groups explore sensitive topics including bereavement, anxiety and bullying. There are also lessons designed to build resilience, from dealing with bullying to withstanding peer pressure. Outside speakers complement our programme by talking about teenage mental health issues, exam resilience, mindfulness and happiness. Teachers at CLS have been trained to deal with mental health issues by attending relevant insets, and many have achieved their Mental Health First Aid certificate after participating on a two day course. CLS also has two qualified counsellors which boys can be referred to, or they can refer themselves. Tutors are used to working with outside agencies where necessary, including CAMHS.

Syllabus Content

- In the First Form, pupils are taught about grief, puberty, diet, good health and exercise.
- In the Second Form, pupils investigate mental health, the dangers of smoking, as well as diet and exercise.
- In the Third Form, pupils investigate a range of relevant health topics including the dangers of drug abuse, personal safety and stress.
- Fourth and Fifth Formers look at STIs, mental health, and the impact of drugs and alcohol.
- Sixth Formers consider mental health, bereavement, sexual health, body image, eating disorders and issues about alcohol and drugs.

In Physical Education a programme of fitness testing is in place, through which the boys can monitor their own progress. In support of this, the PE Department looks to reinforce the pupils' knowledge of health related fitness and to raise their awareness of the need for a healthier style of life. It also undertakes to provide suitable fitness training relevant to their age.