

# City of London School PSHE (Personal, Social, Health and Economic Education) and SMSC (Spiritual, Moral, Social and Cultural development) Policy

## 0. Monitoring and Review of Policy

- 0.1 This policy is reviewed annually, or more regularly as required, prior to approval by governors.

Policy last reviewed by:	Coco Stevenson (Deputy Head (Pastoral))
Date policy last reviewed:	August 2020 ( <a href="#">changes as shown</a> )
Approved for the Governors:	Board of Governors
Date approved:	

## 1. Introduction

- 1.1 This policy gives details of the School's policies, procedures and teaching regarding personal, social, health and economic education, incorporating the School's policy on Spiritual, Moral Social and Cultural (SMSC) development of pupils. [This policy is available on the School website and at the request of parents / carers.](#)
- 1.2 This policy has been written in accordance with statutory guidance laid out in *Keeping Children Safe in Education* (September 2019) and in *Relationships Education, Relationships and Sex Education and Health Education* (February 2019).
- 1.3 This policy should be read in conjunction with:
- Child Protection and Safeguarding Policy
  - Peer-on-Peer Abuse Policy
  - Anti-Bullying Policy
  - Mental Health Provision Guidance
  - Digital Safety Policy
- 1.4 This policy has regard to Part 1 (Quality of education provided), Paragraph 2 (Curriculum) and Part 2 (Spiritual, moral, social and cultural development of pupils), Paragraph 5 (SMSC) of the Independent School Standards Regulations.

## 2. The scope of the policy

- 2.1 In line with the School's aims and objectives, the PSHE curriculum is designed to help pupils' personal, moral and social development, which incorporates the concept of citizenship.
- 2.2 The School understands that pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships so that they can build their self-efficiency and embrace the challenges of creating a happy and successful adult life. Pupils will also need to be able to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. This teaching aims to support pupils in developing resilience, to know how and when to ask for help, and to know where to access support.
- 2.3 The Relationships Education, Relationships and Sex Education and Health Education regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships and sex education (RSE) compulsory for all pupils receiving secondary education.
- 2.4 The School is aware that for many young people the distinction between the online and other aspects of life is less marked than for some adults. Young people operate very freely in the online world and by secondary school age some are likely to be living a substantial proportion of their life online. Online and digital safety, operating in a digital world, managing developing technologies and online citizenship form a significant part of the PSHE curriculum.
- 2.5 The school actively promotes the Fundamental British Values. Discriminatory or extremist opinions are challenged as a matter of routine.
- 2.6 The School encourages respect for all people, paying particular regard to the Equality Act 2010. The School is aware of its responsibilities with regard to protected characteristics and actively champions diversity and promotes inclusion.
- 2.7 The School recognises its responsibility to make PSHE, particularly relationship and sex education accessible and differentiated for SEND pupils.
- 2.8 The School draws pupils from a wide variety of religious and cultural backgrounds. It is important, therefore, that we acknowledge, and are sensitive to, differing attitudes.

## 3. Relationships and Sex Education

### 3.1 **Right to be excused from sex education (commonly referred to as the right to withdraw)**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of PSHE.

Upon receipt of a request to withdraw the Head will discuss with parents, and if appropriate, the pupil, to ensure that their wishes are understood and to clarify the nature

and purpose of the curriculum. Once this discussion has taken place, except in exceptional circumstances, the School will respect the parents' request to withdraw the child, up to and until three terms before the pupil turns 16. After that point, if the pupil wishes to receive sex education rather than be withdrawn, the School will make arrangements to provide the pupil with sex education. **Up until the age of 16, the pupil will be excused until the request is withdrawn.**

The School maintains that it is beneficial for all pupils to receive relationships and sex education.

### 3.2 **Subject Content**

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

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It aims to enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It covers contraception, developing intimate relationships and resisting pressure to have sex and not applying pressure. It aims to teach what is acceptable and unacceptable behaviour in relationships, which will enable pupils to understand the positive effects that good relationships have on their mental wellbeing and to identify when relationships are not right and understand how to manage such situations.

Effective RSE does not encourage early sexual experimentation. Instead, it aims to teach young people to understand human sexuality and respect themselves and others.

The curriculum (see Appendix 1) teaches the facts and the law about sex, sexuality, sexual health and gender identity in an age appropriate and inclusive way.

- 3.3 The mechanics of puberty and reproduction are covered in the Biology Curriculum in the First Form and in more detail (including birth) in the Fifth Form.

### 3.4 **Delivery**

Relationships education is delivered by subject teachers and form teachers as part of the dedicated PSHE curriculum, as well as through Assemblies, Form time, occasional outside speakers, discussions during Clubs and Societies and the academic curriculum. Teachers who deliver the curriculum are experienced in managing difficult questions, dealing with pupil embarrassment and unease, safeguarding and supporting pupils with SEND and protected characteristics and handling complex conversations. The School understands that there will be a range of opinions regarding RSE. When teaching, the starting point is always the applicable law and presenting it in a factual way so that pupils are clear on their rights and responsibilities as citizens. The School aims to inform the pupils about the full range of perspectives so that, within the law, they are well-equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

Sex Education is delivered by experienced teaching professionals during the Fourth Form, including the Deputy Head (Pastoral) and the Head of PSHE.

The delivery is monitored and evaluated by regular governor reviews, observation by Designated Safeguarding Lead and Deputy Designated Safeguarding Leads and the Head of PSHE.

### 3.5 **Safeguarding**

Ground rules for discussions during PSHE lessons are set by the teacher and class at the beginning of every PSHE topic (e.g. pupils encouraged not to give specific examples or target individuals, but to keep discussions general). 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.

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.

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.

The School acknowledges its duty to promote the safety and wellbeing 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 Designated Safeguarding Lead (DSL) in accordance with the School's Safeguarding and Child Protection Policy.

- 3.6 The School [has undertaken a consultation with parents \(during academic year 2019 - 2020\) and will continue to consult with parents on an alternate yearly basis in order to keep the content of sex education under review and to maintain input from parents on content and delivery. This School presents on an annual basis an RSE Forum to showcase materials and topics.](#) This also provides an opportunity to address concerns and help parents to manage conversations with their children.

### 3.7 **The CLS Parents' Forum**

The CLS Parents' Forum provides a termly presentation or workshop from an external expert on a variety of topics. These topics frequently include aspects of relationships and sex education. These sessions give parents the opportunity to be informed and to obtain advice and guidance from experts on managing complex issues relating to their children and in navigating a changing social landscape.

## 4. **The PSHE Curriculum**

### 4.1 **Content and Delivery**

There are timetabled PSHE lessons for OG – Second Form, and for the Fourth and Fifth Form. In the 3<sup>rd</sup> Form pupils receive a weekly PSHE session during form time. There are also outside speakers for all year groups in areas to supplement or complement what that

having been addressing during their curriculum time. Sixth Form pupils 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.

There are a range of assemblies every term (including year-group specific, Lower School, Upper School and Five assemblies) which often tackle PSHE related issues.

Resources are available from the Head of PSHE and are on the School Parent Portal. A timetable of all topics addressed in each year group can be found on the Portal too.

#### 4.2 Syllabus outline

- The **Old Grammar** syllabus includes topics such as: settling in, friendships, bullying, organisation, laws, staying safe (including staying safe online) 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 **Second Form** syllabus examines such topics as: finance and economic education, internet safety, bullying, homophobia and transphobia, 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 pupils also receive a visit from the City of London Police regarding cyber safety.
- The **Third Form** syllabus is delivered in a weekly Form time session using current affairs articles to discuss issues such as: habits, use of language, mental health, relationships (including marriage, civil partnership and divorce), environment and stereotyping (including towards religious and ethnic groups, people of different genders and the LGBT community).
- The **Fourth Form** syllabus covers relationships and sex education, including consent, STIs, pornography and body image, alcohol awareness, careers education and financial education. Pupils are also introduced to the Equalities Act and an understanding of protected characteristics, with a particular focus on religious discrimination. There is also a visit to Bart's Hospital Sexual Health Clinic.
- The **Fifth Form** syllabus covers Careers education. There are also some lessons on mental health and wellbeing, with a focus 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 and gender identity, 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.

#### 4.3 **Student Day**

Student Day takes place every January and June. All year-groups (apart from the Fifth Form – and the Senior Sixth in June – who are on exam leave then) have a PSHE session during this day. Topics include first aid, smoking, financial planning, disability awareness, drugs, risk and exam resilience; Old Grammar and First Form pupils receive a visit from the City of London Police; and the Senior Sixth focus on “looking forward to university”.

#### 4.4 **Informing parents**

Parents receive a letter at the beginning of each term detailing what will be covered in the PSHE curriculum, including details of any speakers. There is also a parents’ PSHE consultation group run through the Friends of CLS.

## 5. **Spiritual, Moral, Social and Cultural Development (SMSC)**

### 5.1 **Introduction**

The development of SMSC aspects in pupils is embedded in the School’s values, ethos and culture. It describes who we are:

- *At City of London School, we understand that for boys to thrive they must be happy. It is why we cherish individuality, shun stereotypes, and encourage every pupil to be the very best version of themselves. With a vibrant and multicultural city on our doorstep, we draw strength from difference, recognising that diverse perspectives can help answer big questions.*
- *As a result, every member of our community is keenly aware of their responsibility and capacity to make a difference, right now. Through it all, we ensure pupils are ready for the rapidly changing demands of the coming decades. This shows in our commitment to academic excellence, but also in our restless curiosity and desire to improve in everything we do. It means our pupils are equipped to provide the kind, inquisitive and respectful leadership that our society will so urgently require in the decades ahead.*

### 5.2 **Spiritual development**

“Spiritual” is not synonymous with “religious”, but the School recognises that some pupils will express their spiritual awareness in religious terms, while for others the spiritual quest involves other forms of expression.

Pupils who are developing spiritually are likely to develop some of the following characteristics:

- a set of personal values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour.
- an awareness and understanding of their own and others’ beliefs.
- a respect for themselves and for others.
- a sense of empathy, concern and compassion.
- an increasing ability to reflect and learn from this reflection.
- a readiness to challenge all that would constrain the human spirit (e.g. poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference,

force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination).

The School attempts to foster pupils' spirituality by actively encouraging the following:

- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect people's lives through assemblies, trips and charity events.
- enabling pupils to develop a set of values, principles and beliefs to inform their perspective on life and their behaviour.
- encouraging pupils to explore and develop what animates and inspires themselves and others.
- encouraging pupils to express their innermost thoughts and feelings (e.g. through art, music, literature and drama, exercising the imagination, inspiration, intuition and insight).
- promoting teaching styles which:
  - value pupils' questions and give them space for their own thoughts, ideas and concerns.
  - enable pupils to make connections between aspects of their learning.
  - encourage pupils to relate their learning to a wider frame of reference.
  - encourage pupils to consider and respect a diversity of opinions.
  - ensure that pupils experience fascination and wonder in their learning through role play, debate and trips.

### 5.3 Moral Development

Moral development is about pupils building a framework of values which regulates their personal behaviour, developing an understanding of society's shared and agreed values.

Pupils who are becoming morally aware are likely to be developing some or all of the following characteristics:

- an ability to distinguish right from wrong and to respect the civil and criminal law of England.
- an understanding and respect for Fundamental British Values.
- an understanding of how citizens can influence decision-making through the democratic process.
- an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- an understanding that there is a separation of power between the executive and the judiciary and, that although some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- a broad general knowledge of and respect for public institutions and services in England.
- an appreciation of the needs of the vulnerable within our own community and the wider community.
- an ability to think through the consequences of their own and others' actions.
- a willingness to express their views on ethical issues and personal values.
- an ability to make responsible and reasoned judgements on moral dilemmas.
- a commitment to personal values in areas which are considered right by some and wrong by others.
- a respect for the needs, interests and feelings of others, as well as their own.

- a desire to explore their own and others' views.
- an acceptance of responsibility for their behaviour.
- an ability to show initiative and understand how they can contribute positively to the lives of those living and working in their locality and to society more generally.
- a respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

The School actively encourages the pupils' moral development by:

- providing a clear code as a basis for behaviour which is promoted consistently through all aspects of the School.
- promoting measures to prevent discrimination on the basis of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, sexual orientation and other protected characteristics set out in the Equality Act 2010.
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values and the consequences of decision-making (e.g. in Sex and Relationships education).
- developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.
- recognising and respecting the codes and morals of the different cultural traditions represented in the School community and the wider community.
- encouraging pupils to take responsibility for their actions (e.g. respect for property, care of the environment and developing codes of behavior).
- the City of London Police hold a drop-in session the last Wednesday of each month at School.
- providing models of ethical behaviour (e.g. through literature, humanities, sciences, arts, PSHE lessons, debating, the election of School prefects, Model United Nations (MUN), assemblies, outside speakers, holding mock elections, the School Parliament, and acts of worship.)

#### 5.4 **Social Development**

Pupils who are socially aware adjust appropriately and sensitively to a range of social contexts. They relate well to others and work successfully as a member of a team.

Pupils who are becoming socially aware are likely to be able to:

- adjust to a range of social contexts with appropriate and sensitive behaviour.
- relate well to other people's social skills and personal qualities.
- work successfully as a member of a group or team.
- Challenge, when necessary and in appropriate ways, the values of a group or wider community.
- reflect on their own contribution to society and to the world of work.
- participate in activities relevant to the community.
- understand the notion of interdependence in an increasingly complex world.
- exercise respect for others and a sense for inclusion.
- help resolve conflicts between friends and acquaintances.

The School will actively foster pupils' social development by:

- identifying key values and principles on which the School and community life is based.



- fostering a sense of community with common inclusive values which ensure that everyone can flourish irrespective of ethnic origin, nationality, language, gender, ability, sexual orientation and religion.
- encouraging pupils to work co-operatively (e.g. through group work and pair work).
- encouraging pupils to recognise and respect social differences and similarities.
- providing positive corporate experiences (e.g. through assemblies, team activities, trips, school productions and sports teams).
- providing opportunities for pupils to exercise leadership and responsibility across year-groups (e.g. through academic and pastoral mentoring, sports teams, the prefect system and the CCF).
- providing positive and effective links with the world of work and the wider community and other countries, in particular by creating networks with the School's international community (e.g. through the Careers' Fair and links with international schools).

### 5.5 Cultural development

Cultural development is about pupils' understanding their own background and culture and other cultures in their locality and in the country as a whole and elsewhere in the world. Promoting pupils' cultural development is intimately linked with the School's aims to value cultural and linguistic diversity, prevent racism and promote British values.

Pupils who are becoming culturally aware are likely to be developing some of the following characteristics:

- an ability to recognise and understand their own cultural assumptions and values.
- an understanding of the influences which have shaped their own cultural heritage.
- an understanding of the dynamics and the evolutionary nature of cultures and the heritage of the School.
- an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing racial equality.
- an openness to new ideas and a willingness to modify cultural values in the light of experience.
- a willingness to participate in and respond to artistic and cultural enterprises.

The School will actively encourage pupils' cultural development by:

- providing opportunities for pupils to explore their own cultural assumptions and values.
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality.
- recognising and nurturing particular gifts and talents.
- providing opportunities for pupils to participate in literature, drama, music, art, sport, science, and other cultural events and encouraging pupils to reflect on their significance.
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness (e.g. through theatre, museum, concert and gallery visits, and foreign exchanges).
- exposing pupils to a broad range of views from across the political spectrum (e.g. through Politics Society).
- promoting Fundamental British Values (e.g. through assemblies, debate and History and Politics lessons)

- 5.6 The School recognises that there is no place for partisan political views in the teaching of any subject. The School also recognises that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.
- 5.7 The School actively promotes SMSC education through a range of activities, as outlined in Appendix 2.

## Appendix 1: The RSE Curriculum

### By the end of OG (Y6)

<p><b>Families and people who care for me</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• That other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterized by love and care for them.</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• That marriage/civil partnership represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognize if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• How to recognize who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p><b>Respectful relationships</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> </ul>

	<ul style="list-style-type: none"> <li>• That in school and in the wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• The rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical (and other) contact.</li> <li>• How to respond safely and appropriately to adults they may encounter who they do not know.</li> <li>• How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</li> <li>• Where to get advice from e.g. family, school and/or other sources.</li> </ul>

### By the end of Sixth Form (Y13)

<b>Families</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• What marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> </ul>
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	<ul style="list-style-type: none"> <li>• The characteristics and legal status of other types of long-term relationships.</li> <li>• The roles and responsibilities of parents with respect to the raising of children.</li> <li>• How to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognize this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<b>Respectful relationships, including friendships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalize non-consensual behavior or encourage prejudice).</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• That some types of behavior within relationships are criminal, including violent behavior and coercive control.</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
<b>Online and media</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> <li>• That specifically sexually explicit material often prevents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• That sharing and viewing indecent images of children (including those created by children) is against the law.</li> </ul>

	<ul style="list-style-type: none"> <li>• How information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.</li> <li>• How people can actively communicate and recognize consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• How to recognize the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• The facts about the full range of contraceptive choices and options available.</li> <li>• The facts about pregnancy including miscarriage.</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• How prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

## Appendix 2: Opportunities for SMSC provision

<b>Activity</b>	<b>Further details</b>
Assemblies	Lower School, Upper School, Five assemblies (Christian, Jewish, Hindu, Muslim, Secular), Remembrance Day, Holocaust Memorial.
PSHE	PSHE lessons, PSHE discussions in Form Time, including Sex and Relationships education and Citizenship (e.g. FGM & democracy through citizenship, etc.)
Visiting Speakers	Outside speakers who speak on a range of topics to all year-groups (e.g. PSHE, careers, politics, etc.)
Trips	Trips to the theatre, local London attractions, subject specific, sporting, abroad, etc.
Charity work	The Charity Committee raises a huge amount of money each year. The charity is picked by the pupils at the School.
Clubs and Societies	Including subject-specific, debating, MUN and those set up by the pupils themselves.
Politics Society	Run by the pupils. Guest speakers from the whole political spectrum are invited to speak and Mock Elections and hustings are held.
LGBT+ Society	Run by pupils.
Feminist Society	Run by pupils.
African and Caribbean Society	Run by pupils.
School Parliament	
Student Days	
Relationships with parents	Maintaining positive relationships with parents and holding PSHE talks for them throughout the year through the Parents' Forum.
Affiliated Prefects	Embedded within the pastoral care system.
Mentoring system	
The teaching and learning environment	
The Learning Support Department	
Curriculum	The whole-school curriculum, including Religion and Philosophy lessons.
Wall displays	
House system	Including whole House assemblies (Third Form to Senior Sixth Form)
Induction of new pupils	Including Tutor meetings at the start of the academic year
Prize Day	
Community Service	Including through DofE
CCF	
Outreach programme	
Staff training	INSET is used to promote professional development (e.g. on mental health, special educational needs and disabilities, etc.)