City of London School PSHEE (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:	Alice Martineau (Deputy Head (Pastoral))
Date policy last reviewed:	August 2025
Approved for the Governors:	Board of Governors
Date approved:	8 October 2025

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 2024) and in *Relationships Education, Relationships and Sex Education and Health Education* (July 2020).

1.3 This policy should be read in conjunction with:

- Relationships and Sex Education (RSE) Policy
- Safeguarding and Child Protection 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 PSHEE 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 that 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 PSHEE 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 PSHEE, 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.

2.9 The School recognises its duty to encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010. The School recognises that this is something which must be considered holistically in the PSHEE curriculum and seeks to pay particular regard to different protected characteristics through the delivery of resources that have been developed in an age-appropriate way. The School recognises that everyone has at least some of these protected characteristics, for example age and sex, and the School seeks – through the production and delivery of resources, and the training of staff – to ensure that:

- pupils recognise that no individual or group of individuals are inferior in any way to others;

- teachers are careful to facilitate debate which is non-partisan, clear and accurate about the way in which the law protects those with protected characteristics.

4. The PSHEE Curriculum

4.1 **Content and Delivery**

There are timetabled PSHEE lessons for OG, First Form and Second Form, and for the Fourth and Fifth Form. In the Third Form pupils receive a weekly PSHEE session during Form Time in addition to a dedicated double period every three weeks. 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 PSHEE sessions in Form Times. These are delivered by their tutors and are delivered in tandem with the Sixth Form Enrichment Programme, City+. PSHEE in the Sixth Form is enhanced with a programme of speakers who cover topics which include 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 address PSHEE-related issues. In particular, these enable pupils to hear about pertinent issues that may arise in the course of the academic year which the PSHEE Scheme of work may not already address.

In an increasingly digital climate the School recognises and takes seriously its responsibility to the education of children and young people about staying safe on line. The Safeguarding and Child protection policy, Behaviour Policy, Acceptable Use and Digital Safety Policies make clear reference to the School's position on educating children and young people about staying safe online and online safety is addressed every year in the PSHEE programme.

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 and RSE. [From 2023 PSHEE for OG pupils will be delivered by at City Junior School under their policies.]
- The **First Form** syllabus includes such topics as: settling in, rules and responsibilities, bullying, friendships, family, personal safety including online, study skills, health education and RSE.
- 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, study skills and RSE. 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 by the Form Tutor in a weekly Form time session as well as a rotation of lessons delivered by a dedicated team. The syllabus covers: online safety, healthy habits, use of language, mental health, RSE, environment and stereotyping (including towards religious and ethnic groups, people of different genders and the LGBT community).

- The **Fourth Form** syllabus covers RSE, including consent, STIs, pornography and body image, alcohol awareness, gambling, careers education and financial education. There is also a collaboration with All East Sexual Health Clinic.
- The **Fifth Form** syllabus covers Careers education. There are also further lessons on mental health and wellbeing, with a focus on dealing with stress and test anxiety in the build up to their (i)GCSE exams. They have awareness lectures from outside speakers on positive masculinity.
- The **Sixth Form** syllabus covers a range of topics which are discussed during Form time. They include alcohol, bereavement, body image, bullying, eating disorders, gambling, happiness, legal highs & drugs, careers advice 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. PSHEE in the Sixth Form is supported within the City+ programme which is delivered in partnership with CLSG.

4.3 **Pastoral Morning**

Pastoral Morning takes place every term, usually around the publication of academic and pastoral reports. All year-groups (apart from the Fifth Form – and the Senior Sixth in June – who are on exam leave then) have a PSHEE session during this day. Topics typically include first aid, smoking, financial planning, disability awareness, drugs, risk and exam resilience; Old Grammar, First Form and Junior Sixth pupils receive a visit from the City of London Police; and the Senior Sixth focus on skills for life beyond school.

4.4 **Informing parents**

Parents receive a communication from the Head of PSHEE at the beginning of each half term detailing what will be covered in the PSHEE and RSE curricula, including details of any speakers. There is also a parents' PSHEE 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 pupils 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 a drop-in sessions at the School.
- providing models of ethical behaviour (e.g. through literature, humanities, sciences, arts, PSHEE 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.

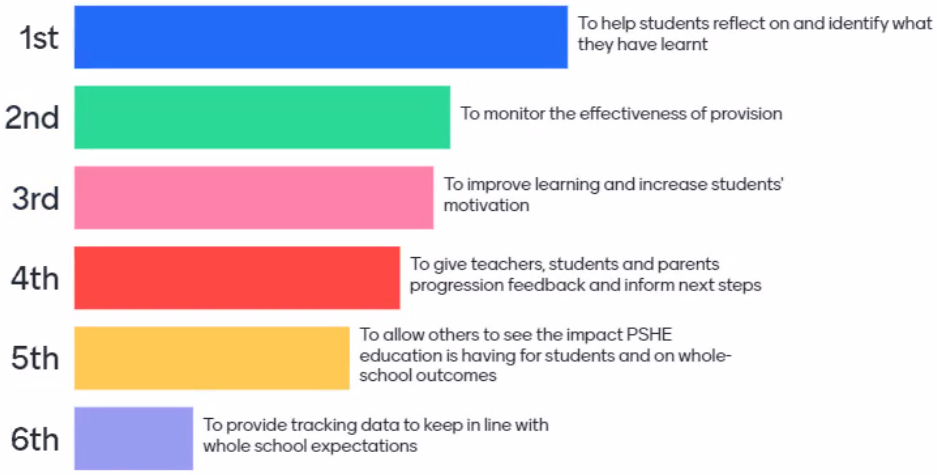
5.7 The School actively promotes SMSC education through a range of activities, as outlined in Appendix 1.

Appendix 1: Opportunities for SMSC provision

Activity	Further details
Assemblies	Lower School, Upper School, Five assemblies (Christian, Jewish, Hindu, Muslim, Secular), Remembrance Day, Holocaust Memorial.
PSHEE	PSHEE lessons, PSHEE 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. PSHEE, 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.
City Pride Society (formerly LGBT+)	Run by pupils
Feminist Society	Run by pupils.
African and Caribbean Society	Run by pupils.
School Parliament	
Pastoral Days	One to one pupil tutor conversations; visiting speakers
Relationships with parents	Maintaining positive relationships with parents and holding PSHEE 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.)

Appendix 2: Opportunities for measuring progress and attainment in PSHEE

Monitoring progress in PSHEE is an important part of the pedagogical process, as it allows teaching staff, and those members of staff who are responsible for the development and updating of PSHEE resources. The reasons for carrying out this monitoring are detailed below, in order of perceived importance to some PSHEE teacher surveys, carried out by The PSHE Association.



Monitoring progress in PSHEE requires a different approach to other curriculum subjects, for the following reasons:

- Members of staff delivering PSHEE may only see their groups once a week, once every three weeks, or for only a short amount of time a week (e.g. 15 minutes). This limits the amount of time that staff have to run the 'progress monitoring' session(s) in lessons and demands a varied approach to feedback and monitoring.
- The content is often delivered in a discursive manner, meaning that the recording of pupils' ideas and contributions is more difficult than in other subjects.
- The teacher's professional judgement of pupil learning is an important element of the monitoring process; however, it is not always possible for the teacher to record meaningfully this information in the time allotted for PSHEE studies.
- PSHEE assessment may be paper-based (like in other subjects); however, it is likely that the assessment will need to take other forms, which are inherently less easily recorded/stored in, for example, spreadsheets, as would happen in other subjects.
- There are a larger number of teachers of PSHEE than for any other subject in School, typically upwards of 50 members of teaching staff.

<u>Ipsative Assessment</u>

For PSHEE, an ipsative assessment has been shown to be the most effectively way of gauging progress. An ipsative assessment in an education/learning context compares a test-taker's results against his or her previous results. Some examples of how to achieve this are provided below (and have been incorporated into the PSHEE Schemes of Work). This often takes the form of a quiz/questionnaire, which pupils complete before and after an area of work (PSHEE topic), and this allow the pupils to view their own progress with the material which has been covered.

Examples of Ipsative Assessment at CLS

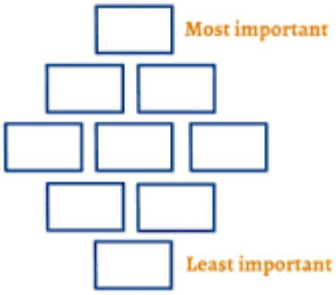
Baseline assessment (Revisit at end of section). Pupil voice and feedback is garnered at the start and end of each topic. Examples include Brainstorming, Mind mapping, Anonymous questions basket, Ask pupils what they think pupils their age might want to know about the topic, Explain to an alien*

Think-pair-share assessment – develops pupils' social soft skills

Mind map assessment – Provide structure and ask pupils to complete

Reflection activities – How do the skills and knowledge pupils have gained impact their own lives?

Diamond 9 assessment -



Quiz-based assessment – e.g. Microsoft forms, can use open questions, continuum-style questions

Creating Leaflets, Projects or Displays

Creating Presentations

Mock TV or Radio Interviews

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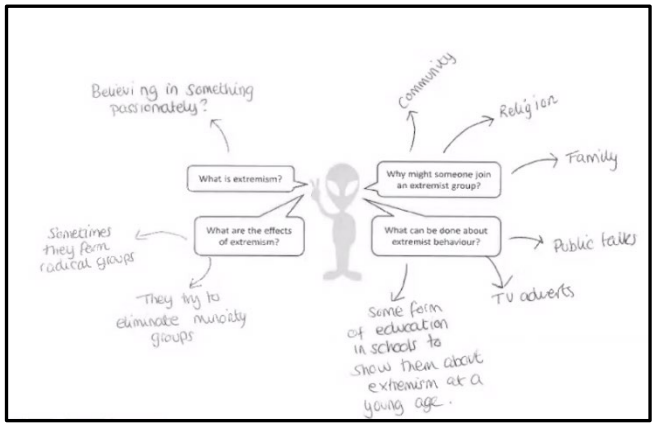

Verbal feedback

The fast majority of feedback in PSHEE may be given verbally during the course of a lesson. Teachers are encouraged to follow the model of Standard, Improvement, Praise in their verbal feedback, as well as any written feedback.

Pastoral conversations

The School holds a pastoral day every term. As well as a series of PSHEE enrichment workshops, all pupils have a one-to-one conversation with their form tutor or Head of Year. Staff are trained to

ensure that each conversation includes the opportunity for feedback on progress in PSHEE and an additional opportunity to listen to those pupil voices that may be hard to reach.

Reporting progress in PSHEE to parents

Where PSHEE is delivered by the form tutor, tutors are expected to report on the progress of their tutees in their form tutor reports. Additional feedback may be shared verbally by parents by the tutor at tutor meetings, via email, or over the phone during pastoral conversations.