



ST JAMES
Preparatory School

Personal, Social, Health and Economic education

PSHE POLICY
Including Spiritual, Moral, Social and Cultural
Development

With reference to the Standards effective from 2013 & 2015 and
the Equality Act 2010

PSHEE Policy including Spiritual, Moral, Social and Cultural Development

Vision

Our vision is for children to learn and practise the ‘**CORE**’ thinking habits, so they are Caring, Open, Responsible and Elastic, in order that they may develop positive relationships, inner strength and academic success.

Our full vision

Our vision is to create an environment where children make the maximum possible personal progress by learning thinking and behaviour habits to help them thrive. Our PSHE and SMSC policy permeates every aspect of our school. Governors, management and teachers are crystal clear about the values children need to learn and practise. We have developed four **CORE** virtues to help our children succeed: Caring, Open, Responsible and Elastic:

Caring for self by eating, exercising and sleeping the correct amount and caring for others by helping, praising, sharing and playing with them.

Open by expressing ideas, thoughts and feelings openly, by being tolerant and by being creative.

Responsible by following the rules, working hard and being respectful.

Elastic by bending and not breaking when things get difficult.

These **CORE** virtues are communicated in the curriculum, posters, lessons, assemblies and all interactions with children throughout their time at St James Prep. Our unique **CORE** self-assessment system allows children and staff to see visible personal progress.

We also actively promote the 5 fundamental British values of democracy, rule of law, individual liberty, respect and tolerance. We expect children and staff to know and follow these British values whilst at school. Staff and children use democratic procedures to make decisions, adhere to school rules, are free to express how they think and feel, tolerate other beliefs or opinions and respect other people whatever their status, age, race, religion, sex or sexual orientation or disability, as referenced in the protected characteristics, under the Equality Act 2010.

We provide an imaginative and carefully balanced curriculum with bespoke PSHE and Philosophy lessons every week to encourage personal understanding and the most effective ways to think and behave. We use the outstanding SCARF and PLAN BEE curriculum for PSHE lessons, and use the P4C method in Philosophy discussions. These lessons improve the children’s personal and social intelligence to live full, healthy, safe and responsible lives. It gives them all the tools to flourish and reach their fullest potential.

Aims and Skills

We provide a principled environment in which each child

- Can discover simple principles of spiritual knowledge and the universe and explore their relationship to that universe
- Can show confidence in their creative powers
- Can grow in awareness, self-confidence and thoughtfulness
- Is at ease to talk freely about spirituality, the search for truth and their inner world
- Appreciates stillness and a sense of awe and wonder
- Learns to distinguish right from wrong (FBV Rule of law)
- Respects the civil and criminal law and the rules of the school (FBV Rule of law)
- Respects democracy, the rule of law and individual liberty, support for participation in the democratic process, including respect for the basis on which the law is made and applied in England (FBV Democracy)
- Values friendships and cares for their friends
- Shows initiative and contributes positively to the needs of the class, the School, the locality and an ever-expanding community
- Through the richness of the curriculum, has access to the finest material offered by our own and other cultures
- Develops an understanding, respect and tolerance of their own and other cultures and those with different faiths and beliefs (FBV Mutual respect and tolerance)
- Knows what constitutes a healthy lifestyle and is aware of safety issues
- Is offered a balanced presentation of opposing views when political issues are raised
- Develops self-knowledge, self-esteem and self confidence
- Is encouraged to accept responsibility for their behaviour
- Acquires a broad general knowledge of and respect for institutions and services in England.
- Appreciates economic wellbeing and personal finance including risk taking.
- Feels safe and knows how to be safe
- Is encouraged to show an awareness of and responsibility to local and global issues.
- To practice and understand the St. James Prep CORE virtues (Caring, Open, Responsible and Elastic) and make noticeable progress.

Pastoral Care

Pastoral care is of great importance:

- We actively promote the welfare of children and protect them from harm (see Safeguarding)
- Start of Staff meetings – time is given to care of individual children with all staff
- Head available for consultation with staff about any individual child
- Transition meetings in September between year teachers
- Annual meeting class teacher & matron
- Deputy Head (Pastoral) works with staff and children to promote well-being for all
- Robust discipline & behaviour plan in place – monitored by Deputy Heads (see Behaviour policy)
- Matron – links with children, parents and teachers.

- Termly self-evaluation or teacher evaluation (depending on age group) against St. James Prep CORE virtues success criteria with self-set individual targets for missing personal and social skills.

Helping Pupils Develop Self Knowledge, Self Esteem, Self Confidence and Resilience

Philosophy

Weekly Philosophy lessons help the children articulate their thoughts and opinions and listen carefully to others. The children develop a high degree of empathy, tolerance and understanding. They are used to taking turns and demonstrate respectful manners. The lessons improve the children's resilience and self-confidence and also their ability to argue a point rationally. This helps them to stand up for what is right and combat bullying and discrimination.

Each class has one Philosophy lesson a week when the intention is to stimulate an enquiry into the spirit of the human being and to look at their relationship to the universe. The School supports values such as honesty, compassion and generosity and explores these themes through stories, games, pictures and questions. (See recent values studied below* and also our Philosophy syllabus). In an atmosphere of trust, children look at big issues, ask questions and talk about themselves, their feelings and what they understand. They are encouraged to debate and challenge ideas in a respectful and tolerant way. They listen to and support each other in this. They use their vote to select questions they want to discuss (FBV Democracy). Every child's contribution is valid.

A longer version of the pause is practised each week in Philosophy lessons.

Personal and Social Development Program - Core Virtues

At St James Prep, all children develop inner belief by practicing 4 '**CORE**' virtues: **Caring, Open, Responsible and Elastic** (our word for Resilience). This program is unique to St. James and helps clarify useful personal and social skills to the children.

By memorizing, understanding, practicing and assessing themselves against these **CORE** virtues, St. James Prep children develop the thinking habits to create more connection, confidence, success and inner strength.

The 4 virtues aim to be unique, simple, memorable, and aspirational.

Throughout the day the children remember their 'best self' in a pause and dedication, "Om Paratmane Namah Atah"

The best self is Caring, Open, Responsible and Elastic.

Assessing Personal and Social Skills Progress

Once a term, children self-assess against CORE virtues which have been broken down into observable skills criteria.

Each classroom will have a folder with dividers for each child and children self-assess against the skills.

If a child feels they are good at the skill, they tick it.

After they have completed the list, they set themselves one target to aim for.

Teacher's Role

The teacher's role is to encourage the children as much as possible to meet and practice the skills and virtues.

Over the course of the year, teachers should see **VISIBLE** progress in the personal and social skills the children are displaying.

Folder Review

In the summer term, the folders will be checked to see how the children are progressing.

Pausing

Children pause at the beginning and end of every lesson and periods such as Assembly and Lunch. The Pause is a short period of quiet reflection and stillness. It is a connection with something peaceful and unchanging in today's busy world, reminding us of the stillness which is beyond the activity, noise and stresses of the day. Children also practise a longer version of The Pause, The Long Pause, during the weekly Philosophy lesson or before assembly.

Pausing at the beginning and end of every lesson allows the children to refocus and prepare for what is to come. For some it is also a chance to start again, particularly if the previous lesson has presented challenges. It brings everyone back to a stillness and allows the children a moment of calm before moving on.

There is tremendous power in being unified as a class and school. It allows everyone an opportunity to unite in silence and stillness. The Pause is unique to St James, and the staff and children all value it greatly. It creates a calm atmosphere in which some inner space can be found and there is the possibility of connecting with one's inner self. The practice builds strength, resilience and steadiness.

Meditation

There is a quiet room allocated for staff to use each morning if they so wish.

Praise

Once a week there is a 'Commendations' Assembly in which children are commended for outstanding effort, behaviour or work. Children may also be awarded the Headmistress' commendation. The teachers use praise as much as possible for positive reinforcement and increasing self-esteem.

Assemblies

Tuesday: Topic Assemblies on CORE virtues and FBV's and Social Responsibility

Wednesday: Sanskrit and tales from the East

Friday: Commendations Assembly

Eg. Religious festivals from other cultures eg. Divali, Eid, Passover are celebrated sometimes with the help of guest speakers. (FBV Mutual respect and tolerance). Y6 boy raising funds for Cancer Research, assembly on Rosa Parkes (FBV Individual liberty and Mutual respect and tolerance), an Imam speaking on Introduction to Islam? Who is a Muslim?

Responsibility

Children develop self-confidence by taking on responsibilities around the school. The Year 6 children are all prefects and each child has a specific role within the school. All children have a buddy system, where they are paired up with a child in another year group. Children are also given jobs as monitors within classes. Yr 2 children become 'playground friends'. They take turns to wear red caps and help care for the KS1 children in the playground. Children also learn about responsibility through the house system and house points. (See contribution to the community).

New children entering the school have a buddy allocated to them in their class.

Links with Other Subjects

In English and Drama there are numerous opportunities for speech in front of an audience to develop self-confidence. Maths lessons give numerous opportunities for working with British coinage and tackling money problems. In History the culture and traditions of the country are appreciated including the Monarchy, Church and Parliament (FBV Rule of law and Democracy) In Geography the children learn about the interdependence of communities in the wider world. In Forest School children gain a love and respect of nature, sustainability and develop a range of personal and social skills that equip them for life. (See all subject policies for more details).

Philosophy lessons encourage the pupils to develop their own moral sense and understand the impact of their actions on other people. Assemblies and Philosophy lessons are used to explore the laws of the land. Whenever games are played in the classroom, the gym or the sports field, the children are encouraged to respect each other and the rules of the game. Sportsmanship, fair play and supporting one another are made a priority.

Contribution to the Community- global and local

Children are encouraged to use their initiative to raise money for charity. Each term there is a charitable initiative such as RNLI, The British Legion, Jeans for Genes, Trinity Hospice, Great Ormond St. Hospital, Red Nose Day and Sports for Schools, Save the Tiger and Cancer Research. One Year 6 boy used an assembly to inspire the school to help him raise money for Macmillan Cancer Research and put together a talent show.

Within their own school community children take a responsibility for caring for the environment. Children make ECO bricks out of non-recyclable plastic. Children care for their year group vegetable patch. Year 6 children sing carols at St. Mary's Old Peoples' Nursing Home each year. The children donated clothes and sent messages to a school in Sierra Leone. They loved receiving messages and photos of the children wearing their clothes too.

Education for Social Responsibility (ESR) is taught from Year 1- 6 in PSHEE lessons covering such areas as where our water comes from, Recycling and Fair Trade.

School council

Two children from each class are elected to represent the class on the council. (FBV Democracy). The council meets regularly with a teacher and with the Head once a term. This provides a forum in which the children can be involved in making meaningful decisions that affect their lives at school and have an impact on the local and wider community. For example, choosing charities to support, making the playground floor Astro turf, making changes to the school uniform and looking after Marcus Garvey Park.

Eco Committee

Children are voted onto the eco committee by peers (FBV Democracy) and meet every week to discuss and implement ideas to help the school care for the local and global environment. Children organise No Power Days, give assemblies, organise a new litter system, make eco bricks, design an new wildlife garden (See Environmental Policy and Syllabus).

Buddies and Jobs around the School

see Responsibility above

Anti-Bullying

We encourage children to respect all others irrespective of age, sex, race, religion or disability. Bullying of any sort is not tolerated (see Anti-bullying policy). We have an anti-bullying week where there is a particular focus given in assemblies, the classroom and the playground. School Council children become 'anti-bullying ambassadors' and have opportunities to meet with the Deputy. As part of their Councillor role they take particular care of anyone feeling left out or upset. A 'worry box' is sited outside in the playground - any child may put a call for help or suggestion into these boxes which is then dealt with by the Librarian; if appropriate, it may become the focus for discussion with the School Council. We also have 'Friend Spots' in the playground and the courtyard where any child needing a friend to play with can go and await one. The buddy system builds a strong rapport between the older and younger children, which

continues throughout the school. Teachers regularly remind children about these anti-bullying supports and facilitate circle time sessions with their classes to discuss issues if they arise.

The children are taught to respect other people with particular regard to the Protected Characteristics listed in the Equality Act 2010. Each year group will give special attention in their PSHEE lessons to respect for one or two of the following: age, disability, gender reassignment, marriage and civil partnership, Pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Enabling Pupils to acquire a Broad General Knowledge of and respect for Public Institutions and Services in England.

School Trips

The children are introduced to the public institutions and services in England through a variety of school trips. For example, they visit at least three major Cathedrals, Parliament, the Tower of London and the Globe Theatre. The children go to a Fire Station and are visited at School by the local Police Force.

Visitors

We have regular speakers and visitors at assembly or to individual classes from public institutions. These have included a dentist, lawyer, the Police, a teacher from the National Gallery and charity workers.

Respect and Appreciation of our Own and other Cultures

At St James we explore and celebrate qualities that define and unify us all. The children are encouraged to be educated about all religions and cultures in the spirit of harmony and tolerance in the religious education curriculum (FBV Mutual respect and tolerance. Divali is often celebrated and parents are encouraged to organise or help with this and other religious festivals. There are occasional days when traditional food (eg from Greece, India or Britain) is served. The Reception children's parents are invited to come and speak to the children about aspects of their faith or culture. This is very popular and successful and often involves food and dressing up.

Assemblies celebrate our own Christian culture with the Lord's Prayer, stories from the Bible and regular visits from our School Chaplain. We have also had speakers on Bhai, Buddhism, Islam, Judaism and other faiths. Children visit a Hindu temple, a synagogue, a Buddhist centre and Cathedrals. Parents also come into assemblies to speak about other cultures and faiths. Children learn to avoid and resist racism eg. Assemblies about famous people eg Desmond Tutu, Rosa Parkes.

Stories used in Assembly and Philosophy are from many different cultures.

Our own culture is celebrated in different ways. We mark special occasions such as the Queen's Diamond Jubilee children with a street party lunch in the playground and there has been a themed 'British Food Day'. Prince Harry and Megan Markle's marriage was also celebrated. The children are encouraged to respect our traditions.

Links with the Church

Rev. Rob Marshall is the School Chaplain. He conducts Church services at Christmas and Easter and takes assembly at school 2-3 times a term. RS is taught throughout the school by the subject co-ordinator or class teachers. (see RE Policy)

We actively Promote and Respect Fundamental British Values

The children are encouraged to respect the values of democracy and can vote their classmates onto the school council or eco committee. They are encouraged to value their freedom within the rules of the school and the laws of the nation and acknowledge that rules/laws are there for their own well-being and safety.

- All children and adults in the school treat each other with respect. They learn that their behaviour has an effect on themselves and the community.
- At election time the process is explained and we have a notice board showing the concept of voting.
- Children use the process of voting to select a question for consideration in P4C Philosophy lessons.
- Children learn about the distinction between rules and the law. They consider the laws that affect their lives.
- Background to Parliament, The Queen, The House of Commons, House of Lords.
- Human Rights
- What are the consequences of breaking rules/the law?
- Our 'Anti-bullying' initiative combats discrimination and any form of bullying.
- Trips to places of worship and Parliament.
- Stories in Assembly and Philosophy use a wide range of sources from different faiths and cultures.
- Through e-safety and PSHE lessons children learn how to exercise their personal freedom safely.
- They are incorporated into our CORE virtues which children self-assess against.

Within the School there is no Promotion of Partisan Political Values

We are aware that any political presentation or political literature in the school should be balanced. We will actively challenge pupils or anyone expressing opinions contrary to British Values including extremist views.

All staff have Prevent training and are aware of the risks of radicalisation.

Health

Nutrition and healthy eating

Each class visits the Teaching Kitchen for Cookery lessons at least once a term. They learn about healthy eating, fresh food in season. Children are taught to serve their friends and guests. This aspect of service is also an important feature of meal times at School. The children learn good table manners while they sit down to lunch as a class with the class teacher.

Our Bodies and Relationship and Sex Education

The children learn about their bodies and caring for themselves. They hear about personal hygiene, are reminded to wash their hands regularly and brush their teeth. The older classes have sex education, learn about their changing bodies-puberty, and personal hygiene, their rights in relation to their bodies and reproduction. See separate RSE Policy)

Exercise

The children learn about the importance of fresh air and exercise in Gym, Sports and Swimming lessons. In Science lessons they discover more about how the body functions and the need for exercise and good nutrition.

Economic Wellbeing

We use the SCARF economic education programme to prepare the children for their financial future. This aims to provide children with the ability to make sound decisions in their everyday lives and to grow into adults who know how to keep track of their finances, plan ahead, spend wisely and confidently negotiate the world of finance.

The programme links with many other subjects, particularly Mathematics. Children take part in charity fundraising (e.g. Jeans for Genes day, a school talent show for Cancer Research, a sponsored read to save the tiger and making slime to sell in the courtyard for great Ormond Street Hospital).

Teaching Children How to Keep Safe

Children learn about personal safety-

Police Force- children hear about approaching policemen if they need help and about stranger danger. (see Scheme of work)

Fire safety - visit to the fire station. Each year the children have training in fire safety at school and at home from a fire officer.

When Cycling- helmets, luminous strips

Road safety

Safety at home – matches, electricity, hot water, ovens, hobs

Drugs-coffee, alcohol, cigarettes, medical and abused drugs

e-Safety lessons for Years 3,4,5 and 6 – one lesson per term. (and talks for parents and children)

ICT classes for Y6 are monitored by the Acceptable Use Policy

Parental Digital Support- Theresa Hughes talk in October

Displays monitored to reflect a safe environment and British Values.

The children create and display a 'safety proclamation'.

Hygiene- washing hands, brushing teeth and how some diseases are spread.

Asking the children 'Do you feel safe?', 'Do you know who to go to if you need help?'.

Class holiday safety talk – any concerns voiced, teachers go through who to go to if they need help.

Teaching Methods

We teach PSHEE/SMSC in a variety of ways.

- Weekly discrete lessons PSHEE in classes with the class teacher following SCARF.
- Whole School assemblies eg. we all have different talents but are essentially the same- anti-bullying; recycling and the environment; Sierra Leone charity; Rosa Parkes.
- Visitors to the School eg. RNLI, Battersea Dogs Home; Meg Dyos rowing across the Pacific; GOSH presentation; Introduction to Islam.
- Class trips eg. St Paul's Cathedral, Fire Station
- Through other subjects eg. The Monarchy in History, or Eating Healthy Food in Science and cookery, Drugs in Science
- Residential experiences on School trips
- Charity events
- Class activities and discussions – eg. Philosophy; Careers talk by parents; lawyer's workshop, The dentist's visit.
- Self-evaluation against CORE virtues once a term

Recording and Reporting

- Personal Development Folders for each Year Group for each child, with an ongoing record of achievement and progress against the CORE virtues.
- Form reports which cover PSHEE topics and Philosophy.
- Forms which include any pastoral issues are used at the summer transition meetings.
- Achievement folders are kept by staff. These progress up the school with the class and note personal achievements of the children.

Children's efforts and achievements are marked in more informal ways including:

- Stickers and praise
- House points which add up to win outings
- Assembly commendations
- During the parent/teacher interviews
- Children set CORE targets for themselves every term

Personalised Learning

An important aspect in the teaching of PSHEE/SMSC is that the contribution of every child is highly valued. Because of the wide range of activities and approaches involved in PSHEE/SMSC there are ample opportunities for all to contribute in some way.

Assembly

- Introduces and reinforces values through stories and lives of famous people
- Commendations/praise, individual and School
- Charity work
- Guest speakers
- Films and slide projections
- Asking significant questions
- Appreciation of stillness
- Prayer

Staffing

All teachers are involved in some way in the teaching of PSHEE. Class teachers teach Philosophy to their classes and encourage good manners. They organise cultural trips, invite 'people who help us' to speak to their classes and teach economics lessons. PSHE Education is supported by all staff and the school has a unified approach to well-being for all.

Training

- Health and Safety fire training – whole staff every year
- Health and Safety training in staff meetings
- J Cook – Level 3 Forest School Practitioner
- Annual Teachers' Conference – daily periods of reflection and conversation on Spiritual values.
- Beginning of term staff meetings
- Regular training & conversations at staff meetings throughout the year on PSHE topics.
- Whole staff at Summer INSET 2023 by Sapere Philosophy 4 children half-day course: 'tools for thinking together'.

Monitoring and Evaluating PSHE

It is possible to monitor the way in which the children develop their skills in PSHE by taking note of progress in an informal way. An 'on the hoof' assessment is made, for example, by taking note of:

- Demonstration of good manners around the school
- Listening skills
- Ability to access stillness and quiet
- The ability to demonstrate tolerance and respect diversity
- Positive contributions to the global or local community

- A knowledge of how to be safe & healthy
- Demonstrations of self-confidence and resilience
- Lunch time & break times behaviour
- Talking to the children informally
- The children's contributions in Assembly
- The general atmosphere in the school

More formally:

- PSHE and Philosophy lessons are recorded in A2 booklets and every lesson is recorded. These are monitored by the PSHE coordinator.
- Children and Teachers Assess all children against the CORE virtues and record is kept of every year group in a folder in the classroom.
- The Head, PSHE co-ordinator, Deputy Head meet regularly to monitor, discuss and evaluate practices and the well-being of the school community
- Time is given at SMT meetings to evaluate PSHE.
- Philosophy lessons are observed each term and feedback given to staff. 'Lesson observations' are scrutinised by the Head.
- PSHE lessons are observed each term.
- Teacher's lesson plans monitored & evaluated by the PSHEE co-ordinator.
- Note is taken of teachers' feedback in staff meetings and action taken if necessary/appropriate.

Signed by:	Annabel Lubikowski Chair of Governors
Date of last review of this policy	September 2023
Date for next review of this policy	September 2024
Policy owner	PHSEE Co-ordinator