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 and revised Independent School Standards (ISS) April 2026

PSHEE Policy including Spiritual, Moral, Social and Cultural Development

Vision

Our vision is for children to learn and practice 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. Children learn to be:

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 five 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 follow the JIGSAW scheme of work 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

In so far as fundamental British values are concerned, we aim to ensure that the education that is planned is in all aspects not in conflict with or inconsistent with any of them. The school actively promotes FBVs and follows the guidance that is given in Promoting fundamental British Values as part of SMSC in schools.

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.
- practises and understands the St James Prep CORE virtues (Caring, Open, Responsible and Elastic).

Pastoral Care

Pastoral care is of great importance at St James.

- We actively promote the welfare of children and protect them from harm (see Safeguarding policy).
- At the beginning of weekly whole-staff meetings and Key Stage meetings, time is given to note any individual children.

- The Head and Deputy Head are available for consultation with staff about any individual child.
- At the beginning of the year, transition meetings take place between teachers.
- The class teacher has annual meetings with matron.
- The Deputy Head and Senior Mental Health Lead work with staff and children to promote wellbeing for all.
- The discipline & behaviour plan in place is robust and monitored by the Deputy Head with consultation of all staff (see Behaviour policy).
- The school matron has well-established links with the children, parents and teachers alike.
- The children conduct a 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, as well as their ability to argue a point rationally, respectfully, and calmly. This helps them to stand up for what is right and combat bullying and discrimination.

Each class has one Philosophy lesson a week. 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 voting systems 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: **C**aring, **O**pen, **R**esponsible and **E**lastic (our word for Resilience). This program is unique to St. James and helps clarify useful personal and social skills to the children.

By memorising, understanding, practising 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 four virtues aim to be unique, simple, memorable, and aspirational. Throughout the day, the children remember and honour their 'best self' in a pause and dedication: "Om Paramatmane Namah". 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. Each class teacher has a folder with dividers for each child and children self-assess against the skills. If a child feels they have mastered a skill, they tick it. When completed, the children 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 practise 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. Teachers themselves should be strong role models in displaying the CORE virtues and should be at the forefront of planning and teaching.

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 at any time if they so wish. This room is designed as a safe space for reflection and tranquillity.

Praise

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

Assemblies

Thursday: Topic Assemblies on CORE virtues and FBV's and Social Responsibility
Monday: Sanskrit and tales from the East
Friday: Commendations Assembly

Religious festivals (e.g. Diwali, Eid, Yom Kippur) are celebrated through assemblies – these are sometimes led by teachers, the children or guest speakers.

Responsibility

Children develop self-confidence by taking on responsibilities around the school. Children in Year 6 are all assigned prefect roles at the beginning of the academic year; they have a list of tasks and responsibilities to take care of throughout the year. All children are part of a buddy system, in which they are paired up with a child in another year group and participate in frequent activities together. New children entering the school have a buddy allocated to them in their class. Children may also be given jobs as monitors within their classes. At the beginning of the year, Year 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).

Links with Other Subjects

In English and Drama, there are numerous opportunities for speaking in front of an audience to develop self-confidence. Maths lessons provide 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. Forest School enables the

children to gain a love and respect of nature and sustainability, as well as 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 have many opportunities to raise money for charity. A main charity is decided at the beginning of the year; however, opportunities to raise money for a range of charities occur throughout the year. Some charities St James have collected for over the years have included *Under One Sky, 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*. Charity Representatives are elected in each class and with the Charity Lead member of staff and the Year 6 Charity Prefects half-termly meetings take place in order to discuss upcoming charity events and any other initiatives the children would like to put forward.

Within their own school community children, take a responsibility for caring for the environment. Each class is responsible for their own vegetable patch in the garden and ensure effort is made when disposing of litter appropriately. Over the years, the children have taken part in activities such as singing carols at *St. Mary's Old Peoples' Nursing Home*, handwriting cards and messages of support for those in need and collecting and ordering donations of clothes and non-perishable items to be handed out in the local area. There are also opportunities to connect with local schools and share facilities (for example, through netball and debating clubs).

Education for Social Responsibility (ESR) is taught from Year 1-6 in PSHE lessons and through assemblies. These sessions cover topics such areas as where our water comes from, recycling and fair trade.

School Council

Two children from each class (Years 1-5) are elected to represent the class on the school council (FBV Democracy). The council, along with the Head Boy/Girl and the Diversity and Inclusion Prefect, meet regularly with a teacher and with the Head once a term. These meetings provide a forum in which the children can be involved in making meaningful decisions and offering suggestions, which affect their lives at school and have an impact on the local and wider community. There is also a clearly

marked suggestion box in the school, where children can offer ideas by writing on a slip of paper and putting it in the box.

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. These meetings are led by a member of staff and the Eco Prefect. In the past, children have organised No Power Days and new litter systems, delivered assemblies, made eco bricks, and designed an new wildlife garden (See Environmental Policy and Syllabus).

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). Each year, we mark Anti-Bullying Week; the theme is discussed through assemblies, and other activities such as stories, videos, crafting activities amid workshops. The 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 situated in the playground - any child may put a call for help or suggestion into these boxes which is then addressed by the Librarian (our 'listening ear') and/or other members of staff appropriately. 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, and this 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 PSHE lessons to respect the following: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Mental Health

The Senior Mental Health Lead for the school works closely with the PSHE curriculum coordinator to ensure that emotional wellbeing of pupils is covered thoroughly in our subject curriculum. This includes the implementation of CORE, 'Three Houses' activities for Year 6 pupils as well as Feel Good Fridays (Wellbeing days) and Annual Mental Health Awareness days.

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. Trips may vary each year, but teachers aim to include a range of different places when planning, including museums, historical buildings, and places of worship. Many of these trips also require the use of public transportation, which allows children to gain the skills needed to remain safe when travelling.

Visitors

The school provides many opportunities for guest speakers to visit throughout the year; these may be through an assembly or in individual classrooms. Examples of these have included engineers, a police officer, 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 educated about all religions and cultures in the spirit of harmony and tolerance in the religious education curriculum (FBV Mutual Respect and Tolerance). Diwali 2024 was celebrated through a performance to parents, for example. There are occasional days when traditional food is served at lunchtimes to celebrate international cuisines. Assemblies are also used to celebrate 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 may visit a religious place of worship with their classes (such as a Hindu temple, a synagogue, a Buddhist centre and Cathedrals). Parents are also asked to come into assemblies to speak about other cultures and faiths.

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.

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 concept and process are explained.
- 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.
- PSHEE lessons cab cover how British democracy works: local councils, governments and the monarchy are covered.
- Our 'Anti-Bullying' initiative combats discrimination and any form of bullying.
- Stories in assembly, Philosophy and English use a wide range of sources from different faiths and cultures.
- Through online safety lessons and PSHE, 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.

Nutrition and healthy eating

Each class visits the Teaching Kitchen for Cookery lessons at least twice a term. They learn about healthy eating and use 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 and is reiterated during 'tea and toast' for Years 5 and 6. The children learn good table manners when sitting down to lunch as a class with the class teacher. We recognise the importance of this as part of the children's health and wellbeing.

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. All classes from Year 1 learn about Relationships and 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

Through the JIGSAW scheme of work, we deliver financial education. 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. Financial skills are also discussed and practised through other subjects, particularly Mathematics. Year 6 participate in an Enterprise Project each year, and Year 5 have visited the Bank of England museum. Children also take part in charity fundraising.

Teaching Children How to Keep Safe

Children learn about personal safety across multiple subjects.

- They are introduced to the people who keep us safe in the community (eg. Police officers, firefighters, paramedics).
- Teachers have organised trips to fire stations and class assemblies frequently discuss other instances of fire safety such as Bonfire Night. Science lessons also cover staying safe with electrical items during the 'Electricity' topics of Year 4 and 6.
- Road safety is also discussed as a whole-school and the School Council members enjoy delivering a whole-school assembly during the National Road Safety Week.
- Education on harmful drugs, including caffeine, energy drinks, cigarettes, vapes and alcohol is given through PSHE and Science lessons.
- Online safety sessions are given throughout the year, and parents are also invited to the school for parent workshops. ICT classes and iPad use are monitored, and children and parents are required to adhere to the Acceptable Use Policy.
- Good hygiene habits are encouraged at all times.
- When leaving the school premises for day trips or class holidays, extensive safety talks are had with the children – children can voice concerns. Before residential trips, parents are also invited to the school for a class discussion, where they can also present their concerns.

Teaching Methods

We teach PSHEE/SMSC in a variety of ways.

- Weekly discrete lessons PSHEE in classes with the class teacher following JIGSAW.
- Whole school assemblies cover an array of topics.
- Visitors to the school are invited to share different or first-hand perspectives.
- Class trips are organised to consolidate the learning of PSHEE skills.
- PSHEE is woven throughout the curriculum (eg. Science, Maths, History)
- Residentials provide children with opportunities to challenge themselves and gain independence.
- Charity events reflect our learning.
- Children self-evaluate against CORE virtues once a term.

Recording and Reporting

- The children's self-evaluation forms are kept by class teachers in a folder.
- PSHE exercise books are used for Years 3-6; Reception, Year 1 and Year 2 use other means of gathering evidence of progress (photos, whole-class write ups) and save these in a specific folder on the school system.
- At the end of the Autumn and Summer Term, teachers write Form Teacher Reports about each child.
- Termly PTIs allow teachers to discuss PHSE learning and progress with parents.
- Forms which include any pastoral issues are used at the summer transition meetings.
- A wall display of each class's PSHE work is updated twice a term, to showcase the learning and progress happening in each year.
- Children's efforts and achievements are also marked in more informal ways including stickers and praise; house points; and commendation certificates.

Personalised Learning

An important aspect in the teaching of PSHE/SMSC is that the contribution of every child is highly valued. Because of the wide range of activities and approaches involved in PSHE/SMSC, there are ample opportunities for all to contribute in some way. Using the JIGSAW scheme of work, teachers are also able to adapt and be flexible according to the needs of their classes. Optional lessons are offered, as well as multiple plans available for one learning outcome.

Staffing

All teachers are involved in some way in the teaching of PSHE. Class teachers teach Philosophy to their classes and are mostly responsible for the organisation of trips, plan meaningful lessons, and day-to-day pastoral care of the class. However, PSHE and pastoral care is threaded throughout the running of the school, therefore it is

at heart of the support given by all staff. 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 and throughout the year
- Annual Teachers' Conference – daily periods of reflection and conversation on Spiritual values
- Senior Mental Health Lead appointed
- Beginning of term staff meetings and inset days
- Whole staff training sessions available (for example, Sapere P4C half-day course: 'tools for thinking together', Summer 2023).

Monitoring and Evaluating PSHE

Teachers can monitor progress using a range of informal methods – assessing whether the children can

- demonstrate good manners around the school
- listen to their peers and others
- access stillness and quiet
- demonstrate tolerance and respect diversity
- Contribution positively to the global or local community
- display knowledge of how to be safe & healthy
- demonstrate self-confidence and resilience
- present caring and open behaviour at breaktimes
- hold conversations
- contribute in assemblies and other group activities

In addition, PSHE and Philosophy lessons are recorded in A2 booklets and photos (Reception-Year 2) or exercise books (Year 3-6). These are monitored by the PSHE coordinator.

- Children and Teachers assess all children against the CORE virtues and a 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.
- Time is given at SLT 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, with feedback given.
- Teacher's lesson plans are monitored & evaluated by the PSHE co-ordinator.
- Note is taken of teachers' feedback in staff meetings and action taken if necessary/appropriate.

Version Control

Date of adoption of this policy	01.09.2024
Date of last review of this policy	April 2026
Date for next annual review of this policy	August 2026
Policy owner (SMT)	Head Teacher
Policy owner (Proprietor)	Board of Trustees (if required)

Signed: Annabel Lubikowski Date: 08.11.2025

Authorised by the Board of Trustees (change as appropriate)