

PSHE Policy

St James Senior Boys' School

1. Aims of the policy

The aims of Personal, Social and Health Education are to prepare the pupils for the opportunities, responsibilities and experiences of life (see Aims & Ethos Policy).

It should:

- promote equal opportunity
- promote self-esteem
- promote emotional well-being
- help form and maintain effective relationships
- equip them to make informed choices
- help them become responsible citizens
- develop spiritual, moral, social and cultural awareness
- develop the power to choose between right and wrong
- enable them to contribute to a just society.

Character education is at the very heart of the St James ethos. It is more a way of living rather than a set of actions that we do at specific times. The school offers a broad range of PSHE. The time provided for this is at least 3 hours per week, including Assemblies and the weekly Philosophy lesson. Programmes, such as for Sex and Relationships education and Drugs and Alcohol education, are run once a year and are designed to cater for the needs of pupils at specific ages. Underlying all aspects of PSHE is the pastoral care, largely provided by the Form Masters. They have a duty of care for each of their pupils and regularly report all aspects of each pupil's development. [See Pastoral Care Policy]

2. Assembly

Morning Assembly takes place three times a week based on spiritual and collective worship and there are prayers, a reading from our own assembly book, a Hymn and a short address related to spiritual development (see Curriculum Policy). The address usually refers to a reading from a spiritual text from either the Eastern or Western traditions. These assemblies are sometimes split into Upper School and Lower school.

3. Meditation and Pausing

Meditation, mindfulness and regular practices of 'pausing' and dedicating lessons to a unifying concept, divine power or God, are aspects of the practical approach to the philosophy. There is also a 5 minute period of stillness in the morning and afternoon registration. This can be used for Meditation, silent prayer, mindful practice, or simply sitting quietly.

The system of meditation is designed to calm the mind and strengthen the power of attention. The school offers, through the School of Meditation in London, a mantra-based approach which is simple and effective. Mindful practices are also taught to the boys through philosophy lessons in Years 7, 9 and 11, with a number of members of staff now qualified mindfulness teachers.

We also respect the quiet of the present moment at the beginning and end of each activity. This is called the "Pause", at the start and end of each lesson, which is used to bring all the activities to stillness. Boys are encouraged to clear their minds of everything, rest for a few moments in their own peace, and then dedicate what is to come to something greater than themselves, however they would like to view that.

4. Philosophy

Once a week Year 7 - 11 receives a philosophy lesson. The purpose of this course is to introduce progressively, to all pupils, both the essential knowledge and practical application of what is often referred to as the 'Philosophy of Unity'. This philosophical approach is at the heart of the St James Senior Boys School.

The course includes worldly issues set in a philosophical context as follows: love, marriage, sex, community service, leadership, the justice system, functions of society, family and roles.

(See document: Philosophy PSHE Year by Year Outline)

In the 1st term of Year 7 & 9 the boys are taught the .b mindfulness course.

The 6th Form are offered both a philosophical program and the .b mindfulness program. Both of which are voluntary.

5. Citizenship

Elements of good citizenship (and the systems of citizenship) are embedded within the Philosophy schemes of work, as well as spoken more explicitly about in Assemblies. For example, the school holds debates (organised by the sixth form) around current issues, like the general election or the referendum to leave the EU. In Year 10 Philosophy, systems of British governance are also covered in term one around the theme of 'Choice and Judgement'.

6. Sex and Relationships Education

The Sex and Relationships Education programme is run for Year 8 upwards. Some aspects of Sex and Relationships education, particularly those relating to love and family welfare are dealt with in the Philosophy and Citizenship courses. Guest speakers are invited each year to speak to individual year-groups on matters relating to sexual health, contraception and abortion. Pupils are given the opportunity to ask questions.

[See Sex and Relationships Education Policy]

7. Drugs and Alcohol Education

The drugs education programme is provided annually for Year 10 upwards. Guest speakers specialising in this area provide talks to individual year-groups and each talk is sensitive to the age of the pupils. The parents are also invited.

8. Duke of Edinburgh

Duke of Edinburgh Bronze Award is offered to pupils in year 9 & 10. Usually more than half the year-group take this opportunity. Silver and Gold Awards are also available. The four strands of the D of E programme are: Skills, Recreation, Community Service and Expedition.

9. 6th Form

All aspects of 6th Form PSHE can be found in the dedicated 6th Form document. Attached as appendix 1.

10. Careers and Work Experience

The Careers Coordinator is Sandra Williams. Careers Year Plans are available.

Careers education forms a continuous thread throughout a pupil's time at St James. It aims to provide a framework within which each can develop the self-awareness and experience necessary to make balanced decisions at each stage during their time at the school and, hopefully, after they leave. See Appendix 4, Work Experience Policy.

10.1 Lower School, Years 7 & 8

The focus in Years 7 & 8 is on helping students understand the relationships between what they learn in school and their future lives. This is achieved through lessons provided by Form tutors and through the use of a programme called JED (Job Explorer Database). This website allows boys to find out information about different careers as well as allowing them to assess their skills and talents and their suitability for certain careers. The boys have individual access to this programme on firefly.

10.2 Upper School

Careers education within the Upper school takes a more practical stance by using personal awareness to investigate further study options and by developing skills needed in the world of work

Year 9 boys have a series of specific career lessons which cover the basics of choosing a career, applying for a job and going to an interview. Each lesson is based around a talk and then has the boys doing independent work to reinforce the topics, such as drawing up a CV. Boys are also introduced to the basic concepts of business and the role of effective communication through an Enterprise day where they work in teams to develop and sell a product.

In Year 10 the boys visit a university and are required to fill in a basic application form based on research and justification in order to obtain their choice of university. All careers lessons and skills are focused towards work experience which occurs in the first full week of September. Boys can either choose a work experience placement from Kingston Richmond Education Business Partnership or can organise their own. All placements need to be confirmed by KREBP as they ensure the Health & Safety compliance of each placement. Work experience introduces the importance of developing transferable skills and the necessity of being proactive and of taking initiative in different circumstances. Year 10 boys also complete the Morrisby Career Interest Test which enables them to develop a deeper awareness of themselves which guides them in their A-level subject choices. These tests also give the boys practice in completing online assessments which are widely used in job applications these days.

The focus in Year 11 is on the choice of A- level subjects and the various pathways that exist to Further and Higher Education. Boys are given talks - and provided with opportunities to go to fairs – to find out about university in the UK, university in the USA and Europe and on apprenticeships.

Boys have access to a wide range of careers materials and information in the school library and online. At various times during the year the school, professionals will visit the school and provide a talk on their career to those boys who are interested. Two notice boards are used for career ideas and to reinforce career vocabulary.

11. Student Council

The student council is made up from two representatives from each class and meets twice per half term to discuss pupil's concerns. Decisions made by the council can be brought to the SMT for ratification. Various charity enterprises are run through the student council. Charities are chosen by the students are various fund raising initiatives are held each year.

12. Diet

The school believes that a balanced vegetarian diet is an aspect of healthy living and, as such, the school lunches are vegetarian. The principles behind the vegetarian policy relate to the ethos of Harmlessness and to eating food which is light, fresh and wholesome. The environmental impact of meat production is also discussed. Boys are given lessons on nutrition in the Science course in Y8. Y7 pupils receive some instruction on the nature of a balanced diet in Assemblies.

13. Personal Fitness

Boys are given lessons and guidance on personal fitness within the PE Department. Various tasks and activities are used to measure aspects of fitness and these are recorded and tracked.

[See PE Workschemes]

14. Advice to Parents

Parents are given advice on how to deal with their son's personal health and social well-being.

This is provided through meetings with new parents and parents are invited to talks on Drugs and Alcohol, Sex and Relationships, Cyber Awareness, Drugs and Alcohol.

15. Trips

The School places cultural trips as a vital aspect of the PSHE curriculum to enhance the spiritual, emotional, mental and physical development of each pupil. The main thrust of this takes place during the Activities Week towards the end of the Spring term. This includes trips for Year 7 to the Lake District, Year 8 to Greece, Year 9 to Spain, Year 10 to Italy.

Other cultural day trips are run at various times of the year organised by academic departments.

These help expand the pupils' awareness of the subject. These include trips to the WW1 & 2

Battlefields, St Albans, Fishbourne, the Globe Theatre, etc. Most of these trips incorporate cross-curricular themes.

16. Cadets

Boys from Year 8 upwards are invited to join the St James Cadet Detachment. The cadet force offers a variety of activities and experiences, which allow these young men to develop teamwork and leadership skills and overcome their limitations. The cadet force parade on Tuesday evenings between 4:15pm - 7:00pm at School. In addition to this, there are several camps throughout the year, e.g. a Christmas camp, an Easter Camp and a 1 week Annual Camp.

17. Extra-Curricular Activities

Many aspects of PSHE permeate the extra-curricular activity programme. Extra-curricular activities are held to be of vital importance for the emotional and mental development of each boy. An Activities Week also runs for Years 7-10 each March where pupils travel to locations in the UK and Europe to further their understanding, enrich their cultural appreciation and cement friendships.

See document: Appendix 2 and 3

18. Religious Education

Religious Education is provided throughout the school (2018: years 7 – 9). Religious Studies is provided as a GCSE from Year 9 onwards and at A Level.

The school chaplain, Rev Robert Marshall usually visits the school for services and assemblies once or twice each term. The school attends church services at the beginning and end of each year, a Remembrance Day service held in school and a carol service each Christmas. Our local church is St Hilda's. Ideas from many of the world's religions are taught in Year 10 Philosophy in an ethical framework.

22. Rewards, Commendations and Honours

The use of rewards and commendations is held to be a vital aspect of PSHE for emotional development. [See Behaviour and Discipline Policy]

Policy Written by: James Johnson

Reviewed by: Headmaster and SMT

.....

Approved by:

.....

Date:

Appendix 1

Sixth Form PSHE

1. Aims of the policy

The Sixth Form Personal, Social and Health Education policy aims to build upon the principles and habits established as part of the school’s holistic PSHE policy (see also Aims and Ethos policy).

In addition it aims to:

- enable pupils to make informed choices on the university application process
- further build on the values established by the holistic PSHE policy by fostering a sense of community and responsibility to others
- provide clarity and insight to each pupil as to what their individual values are
- to form and maintain effective interpersonal relationships both platonically and professionally

This is provided via form time, assemblies and through events/ visiting speakers throughout the school year.

2. Form time and PSHE lessons

Form tutors are responsible for delivering the majority of the PSHE content, using materials from the Big Life Project and complimentary materials, which may include relevant news stories and other publications.

The Sixth Form engage in quiet time in the same manner as the rest of the school. In addition, mindfulness training sessions are provided by visiting speakers.

Subject matter ranges from matters of personal health and hygiene to financial and time management. We operate a two year “subject cycle” to ensure that all areas are covered by pupils

during their time in the Sixth Form. An outline of the schedule is provided but so as to meet the needs of the pupils as individuals and considering that relevant issues for discussion may arise, we do not prescribe material on a strict lesson by lesson basis, although as appropriate, we may use material from the Big Life Project and other providers.

Form masters also use form time for delivery of daily notices, the UCAS process and to discuss pupil progress following each report cycle.

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Effective Communication	UCAS	Leadership	Employability/ Work experience	Finance/ Money Management	Nutrition

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health	UCAS	Mental Health and stress	Drugs and alcohol	Sex ed.	Cooking and household/University life

3. Charity

The Sixth form support charitable work and endeavours as part of their spiritual and ethical education. In the autumn term, funds are raised for The Great Ormond Street Hospital. For the remainder of the school year, funds are raised for another registered charity, agreed upon by the pupil body and Head of Sixth Form.

4. UCAS

Pupils are supported throughout the UCAS process by their form masters. We encourage the pupils to consider their university choices immediately upon entering the sixth form and help them to make informed decisions based upon interests and aptitude. Form masters assist the students in writing the personal statement and support this with a staff reference. Whilst all references are positive, the integrity of the application process remains paramount.

Appendix 2

Extra Curricular Activities at St James

There are two main times when Extra-Curricular activities take place at St James. Wednesday Period 5 ‘Clubs Period’ and Friday Period 6 & 7 ‘Friday Options’

The Clubs Period is generally either non-sporting clubs, or sports not directly in the PE curriculum. Pupils sign up for a half term of clubs. The atmosphere is deliberately less formal, with no homework set and an opportunity for boys to work together with others from different year groups.

The Friday Options period is used to encourage boys to find a sport they really love. Year 7 & 8 use the time for Cross Country running and athletics – the aim is to encourage fitness and perseverance. Once pupils enter Year 9, they have the opportunity to try a variety of sports.

Activities Offered: ‘Clubs Period’ Period 5 Wednesday (for Years 7-11, optional for 6th Form)

Drama	Book Club	Scrabble	Philosophy
Orchestra	History	Football (5 a side)	Comics
Design Technology	French Speaking	Art (drawing)	Music: Bands
World Events/Politics	Higher Physics	Business and Enterprise	Model United Nations
Junior Science	School Magazine	Spanish Speaking	Drama
Touch Typing	Geography	Quizlet	Silent Study

At this time, subject teachers also teach boys who have chosen a 10th GCSE (generally GCSE Greek or Sanskrit), as well as offering specialized subject clinics (generally closer to public examinations) In addition, the Ficino Society holds events from time to time where guest speakers address boys on a specific topic. Cadets also runs at this time for those boys involved.

Musical Groups (offered sometimes in timetable, sometimes at lunch etc.)

Orchestra	Choir	Woodwind Ensemble	Brass Ensemble
String Trio	Rock Band (TBC)	Singing (across year groups)	

Activities Offered: ‘Friday Options’ 2018-19 (for Years 9-13)

Cross country running (Y7 & 8)	Basketball	Judo	Rowing
Kayaking	Golf	Fencing	Tennis
Table Tennis	Mountain Biking	Badminton	Sailing
Cricket Nets	Swimming	Squash	Boxing
Basketball	Strength and Conditioning	Canoeing	Hockey
Football			

St James and the Community

Helping the homeless

Ms Suki Gill, our Head of Computing, runs a programme focused on rough sleepers in London. Every month, students go into London with packs of useful goods – including food, sanitary items and bedding. Ms Gill drives a school mini-bus into the city and she goes around the streets with students handing out these useful packs. Students are also responsible for collecting the contents of these packs. Ms Gill also gives the students training in how to speak to homeless people, offering kindness as well as goods.

Charity Initiatives

St James Senior Boys has a charity committee lead by members of the sixth form. They help with Ms Gill's homeless initiative, but they also collect money for the school's chosen charities. Each year, the charity committee and student council decide on the school's charity and money is collected in a variety of ways throughout the year; including bake sales, car washes, football tournaments, mufti days, library sleepovers etc.

Partnering another school

Darul Hadis Latifah Secondary School is a small school based in Inner East London, next to Bethnal Green Station. It is made up almost entirely of the local Bangladeshi Community. Recently, it received a low OFSTED rating so St James has teamed up with the school to drive forward improvements. Literacy is a major issue at the school, so St James is working closely to develop their Literacy strategy. We have also organized student exchange day-trips to better engage our students with a different culture. St James teachers mentor teachers at the school and we share resources.

Appendix 3

Activities Week (Late March each year)

The Activities Week programme has been running at St James since the school's inception over 40 years ago. Throughout Years 7-10, boys are introduced to the finest material both in the natural world, and in the world of culture and civilisation. Travelling with their peers also cements friendships, develops emotional intelligence and leadership and communication skills.

Year 7 Lake District

Pupils visit a centre in the Lake District where they enjoy a week of outdoor activity. The programme is based around cementing relationships and friendships, appreciating the natural world, as well as encouraging initiative and leadership

Year 8 Greece

Year 8 tour the ancient sites of Greece, birthplace of science, art, literature, drama, philosophy and much more. The tour includes trips to the Parthenon, the temple at Delphi, Olympia, Epidaurus and Mycenae. The programme is based around providing a grounding in classical education and philosophy, linking this to modern life.

Year 9 Spain

Year 9 complete the last 120km of the Camino de Santiago de Compostela and in the process collect stamps and earn their 'pilgrims certificate', designed to connect them more closely with who St James was and the concept of pilgrimage.

Year 10 Italy – Florence and Lucca (Italy)

This city is the hub of the 15th century Italian Renaissance and in the museums, galleries and exhibitions are some of the world's greatest masterpieces. Boys are often deeply affected and moved by these works but cannot gain this experience unless brought face-to-face with them. They are taken to see works by Michelangelo, Leonardo Da Vinci, Botticelli and many others. The experience has always proved to be of enormous significance for every boy. Boys are required to create a project following this trip and may give talks or power-point presentation.

Appendix 4 Work Experience Policy

Aim:

- For all learners to engage in a one week work experience at the start of September during Year 11 and Year 13
 - The **purpose** of work experience is to:
 - Broaden students' **general knowledge** of skills required in particular economic sectors and how these relate to tasks performed.
 - For students to understand the concept of **employability** and to link the term to subject choice and the curriculum in schools, colleges and universities
 - To develop an awareness of the importance of developing **transferable skills**, such as punctuality, reliability, effective communication, etc.

Procedure:

- Work experience placements can either be organised through Kingston Richmond Education Business Partnership (KREBP) or via an 'own find'
 - For an 'own find', a student will need to submit an 'own find' form which will contain details of their placement
 - In both situations, KREBP will provide an independent Health & Safety inspection which will be regarded as approval of the placement, unless otherwise notified
 - Parents will be charged for the services provided by KREBP
- In cases where parents choose not to use the services provided by KREBP, they will be notified that their sons are on 'leave' from school for that week and that their sons are under their care. A return date to school will be stipulated. If parents decide to use this week for Work Experience, they will be advised that they should check the validity of the Employer's Liability insurance of the company they have chosen for work experience and that their son has a nominated person at the chosen company who will directly look after them during the week.
- Information regarding the work experience procedure and policy will be provided for the parents and the boys in the January before the September placements. Information regarding 'own finds' must be made available to the school no later than the May of that year in order for KREBP to perform the necessary H&S inspection and for the placement to be approved.

- In preparation for work experience, the school provides the necessary skills and information during assemblies and form lessons.
- The school contacts each of the placements for feedback on the boys during or immediately after their week of work experience.
- The school reviews the work experience policy and practice once a year after work experience has taken place, in an SMT meeting
- The school will not be involved in and cannot take responsibility for any student who does work experience outside of the dedicated week in September or who does not inform the school of their placement details during that week and allow KREBP to perform an independent H&S inspection.

A Year-by-Year Approach to the St James Education

Year 7 – New Beginnings & New Friendships

Year 8 – Service & Gratitude

Year 9 – Unity in Diversity

Year 10 – Choice & Judgement

Year 11 – The Development of Reason

Year 12 – Self-Mastery

Year 13 – Life after St James

Year 7: *New Beginnings & New Friendships*

Philosophy	PSHE	Events & Trips
Autumn Term - Unity (.b Mindfulness Programme 11 week Course)	<u>Autumn Term</u> Getting to know each other, settling in Staying safe online and using technology	Waterperry - Three-Day Trip.

<p>Spring Term - 'Who Am I'</p> <p>Summer Term - Values, Courage & Calmness</p> <p>Learning by Heart:</p> <ul style="list-style-type: none"> - The poem 'IF' by Rudyard Kipling - 'Invictus' by William Earnest Henley <p><i>Badges are awarded for these.</i></p>	<p>properly</p> <p>Cyber Safety - Staying safe online (visiting speaker)</p> <p><u>Spring Term</u></p> <p>Making friends and keeping them</p> <p>Healthy lifestyles - proper sleep and proper diet</p> <p>Anti-Bullying (visiting speaker)</p> <p><u>Summer Term</u></p> <p>Exams and Revision</p> <p>St James General Knowledge</p> <p>Energy Drinks and other substances (visiting speaker)</p> <p>'Overcoming limits' - with Steve Cunningham (visiting speaker)</p>	<p>The Lake District - One Week</p> <p>Summer Expedition - Dorset.</p>
--	---	--

Year 8:*Service & Gratitude*

Philosophy	PSHE	Events & Trips
Autumn Term – Happiness and Balance	<u>Autumn Term</u>	Greece Trip – One Week
Spring Term – Natural Law	Getting organised and prepared Are you getting enough sleep?	Lunch Service
Summer term – Questioning / Good Company	Exams and Revision Cyber Safety – Staying safe online (visiting speaker)	Service Above Self Initiative
Learning by Heart – A Passage From Shakespeare	<u>Spring Term</u>	Mothers & Sons Formal Dinner –becoming more independent.
	Target Setting Diet and Healthy Eating Anti-Bullying (visiting speaker)	
	<u>Summer term</u>	Trip to Waterperry
	Exams and Revision My Achievements Drugs and Illicit Substances (visiting speaker)	Letter of Gratitude 'The Fastest Blind Man – Visit by Steve Cunningham.'

Year 9:*Unity in Diversity*

Philosophy	PSHE	Events & Trips
<p>Autumn Term - ‘The Power of Attention’ - .b Mindfulness - 11 Week Course.</p> <p>Spring Term - ‘Being a Man?’</p> <p>Summer Term - ‘The Art of Harmonious Living’.</p>	<p><u>Autumn Term:</u></p> <ul style="list-style-type: none"> • Bullying - dealing with differences. Avoiding peer pressure. • Citizenship - Similarities and differences. Identifying your own values. <p><u>Spring Term:</u></p> <ul style="list-style-type: none"> • Relationships (Speaker - relationships and sex ed.) - Discussing sexual and non-sexual relationships. • Diversity - religions and ethnicity. <p><u>Summer Term:</u></p> <ul style="list-style-type: none"> • Employment and the workplace (Workshop with SGS) - looking at different types of work and possibilities. 	<p>Parents Breakfast Meeting -Mindful Parenting.</p> <p>PEP Project</p> <p>St James Pilgrimage the Camino (Italy)</p> <p>Parents Breakfast Meeting - Sex & relationships</p> <p>Stepping into Manhood - Formal dinner for boys and a significant male influence in their life.</p> <p>Parents Breakfast Meeting - The Esteem Team</p>

	<ul style="list-style-type: none"> • Images from the media – impact of the media on our lives and relationships. 	
--	---	--

Year 10:

Choice & Judgement

Philosophy	PSHE	Events & Trips
<p><u>Autumn Term:</u></p> <ul style="list-style-type: none"> • Ethics: what are morals and how should they be applied (looking at Plato, Kant and Nietzsche)? • Society: What do great • Philosophers say about the way societies should run – compare this with British society (with a focus on the justice system) 	<p><u>Autumn Term:</u></p> <ul style="list-style-type: none"> • Alcohol and its effects – possible negative and positive effects. A rounded view. • Life skills – Self esteem, identifying strengths and weaknesses. <p><u>Spring Term:</u></p> <ul style="list-style-type: none"> • Drug (and alcohol) abuse (outside speaker) – Look at the effects of drugs and the law. 	<p>Florence & Luca – One Week Trip</p>

<p><u>Spring Term:</u></p> <ul style="list-style-type: none"> • Stories of Religion: A look at the great religious stories (focus on Christianity – linked with the artwork boys will see in Florence) • Saints, Gurus and Great Men and Women: The choices and judgements made over time by great people <p><u>Summer Term:</u></p> <ul style="list-style-type: none"> • Choices and Judgements in the 21st century: Focus on the key issues affecting society and young people (eg. Extremism, sexism, poverty, racism etc.) • Speech on an important issue 	<ul style="list-style-type: none"> • Depression – Mental and emotional health an how to manage this. <p><u>Summer term:</u></p> <ul style="list-style-type: none"> • Leadership (work in progress!) • Careers <ul style="list-style-type: none"> - Behaviour in the workplace workshop. - work experience. 	
---	--	--

Year 11:*The Development of Reason*

Philosophy	PSHE	Events & Trips
<p>Western Philosophy- with occasional comparisons with Eastern traditions, particularly Advaita Vedanta.</p> <p><u>Autumn Term:</u></p> <p>Socrates/Plato Aristotle Epicurus Epictetus Marcus Aurelius Augustine Boethius</p> <p><u>Spring Term:</u></p> <p>Aquinas Ficino Descartes Pascal Spinoza</p> <p><u>Summer Term:</u></p> <p>Kant Hegel/Marx Nietzsche</p>	<p><u>Autumn Term:</u></p> <ul style="list-style-type: none"> • Financial decisions – Assessing and managing risks in relation to financial decisions. Gambling. • Jobs and their requirements. – What do you need to get the job you want. <p><u>Spring Term:</u></p> <ul style="list-style-type: none"> • Study skills • Revision / study <p><u>Summer Term:</u></p> <ul style="list-style-type: none"> • N/A – study leave 	<p>Revision – University Style Study Week.</p>

Year 12 *Self-Management: Master of my Fate & a Friend to All*

Philosophy	PSHE	Events & Trips
Autumn Term - The Good, The True & the Beautiful. Taught by Valentin Gerlier. (Cambridge University).	<u>Autumn Term</u> Academic Mentoring Buddy System Prefects Drugs Awareness Talk NCS Talk	Teambuilding Day Life Compass sessions Ficino Society Talks Headmaster's Symposium Dinner Philosophical Lectures MUN
Spring Term - Inspiration and Passion	<u>Spring Term</u> Academic Mentoring Buddy System Prefects Drugs Awareness Talk	Life Compass sessions Ficino Society Talks Philosophical Lectures Dancing with the Girls event

Year 13 *Adulthood- Life after St James*

Philosophy	PSHE	Events & Trips
Autumn Term - The Good, The True & the Beautiful. Taught by Valentin Gerlier. (Cambridge University).	<u>Autumn Term</u> UCAS Academic Mentoring Buddy System Prefects	Ficino Society Talks Headmaster's Symposium dinner Philosophical Lectures MUN Dancing with Girls' Event
Mindfulness training with James Gibbs	<u>Spring Term</u> Academic Mentoring Buddy System Prefects	Ficino Society Talks Philosophical Lectures
Spring Term - Legacy- So What? I'm a Year 13 Student- Get Me Outta Here!		

INITIATIVES TO STRENGTHEN ATTENTION AND DEVELOP VISION

A common thread through the whole course is the essential need for a man to gain the power to concentrate and let his attention rest on the work at hand.

Various attention-strengthening games are used as either lesson starters or ice-breakers; particular attention is given to the 'pause' at the beginning and end of each lesson.

PROVISION FOR SEN AND TALENTED AND GIFTED

Lessons are commonly a blend of both oral and written work. Pupils are encouraged to respond in the way most natural to them, but emphasis is placed on **spoken** responses. The philosophical maxim is :

"As a man speaks, so he thinks" (Leon MacLaren, Founder, SoES).

Extension work (particularly additional research) is occasionally offered in the Upper School.

CROSS CURRICULUM CONNECTIONS

The philosophy course is the spinal cord of the education offered at St James Senior Boys School.

In the academic curriculum, the philosophical influence is experienced not only by the teaching method ('pausing' encouragement towards reason etc.) but also where appropriate, in the choice of topics presented. For example:

- History :** The study of great men and women (plus consideration of people who used their powers for negative influence on humanity).
- Science :** In the Lower School - an exploration of the magical nature of God's creation; the provision of the universal elements for **all** of mankind to share and be responsible for.
- Mathematics:** The brilliance of the power of number in ordering the world around us.
- Classical Languages:** Through the grammar, how language offers lawful and ordered use of mind; through the cultural explorations and how mankind through the ages has been influenced by ideas.
- Music:** Singing and appreciating the finest music opens the heart, the realm of spirit.
- English Literature :** The regular study and performance of the great Shakespearean classics not only opens pupils to core elements in our heritage, but exposes them to experience some of the great 'truisms' and 'emotions' unfolded through the words of the "Bard".

