



Personal, Social, Health & Economic Education Policy (PSHE)

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. It is a central part of the St James ethos, which seeks to:

- 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

For more information regarding the philosophy and ethos of the St. James education, please refer to the 'Aims and Ethos' policy. Character education is at the very heart of the St James ethos. Our focus on mindfulness, meditation, and unity complements the delivery of our PSHE content, and aims to provide boys with the tools to reflect on and discuss, their beliefs and the viewpoints and attitudes encountered during their education.

The central aim of our PSHE curriculum is to encourage respect for others and an ethos of tolerance and understanding of themselves, and anyone they may encounter in life. In covering a broad range of topics (detailed below) we include a particular focus of the protected characteristics of:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

2. Introduction

1. This policy covers St James' approach to delivering and providing a comprehensive programme of PSHE. Our PSHE education programme is underpinned by the school values of developing open hearted young men with the confidence to discover their talents and interests, enjoy healthy lifestyles and make positive contributions to the lives of others. For more information regarding the philosophy and ethos of the St. James education, please refer to the 'Aims and Ethos' policy. Our focus on mindfulness, meditation, and unity complements the delivery of our PSHE content, and aims to provide boys with the tools to reflect on and discuss, their beliefs and the viewpoints and attitudes encountered during their education.
2. The PSHE programme contributes in a substantial way to promoting the wellbeing, spiritual, moral, cultural and physical development of our students and ultimately prepares St James' students for the opportunities, responsibilities and experiences of later life.
3. The Head of PSHE & RSE has produced this policy through consultation with the Head Teacher, Deputy Head, Assistant Heads, Head of Sixth Form, the school nurse and SENDCo.
4. We will create a safe learning environment establishing clear ground rules and discussing confidentiality in PSHE, ensuring it is understood by students. This policy is informed by the St James Senior Boys' School Safeguarding Policy.
5. The delivery of PSHE will consider the age, ability, readiness and cultural background of our students, ensuring everyone can fully access our PSHE provisions. Our PSHE education programme promotes diversity and inclusion by considering all students needs and we expect our students to consider the needs of others by being respectful, accepting and mindful of 'difference'.

6. We recognise the right for all students to have access to PSHE education which meets their needs. We will ensure that students with SEND receive access to PSHE through a carefully planned programme that includes differentiated learning opportunities that allow all students to access the lesson. We recognise that students should not be withdrawn from PSHE lessons, to catch up on other national curriculum subjects, as aspects of personal and social development are important to all students, as much as their academic achievements.
7. This policy is available, to parents and guests, via the school website.

3. The Curriculum

1. Our PSHE programme provides opportunities for students to develop their knowledge and understanding of three core themes:
 - Self Science
 - Relationships & Sex Education.
 - Living in the Wider World (including careers education).
2. During Key Stage 3 students build upon the knowledge and understanding, skills, attributes and values they have acquired at Primary School. Our PSHE education programme acknowledges and addresses the changes young people may experience, including transition to secondary school, changes of adolescence and increasing independence. Our PSHE programme teaches our students the knowledge and skills they will need to equip them for the opportunities and challenges of life. During Key Stage 3, students learn to manage diverse relationships, navigate their online lives, and the increasing influence of their peers and the pressures of the media.

Age appropriate learning opportunities at Key Stage 3 include:

- Learn about themselves as individuals and as members of communities (self-concept).
- Become more self-aware through Self-Science lessons.
- Mental health and wellbeing (including increased awareness of the NHS 5 steps to wellbeing).
- Emotional literacy and grief
- Healthy lifestyles (including the importance of sleep, exercise and healthy eating).
- Puberty and sexual health (including menstrual wellbeing, how to manage physical and mental changes that are a typical part of growing up).
- Drugs, alcohol and tobacco.

- Managing risk and personal safety (including online safety, exploring the risk associated with gambling and managing peer pressure and gangs).
 - Positive relationships.
 - Relationship values.
 - Forming and maintaining respectful relationships.
 - Consent.
 - Contraception and parenthood.
 - Bullying, abuse and discrimination.
 - Social influences.
 - Learning skills.
 - Choices and pathways.
 - Work, careers and employability.
 - Financial choices.
 - Media literacy and digital resilience.
 - Basic first aid skills.
3. During Key Stage 4 students broaden their knowledge and understanding, extend and practice skills, and further explore attitudes, values and attributes acquired during Key Stage Our PSHE programme reflects the fact that our students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Age appropriate learning opportunities at Key Stage 4 include:

- Self-concept (including the ability to assess personal strengths and identify areas of personal development, body image and managing external influences. Self-Science (developing assertiveness and building resilience).
- Mental health and emotional wellbeing.
- Health related decisions.
- Drugs, alcohol and tobacco (including addiction, habits, seeking help and wider risks on personal safety, career, relationships and future lifestyle).
- Managing risk and personal safety (including new social settings, workplace, online and gambling).
- Basic first aid.
- Sexual health and fertility.
- Positive relationships (including romantic and sexual attraction, pornography, the characteristics of positive relationships, recognizing unhealthy relationships and where to seek help).
- Relationship values (including how their values influence their decisions, understand the role of faith and cultural practices and belief concerning relationships and sexual activity).
- Forming and maintaining respectful relationships (including managing grief, the impact of changing relationships, legal and ethical responsibilities and recognizing unwanted attention).
- Consent.

- Contraception and parenthood.
 - Bullying, abuse and discrimination.
 - Social influences.
 - Employability skills, work and careers (including information, advice and guidance related to their next steps and careers, employment rights and responsibilities).
 - Financial choices (including managing risk, making informed financial decisions and evaluating financial advantages).
 - Media literacy and digital resilience.
4. Key Stage 5 PSHE is now delivered in timetabled lessons. There are still aspects delivered outside of a timetabled lesson too, for these please see Appendix 1.
5. The PSHE programme at Key Stage 5 prepares our students to manage their current lives and enables them to lay the foundations for managing future experiences. Students continue to learn about core themes in relation to young people's current experience, real-life relevance as well as building upon the knowledge acquired throughout Key Stage 4.
- Self-concept (including managing transitional phases in life).
 - Mental health and wellbeing (including common mental health issues).
 - Healthy lifestyles (including cancer awareness, accessing reliable sources of information, evaluate media messages regarding health and how to maintain work-life balance).
 - Healthy living in relation to the wider world, how to cook nutritious meals when away from home and how to seek healthcare advice when away from home.
 - Managing risk and personal safety at home and abroad.
 - Sexual health (including selecting appropriate forms of contraception, reducing the risk of STIs and taking responsibility for their own sexual health).
 - Drugs, Alcohol and Tobacco (including managing use in relation to health, understanding the impact on decision making, personal safety, looking out for friends and being a passenger with an intoxicated driver).
 - Relationship values (including prejudice and discrimination and faith and culture).
 - Forming and maintaining respectful relationships (including managing mature relationships, making new friends, online relationships, explore different levels of emotional intimacy, negotiating difficult relationships and workplace relationships and boundaries).
 - Consent (including moral and legal responsibilities, understand the emotional, social, physical and legal consequences of failing to respect others' right not to give or withdraw consent).
 - Contraception and parenthood (including acknowledging changes in fertility with age, the advantages of delaying conception, negotiating the

use of contraception with a sexual partner, evaluate means of contraception, getting advice and support quickly).

- Bullying, abuse and discrimination (including recognising and managing different forms of abuse, healthy and unhealthy relationships, online relationships, sources of support and strategies to de-escalate and exit aggressive social situations, celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination).
- Next steps available – choices and pathways.
- Work and career (including CV and interview skills and competing in a global economy).
- Employment rights and responsibilities (including the role of HR and professional conduct).
- Financial choices (including expenditure, budget for changes in circumstances, savings and accessing appropriate support).
- Media literacy and digital resilience (including managing online safety, challenging online content that could affect their personal / professional reputation, recognising benefits and limitations of social media, becoming a critical consumer and when / how to report and access help in relation to extremism and radicalisation).

4. Timetabling and delivery

1. We allocate 55 minutes curriculum time a week to PSHE education across all key stages 3 and 4 and one 55-minute lesson a fortnight in key stage 5.
2. Our PSHE education programme is mapped and planned effectively to ensure learning is organised into a series of reoccurring themes, which students experience every year. Throughout each Key Stage, the level of demand increases and learning is progressively developed. All lessons include age appropriate content and resources that have typically been approved by the PSHE Association.
3. 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, Lower School or for specific Year Groups.
4. Our PSHE programme is enriched by guest speakers. For example, Emma Cole (HIV/AIDS), Patrick Foster (Gambling Awareness), Bob Tait (Drugs Education), Oddballs (Testicular Cancer Awareness) and Fergus Crawley (Men's Mental Health). When using external speakers to deliver / support aspects of our PSHE education programme, we ask teachers manage learning, and ensure learning objectives and outcomes are agreed with the visitor in

advance. Teachers will always be present to manage learning and ensure the learning environment is safe.

5. 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.
6. As a result of our PSHE programme, our students will actively engage in learning, rather than passively receive information, thus allowing students to consider and clarify their views and beliefs and to rehearse and develop enquiry and interpersonal skills. Students engage with a comprehensive, balanced and factual information to inform their present and future choices.
7. We will ensure sessions, including those on risky behaviours and sensitive issues, remain positive in tone by avoiding the use of 'shock tactics' and scaring students. We will reassure students that most young people make positive and healthy lifestyle choices, whilst appropriately addressing potential consequences of lifestyle choices.

5. Extra-Curricular Delivery

1. Duke of Edinburgh Bronze Award is offered to pupils in Year 9 & 10. Silver and Gold Awards are also available. The four strands of the D of E programme are: Skills, Recreation, Community Service and Expedition.
2. 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.
3. The Careers Coordinator is Andrew Michalski. 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. Work experience is completed by Y11 and 13 in September, please see Appendix 3.
4. The student council is made up from a representative 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 and various fund raising initiatives are held each year.

5. 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. Please see Appendix 2 for further details.

6. Monitoring and Assessment

1. Students' learning and progression is monitored in PSHE through a series of methods which enable students and their teachers to assess what has been learnt, and how learning and understanding has progressed.
2. We will evidence students learning and progression using baseline assessments, which are revisited at the end of a topic.
3. Students have summative assessment at the end of every unit of work which is tracked by the Head of PSHE. If students are not making progress, interventions will be put in place to assist student's understanding of that unit of work.

7. Teaching responsibility and staff training

1. The PSHE programme is led and taught by the Head of PSHE and RSE.
2. Only carefully selected members of staff other than the Head of PSHE and RSE, will teach timetabled PSHE. These staff members are selected by their suitability to teach the subject and enthusiasm to teach it.

8. Confidentiality and handling disclosures

1. Ground rules are set at the start of the year. These rules are revisited at the start of every lesson.
2. Confidentiality is upheld by only discussing questions raised and student concerns / safeguarding issues with the DSL.
3. We will allow students to ask anonymous questions by issuing post-it notes and the use of 'ask it baskets' in PSHE lessons.
4. Students questions will be answered by their PSHE teacher, however students will be reminded that they may need time to respond to their question, giving them time to consult with the DSL if they are concerned about the nature of the question or if the question raises a potential safeguarding issue.

9. Links to other school policies

1. This policy compliments and supports whole-school policies, including:

- Safeguarding
- Relationships and Sex Education
- Anti-Bullying
- Anti-Cyber-Bullying
- Acceptable Use
- Inclusion and SEND
- Careers Education
- Curriculum
- Aims and Ethos
- Pastoral Care

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 timetabled lessons, form time, assemblies and through events/ visiting speakers throughout the school year.

2. Form time and PSHE lessons

Students have fortnightly PSHE lessons during which a Key Stage 5 specific curriculum is delivered.

Form tutors are responsible for delivering content related to PSHE content, using materials from the Unifrog, The Day 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, an online advanced mindfulness programme is offered in Year 12

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

3. Charity

The Sixth form support charitable work and endeavours as part of their spiritual and ethical education. A charity prefect is appointed each year

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. All tutor references are informed by academic references from the respective subject teachers.

Appendix 2

Extra-Curricular Activities at St James

Extra-Curricular activities take place on a Friday Period 5 & 6 '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 Friday (for Years 7&8)

Adventurous Sports	Cartoons	Chess	Classics
Computing	French	Gardening	History
Photography	Role Playing		

This is the current list for 2022/23 but this is subject to change due to the availability of teachers and the clubs they wish to facilitate.

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).

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

Orchestra	Upper Voice Choir	Lower School Choir	Close Harmony Choir
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Lunchtime Recitals	Rock Band	Junior Rock Band	
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Sports Activities Offered: 'Friday Options' (for Years 7-13)

Athletics	Badminton	Basketball	Climbing
Cricket Nets	Cross Country	Golf	Judo
Kayaking & Canoeing	Sailing	Strength & Conditioning	Adventure Sports
Table Tennis	Tennis	Football	Squash
Hockey			

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 3

Work Experience

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.

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